

The Importance of Sociolinguistic Research in Language Education

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Annotation: This article explores the importance of sociolinguistic research in language education. By studying the relationship between language and society, sociolinguistics helps us understand how language functions in a social context. The article discusses language diversity, curricula and educational methodologies, as well as their role in the development of linguistic diversity.

Key words: language education, curriculum, linguistic diversity, educational methodologies, students, inclusive education, cultural context, teachers, sociolinguistics, language attitude.

Annotatsiya: ushbu maqola til ta'limida sotsiolingvistik tadqiqotlarning ahamiyatini o'rganadi. Sotsiolingvistika, til va jamiyat o'rtasidagi munosabatlarni o'rganish orqali, tilning ijtimoiy kontekstda qanday ishlashini tushunishga yordam beradi. Maqolada tilning xilma-xilligi, o'quv dasturlari va ta'lim metodologiyalari, shuningdek, lingvistik xilma-xillikni rivojlantirishdagi roli muhokama qilinadi.

Kalit so'zlar: til ta'limi, o'quv dasturlari, lingvistik xilma-xillik, ta'lim metodologiyalari, o'quvchilar, inkluziv ta'lim, madaniy kontekst, o'qituvchilar, sotsiolingvistik, tilga bo'lgan munosabat.

Аннотация: В данной статье исследуется значение социолингвистических исследований в языковом образовании. Изучая отношения между языком и обществом, социолингвистика помогает нам понять, как язык функционирует в социальном контексте. В статье рассматривается языковое разнообразие, учебные программы и образовательные методики, а также их роль в развитии языкового разнообразия.

Ключевые слова: языковое образование, учебная программа, языковое разнообразие, образовательные методики, студенты, инклюзивное образование, культурный контекст, преподаватели, социолингвистика, языковая установка.

Sociolinguistics (lot *societas* - society and linguistics) is a scientific branch that develops at the intersection of linguistics, sociology (sociology), social psychology and ethnography and studies a set of problems related to the social nature of language, its social functions, the mechanism of influencing language, and the role of language in society. is a theoretical field. Some of these issues ("language and society") are also studied within general linguistics. The interdisciplinary status of sociolinguistics is reflected in the set of concepts it uses. Some sociolinguistic researches in the 70s and 80s of the last century were conducted one-sidedly based on the views and requirements of the language policy at that time.[1] Normative criteria in sociolinguistics mean the coordination of language based on certain norms. The creation of rules related to language grammar is one of the important factors of standardization. A standardized language is a national-literary language that serves the needs of a particular society and is coordinated on the basis of certain laws and regulations. Regionalism refers to the association of a language with a particular region. Territoriality is connected with the formation of a nation, customs, traditions, historical-ethnic unity and a single state system. Differences between nations, regions, historical-ethnic background and development are the basis for differences between languages. Having the same nationality and ethnic background ensures that the means of communication are the same, regardless of the difference in territory. For example, in the Uzbek and Tajik languages, the uniqueness of each language is noticeable. There are phonetic, lexical, and

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grammatical differences between the Uzbek and Kyrgyz languages, which have the same ethnic base. Differences related to the internal structure of the language are also observed between literary language and dialects. Based on their social nature and specific characteristics, languages can be grouped as follows. Sociolinguistics is a new science that has emerged between linguistics (intralinguistics) and social sciences, which studies the internal structure of language. Therefore, this science studies the social side of language construction. The term "science" was used in ancient times in a broad sense. It was also applied to "art" and its types. In sociolinguistics, the concepts of "science" and "art" and their interaction, society's attitude to these two concepts, and their attitude to language are also studied. "Science" and "art" are borrowed from the Arabic language: "science" is the equivalent of the term "nauka" in Russian, and "art" is the equivalent of the term "iskusstvo" in Uzbek. In the history of general science, "science" meaning "science" and "art" meaning "art" were not distinguished as the same concept. Also, in antiquity, the word "sculptor" was used to refer to craftsmen in general, in addition to "sculptor". The word "sophist" was also used in a broad sense. In particular, in ancient Greece, the word "sophist" was used in addition to the meaning of "sage", "carpenter-master", "painter" (malyar), "carver" (gonchar). Old French written sources acknowledge that the words "science" meaning "science" and "art" meaning "art" were used as synonyms for "knowledge" until the 15th century. Later, the first of them (nauka) is related to theoretical knowledge, and the second (iskustvo) is related to practical knowledge and differentiated. "Iskusstvo" in the meaning of "art" gradually became formalized in the meaning of "handicraft" and became a meaningful alternative of the word "craft" in the meaning of "craft".

