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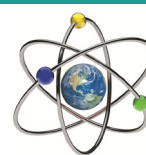


№11
2025

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M A KTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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INTEGRATING SOCIAL AND LINGUISTIC SKILLS IN ENGLISH TEACHING INSTRUCTION IS THE KEY TO IMPROVING HOLISTIC LANGUAGE COMPETENCE

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Abstract: This article primarily discusses the integration of social and linguistic skills, as well as career guidance for students, through the teaching of English in non-governmental educational institutions in Uzbekistan. Nowadays, improving the sociolinguistic competence of young people in learning a foreign language is an urgent issue, as most educational institutions emphasize the development of students' intellectual knowledge while neglecting the skills necessary for their personal and professional success. Therefore, this article highlights the need to effectively implement a methodology for developing soft skills within linguistic competencies in the education system of Uzbekistan. Considering the high demand for non-governmental educational institutions in the country, it is essential to integrate linguistic and social skills into their curricula. The article examines the issues of reforming the educational process in existing non-state educational institutions, raising its quality to a new level, applying globally recognized innovative methodologies, and guiding students toward future professions.

Key words: sociolinguistic competence, soft skills, non-governmental educational institutions, intercultural communication, personal and professional success.

Annotatsiya: Ushbu maqolada nodavlat ta'lim muassasalarida ingliz tilini o'qitish orqali talabalarning ijtimoiy va lingvistik ko'nikmalarini, shuningdek, kasbiy yo'naltirilishini integratsiyalash masalasi yoritiladi. Bugungi kunda yoshlarda chet tilini o'rganish jarayonida sotsiolingvistik kompetensiyani rivojlantirish dolzarb masalalardan biridir, chunki aksariyat ta'lim muassasalari talabalar intellektual bilimini rivojlantirishga e'tibor qaratib, ularning shaxsiy va professional muvaffaqiyati uchun zarur bo'lgan ko'nikmalarni yetarlicha inobatga olmaydi. Shu sababli, maqolada O'zbekiston ta'lim tizimida lingvistik ko'nikmalar doirasida soft skillsni samarali rivojlantirish metodikasini joriy etish zarurligi ta'kidlanadi. Nodavlat ta'lim muassasalariga talab yuqori ekanligini inobatga olgan holda, ularning o'quv dasturlariga lingvistik va ijtimoiy ko'nikmalarni integratsiyalash dolzarb hisoblanadi. Mazkur maqolada O'zbekistondagi mavjud nodavlat ta'lim muassasalarida ta'lim jarayonini isloh qilish, uni yangi bosqichga ko'tarish, jahon miqyosida tan olingan innovatsion metodikalarni qo'llash va o'quvchilarni kelajak kasblariga yo'naltirish masalalari yoritiladi.

Kalit so'zlar: sotsiolingvistik kompetensiya, yumshoq ko'nikmalar, nodavlat ta'lim muassasalari, madaniyatlararo muloqot, shaxsiy va professional muvaffaqiyat.

Аннотация: В данной статье рассматривается интеграция социальных и лингвистических навыков, а также профессиональная ориентация студентов посредством преподавания английского языка в негосударственных образовательных учреждениях. В настоящее время развитие социолингвистической компетенции молодежи при изучении иностранного языка является актуальной задачей, поскольку большинство образовательных учреждений уделяют основное внимание интеллектуальным знаниям студентов, недостаточно учитывая навыки, необходимые для их личного и профессионального успеха. Поэтому в статье подчеркивается необходимость эффективного внедрения методики развития гибких навыков (soft skills) в рамках лингвистической подготовки в системе образования Узбекистана. Учитывая высокий спрос на негосударственные образовательные учреждения, крайне важно интегрировать лингвистические и социальные навыки в их учебные программы. В статье рассматриваются вопросы реформирования образовательного процесса в существующих негосударственных образовательных учреждениях Узбекистана, повышения его качества, применения признанных в мире инновационных методик и ориентации учащихся на будущие профессии.

Ключевые слова: социолингвистическая компетенция, гибкие навыки, негосударственные образовательные учреждения, межкультурная коммуникация, личный и профессиональный успех.



INTRODUCTION

In the age of globalization, English continues to remain a salient value that has risen to the level of state policy in Uzbekistan. Foreign languages are emerging as one of the main tools in the development of international dialogue, scientific and technical cooperation, and cultural exchange. The importance of integrating soft skills into the English teaching process has become as essential as teaching the linguistics and grammar of the target language. Nowadays, developing communicative competence, in which learners can use language units appropriately in social situations, understand different cultural contexts, and choose suitable methods of communication, is particularly significant for intercultural communication. Sociolinguistic competence enables language learners to understand various cultural values, social roles, speech norms, and communicative conventions. Any learner engaged in communication in English must be able to correctly assess the listener's position, age, social status, cultural background, and whether the situation requires formal or informal communication. This requires not only strong grammatical and lexical knowledge of the language but also mastery of soft skills that allow the learner to complete communication effectively and with a positive attitude. This article describes how practical research demonstrates that the integration of sociolinguistic elements into English language teaching develops students' communication skills, along with important soft skills such as creativity, flexibility, critical thinking, social engagement, time management, and cultural sensitivity. This directly contributes to their success in further education and professional activities.

