

**DEVELOPING SOCIOLINGUISTIC COMPETENCE IN SECONDARY SCHOOLS  
USING THE COMMUNICATIVE APPROACH**

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**Abstract:** This article explores the development of sociolinguistic competence among secondary school pupils through the application of the communicative approach to language teaching.

**Keywords:** Principles, sociolinguistic competence, modern teaching principles, communicative approach, non-native language.

The development of sociolinguistic competence in secondary general education schools requires consideration of the underlying theoretical principles – the principles and methods of teaching – which, taken together, determine the requirements for the teaching process, teaching resources and organisational forms of teaching.

A principle – translated from Latin – is a foundation, a starting point; a guiding idea, a fundamental rule' [3, p. 257]. 'A principle is often a law that functions as a principle. It is principles that determine how teaching takes place. This concept is linked to the concept of "law, regularity" [2, p. 105]. As we can see, the principles of teaching form the concept of the didactic process, and at the same time they are components of a unified system.

The principles for developing sociolinguistic competence in general education schools implement the general methodological principles of teaching a non-native language and are imbued with specific sociolinguistic content. In defining the principles for the development of sociolinguistic competence in general education schools, we draw on contemporary methodological principles of the communicative approach to teaching a non-native language

The principle of communicativeness as a methodological category (V. G. Kostomarov, A. A. Leontiev, Yu. S. Stepanov, E. I. Passov) implies:

- a person-activity approach to the study of a foreign language;
- the development of a need to speak the language in question as the primary motivation for this activity, which determines the learners' speech-thinking activity;
- the development in learners of specific communicative skills and abilities necessary for the adequate comprehension and production in Russian of texts of various genres, types, lengths and stylistic tones in which the learners are interested;
- individualisation and differentiation in teaching as one of the main means of creating motivation;
- functionality as the basis for the selection and organisation of linguistic means, and the mastery of grammatical aspects of speech and lexical units;
- situationality: recognising the situation as the unit for organising the process of learning foreign-language communication;
- ensuring that the content, conditions, methods and forms of organisation of the learning process are constantly renewed as the basis for maintaining interest in learning;
- the development of skills for independent knowledge acquisition and the mastery of creative activity;
- a significant increase in the proportion of collaborative forms of work within the learning process, contributing to the restructuring of motivational orientations and the creation of an optimal orientation structure.



According to the principle of communicative (speech-oriented) focus (I. L. Bim, I. N. Vereshchagina, E. I. Passov, G. V. Rogova, A. N. Shchukin, V. I. Andriyanova et al.), the process of developing sociolinguistic competence in secondary school pupils is modelled as a process of communication, which involves conducting lessons in a non-native language, a speech-oriented approach to the learning process, the creation of educational-speech and speech situations, and speech and educational partnership.

V. I. Andriyanova emphasises that the communicative principle forms the basis for teaching Russian as a non-native language [1, p. 257]. In this regard, the scholar considers it necessary to 'create a teaching system that would ensure mastery of the language in its basic functions – as a means of communication, expression, cognition, planning and organisation of activities (especially collective ones), and emotional, aesthetic and moral influence and upbringing – whilst prioritising the communicative function' [1, p. 3].

The principle of communicative orientation involves the manifestation of students' individual abilities and latent potential; they are integrated into the system of social relations, their interest in learning activities is awakened, and ultimately they derive pleasure from the very process of communication.

With regard to the development of sociolinguistic competence among secondary school pupils, the application of the principle of communicative focus also necessitates the repeated practice of linguistic and speech material, fosters pupils' psychological readiness for verbal communication, trains pupils to select the appropriate speech variant in educational communication situations; fosters independence and cooperation, communicativeness and sociability; and develops motivation for learning, imagination and creative abilities.

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