In the famous "Miracle of Knowledge" ("Sokrovitshnise znaniy") by Brunetto Latin, who lived in the 13th century AD, the terms "science" in the sense of "science" and "iskusstvo" in the sense of "art" are, as mentioned above, "knowledge" Used in the sense of ("znanie"). The Italian sculptor Leon-Battista Alberti (15th century) and Leonardo da Vinci understood fine art, especially "jivopis" under the term "science" meaning "science". This understanding of the term "Science" did not change during the Renaissance. By this time, the word "science" in the sense of "science" began to be used in relation to technology and its types. In Uzbek linguistics, although it is not considered within the scope of the term "Sociolinguistics", there are some works in the nature of brochures, articles, pamphlets. Much work has also been done on aspects of sociolinguistics related to philosophy. For example, in the large-scale works of Prof. K. Khonazarov in Uzbekistan, many things were said about the language of the future typical of the "communist era", but all of them consisted of empty fantasies written under the influence of the policy and ideology of the Communist Party and the Soviet state. There are also brochures and articles written by professors such as G. Abdurahmonov, F. Abdullaev from the point of view of the linguistic aspect of sociolinguistics, in which the fate of the development of the Uzbek language in recent years is connected with the influence of the Russian language. In a number of defended dissertations and written monographs, special emphasis is placed on the "powerful language" of the Russian language of the time. Currently, the scientific and practical significance of these "works" has been lost.

Of course, there are also sociolinguistic works written with a reference to the literal greatness of one's mother tongue - the Uzbek language, without knocking down the global status of the Russian language. Among such works, the textbook entitled "Sociolinguistic description of news communication culture" written by the late associate professor Irisali Toshaliyev is of particular importance and value in terms of its objective writing with deep scientific observation. However, this work, unfortunately, took a worthy place in the book "The meaning of life" (Tashkent, 2015), published in memory of the scientist after his death. The trend of fighting for the purity of the Uzbek language is evident in some of the works after the independence of Uzbekistan. In them, proposals to replace the Russian words, which have been assimilated into the Uzbek language and become its own, with Turkish, Arabic and Persian alternatives are given priority. Language is a complex phenomenon with



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internal and external aspects. Its inner side is studied by the science of pure linguistics. It is called intralinguistics or immanent linguistics. Language and all features related to its construction are intrinsic to language. The aspects of the language related to the language community and society are considered its external side. The external side of language includes its non-linguistic aspects and is studied by external linguistics. External linguistics is also called macrolinguistics or extralinguistics. Sociolinguistics is one of the independent branches related to external linguistics (macrolinguistics or extralinguistics). In addition to sociolinguistics, foreign linguistics has other branches called psycholinguistics, mentalinguistics and ethnolinguistics. Until sociolinguistics was formed as a separate, independent branch of linguistics, the issues related to it were studied in the discussion (department) of "general linguistics" called "language and society".

The approach to sociolinguistics as a separate subject in the cycle of linguistics began after the 70s of the last century. During this period, a number of international conferences devoted to sociolinguistic issues were held in several countries of the world. Sociolinguistic problems formed the basis of the agenda of the XI international linguistic congress held in Bologna in 1972, the VIII world sociological congress held in Toronto in 1974, and the XII international linguistic congress held in Venice in 1977. As mentioned above, sociolinguistics is the youngest branch of linguistics. Sociolinguistics, a term that names this branch, appeared in the second half of the last century. It was recommended by the American researcher H. Curry in 1952. Before sociolinguistics was formed as an independent branch of linguistics, different views prevailed on the issue of its object. Because the main issues of sociolinguistics are connected with society and its political and economic conditions. The society of one country will have its own state, its political system and ideology, which is different from the society of another country. For this reason, sociolinguistics is given a different tone in different societies. After all, the main issues studied by sociolinguistics have a class and ideological character. During the period of the Soviets, the main issues of sociolinguistics were approached from the point of view of Marx-Lenin dialectics. Its issues were essentially interpreted in accordance with the ideology of the Soviet state. Sociolinguistics was considered as a branch of linguistics influenced by the political views of the Communist Party. That's why there were many differences in the issue of the object of sociolinguistics. In the "dictionary of linguistic terms" by O.S. Akhmanova ("Slovar lingvisticheskikh terminov". -M., 1969), this young branch of linguistics is called "Sociological linguistics" and "Sociolinguistics" and has two different interpretations, such as:

- 1) branch of linguistics that studies the relationship between language and legal changes in society and its life;
- 2) branch of linguistics that studies regional forms of language, i.e. social differentiation of languages.

