# THE INFLUENCE OF SOCIOLINGUISTIC FACTORS ON THE DEVELOPMENT OF EDUCATIONAL COMPETENCE OF HIGH SCHOOL STUDENTS IN ENGLISH LESSONS

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***Abstract:*** *This thesis analyzes the role of sociolinguistic factors in the formation of educational competence of senior students in English lessons. The author argues that the process of language learning cannot be imagined without a social context, and that the effectiveness of students' communication directly depends on their sociolinguistic knowledge.*

***Keywords:*** *sociolinguistic factor, educational competence, senior class, pragmatics, communicative adaptation, linguistic register, cultural context.*

## INTRODUCTION

In modern foreign language teaching methods, the main attention is paid not only to the student's grammatical knowledge, but also to how correctly he can use the language in society. For high school students, educational competence is not just mastering the curriculum, but also the ability to apply the acquired knowledge in real-life and social situations. In this case, the sociolinguistic factor serves as the main criterion determining the student's speech behavior.

The sociolinguistic factor refers to the influence of social stratification of language, speech context, status of interlocutors, and cultural norms on speech. Since high school students are at the level of cognitively understanding complex social relationships, developing sociolinguistic sensitivity in them has positive results in the following areas.

**Methodological recommendations.**

To develop students' educational competence through sociolinguistic factors, it is advisable to use the following technologies in the lesson process:

• Role-play simulations: Increase students' flexibility by putting them in different social roles (buyer-seller, student-professor, tourist-local resident).

• Contrastive analysis: Comparative study of sociolinguistic differences in Uzbek and English communication cultures (for example, forms of address or etiquette of requests).

Based on the literature analyzed, it can be concluded that theoretical and practical approaches to the development of sociolinguistic competence are diverse, but they have certain common aspects. In particular, learning a language is not only the acquisition of grammatical and lexical knowledge, but also the acquisition of a culture of social communication. However, some methodological sources do not clearly define the criteria for assessing this competence. Many developments do not provide sufficient practical recommendations for teachers. In addition, in the conditions of Uzbekistan, there are few empirical studies on sociolinguistic competence, and the existing studies are mainly limited to theoretical recommendations. In this regard, improving education based on innovative methods, taking into account the national cultural context, remains an urgent task. As a result of the analysis of the literature, sociolinguistic competence is covered in the following main areas from a psychological, pedagogical and methodological perspective:

• From a psychological point of view, sociolinguistic competence is associated with processes such as the formation of a culture of interpersonal communication, empathy, tolerance, cultural sensitivity, modeling speech in accordance with social roles and statuses. Motivation, self-confidence,

communicative needs in language learning directly affect the formation of this competence.

• In pedagogical literature, sociolinguistic competence is analyzed within the framework of the socializing function of education. One of the main goals is to enable students to choose language units appropriate for communicative situations, to communicate effectively with representatives of different cultures, and to form an approach free from stereotypes.

• Methodological sources put forward practical approaches to the formation of this competence, namely the use of authentic texts, WebQuest technology, role plays, problem tasks, and the creation of a language environment. It is emphasized that tasks aimed at using language in a social context are especially effective.

## CONCLUSION

In conclusion, the sociolinguistic factor is not just an auxiliary tool, but a central element in the formation of educational competence of high school students. The deeper the student understands the social nature of language, the greater his communicative abilities and self-confidence. This, in turn, ensures that secondary school graduates are competitive in the international educational and labor markets.

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