From the very definition given to sociolinguistics, one can sense the ambiguity of its object. In particular, the second definition of sociolinguistics mentioned in the dictionary talks about something else unrelated to its object. Because the regional forms of the language are the linguistic concepts that the terms dialect and dialect mean, and they are considered the object of study of Dialectology, which belongs to the cycle of linguistics. That's right. Of course, sociolinguistics is also related to regional languages studied by dialectology. However, in sociolinguistics, not the regional forms of the national language, but the relationship of regional dialects and dialects with the national literary language are studied. So, the fact that sociolinguistics is an "infant" field in linguistics is also proven by the differences in defining its object. One of the concepts related to the object of sociolinguistics is "language community". "Language community" means the public speaking a certain language and owning it. This term is used in broad and narrow senses. In a narrow sense, it includes a specific state or nation. Understanding "language community" in this way is typical for foreign, more precisely, Western sociolinguists. The term "language community" in a broad sense refers to various regional groups, more precisely, dialect and language speakers, professions, a group of people who communicate in slang and slang, as well as experts in the field of science. The understanding of



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"language community" in a broad sense is considered the object of study of sociolinguistics. In one state or country, there may be several language communities, one of which differs from the other in the language or the system of some of its elements. For example, our Republic is a multi-ethnic country. It includes Uzbek, Tajik, Russian, Kyrgyz, etc. there are language communities specific to nations. Among them, the Uzbek language community is the leader. Because this language group reflects the "national" essence of the state of Uzbekistan. Each language community has its own unique socio-communicative system or sub-systems. Sociolinguistics, as mentioned above, is an independent field of science that emerged between linguistics and social studies. Every independent discipline has a set of problems that define its "independence". Such problems also exist in sociolinguistics. According to experts in this field, they include:

1. To study the relationship of language construction with social conditions, the influence of language on society and society on language in certain social conditions.
2. The social function of the language, its status at certain stages of language development and its introduction to a concrete function.
3. Functional forms of the language, literary language and its non-literary forms, simple conversational form, regional and social dialects (dialects), as well as studying other functional forms of the language.
4. The main types of functional branches of the language: social, methodological-functional, territorial types; socio-linguistic foundations of such branching; its social scope and speech situation (situation).
5. Social-communicative system and its integral parts (components). That the language situation is one of the objects of Sociolinguistics. Bilingualism (bilingualism), polylingualism (multilingualism) and diglossia phenomena.
6. Social conditioning of language development. Social types of language in various socio-historical formations (forms of language such as clan language, tribal language, ethnic and folk language, national language, international language, intermediary language, koyn). Through sociolinguistic research, the cultural heritage and traditions of the language are helped to be preserved. Language is not only a means of communication, but also an element of culture. Educators and researchers should design educational programs that take into account the cultural context, which will increase students' interest in the language.

Sociolinguistics allows us to analyze how language changes over time. Changing social conditions, technological innovations and globalization keep the language updated. Understanding this process helps teachers to provide education taking into account modern language trends. Sociolinguistic research helps to improve the methodology of language teaching. Teachers can develop effective instructional strategies by taking into account the social environment and the needs of students. This plays an important role in the development of students' language skills. Issues of social justice and inclusiveness are also discussed through sociolinguistic research. It is necessary to create equal opportunities for representatives of different social groups in language education, to approach their culture and language with respect. This ensures the successful education of all students.

The importance of sociolinguistic research in language education is incomparable. They not only help to gain a deeper understanding of the language learning process, but also serve to develop the educational system taking into account culture, social conditions and modern trends. Therefore, research in the field of sociolinguistics is important in improving the effectiveness of language education.

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