LITERATURE REVIEW

The importance of developing social skills and linguistic competence is closely interconnected in the process of learning foreign languages, and both play a crucial role in increasing an individual's success in life and efficiency in professional activities. It has become evident that even if a learner is proficient in the target language, they may still face difficulties due to a lack of soft skills. Our research has shown that the development of soft skills among learners is practically absent in non-governmental educational institutions. This situation contributes to rising unemployment and increases labor migration to other countries. N. Bahriyeva (2019), in her study among students of Bukhara State University, notes that unemployment among graduates is increasing due to insufficient soft skills training hours in higher education. Therefore, research indicates that professional training in soft skills and career guidance should begin at an earlier stage. This further confirms that the development of learners' social skills has become one of the key priorities of educational policy in many countries around the world today. According to I. Aliyev (2013), developing learners' soft skills in the process of teaching foreign languages is of great importance today, not only in increasing the efficiency of education but also in preparing qualified personnel who meet the needs of society. This approach creates opportunities for applying foreign languages in real-life situations rather than limiting them to linguistic knowledge alone. Our study of the educational system of Uzbekistan, particularly the development of sociolinguistic competence among students learning English in non-governmental educational centers, clearly demonstrates the relevance of this issue to the country's ongoing reforms and the demand for a workforce equipped with both linguistic and social competence. According to the results of a study conducted among adolescents aged 15–17 in non-governmental schools, 80% of students stated that their main goal was to enter higher education institutions, while 16% reported studying English to work or study abroad. Interviews with teachers revealed that only 17% of graduates from non-state educational centers were able to secure satisfactory income-generating employment; moreover, it was found that most alumni were working in low-income positions ^[1].

RESEARCH METHODOLOGY

The study employs a mixed-methods approach combining quantitative and qualitative techniques to examine the effectiveness of integrating social and linguistic skills in English teaching for improving holistic language competence. A quasi-experimental design with pre-test and post-test measures is used, where the experimental group receives integrated instruction including social interaction skills, collaborative tasks, pragmatic functions, and linguistic components such as grammar, vocabulary, and pronunciation, while the control group follows traditional language teaching. Participants consist of intermediate-level EFL learners selected through purposive sampling, and data are collected through standardized language tests, classroom observations, student questionnaires, teacher interviews, and student reflective journals. The intervention lasts 8–12 weeks and includes role-plays, discussions, problem-solving activities, and project-based learning designed to merge social communication behaviors with linguistic performance. Quantitative data are analyzed through descriptive statistics and t-tests to measure learning gains, while qualitative data are examined using thematic analysis to identify patterns in learner interaction, teacher perceptions, and classroom processes. Reliability is strengthened through triangulation of multiple instruments, inter-rater scoring of speaking tasks, and pilot

testing of questionnaires, ensuring that the methodology provides a comprehensive and valid examination of how integrated social-linguistic instruction influences learners' overall language development.

The research conducted confirms that developing young people's soft skills through the educational process leads to significant economic transformations in society. Therefore, it is essential to consider the specific characteristics of soft-skills education when organizing teacher-training activities in non-governmental schools. Sociolinguistic skills refer to the distinctive features of instructional processes aimed at guiding learners toward enhancing their intellectual knowledge and socialization in an intercultural environment, as well as equipping them with the theoretical and practical knowledge needed for future professional performance.

According to D. O. Khimmataliyev (2018), sociolinguistic competences are primarily formed through intercultural education at schools, which is necessary for step-by-step planning and logical sequencing in the educational process. A systematic approach is considered the foundation of educational effectiveness (Bakhrieva, 2019). While Khimmataliyev emphasizes high-level preparation in technical and higher education institutions, this process must also be implemented in non-governmental educational institutions.

ANALYSIS AND RESULTS

These results indicate several existing problems in the methodology of teaching second languages. First of all, some graduates of non-governmental schools claim that the lack of a special diploma from a higher educational institution is the main limitation for becoming a highly paid employee. However, the problem is not only the absence of a diploma, but also, as researcher Sh. Majid et al. (2019) noted, the lack of social skills and practical knowledge, which is one of the most obvious issues facing today's youth. This demonstrates that the development of learners' sociolinguistic approach is not sufficiently considered in the curricula of private schools. The lack of soft-skills development in these curricula leads to a shortage of personnel for 21st-century jobs that are in high demand in the labor market. For example, M. Zaylobidinova and B. Shermuhammadov (2024) argue that limiting learners from practical exercises in the process of learning English prevents students from developing their soft skills. This approach not only restricts students' opportunities to fully realize their potential, but also fails to support the strategic goals of New Uzbekistan. The innovative model of the state education standard requires young people to become qualified specialists who not only know the language, but can also effectively apply their knowledge and skills in their professional activities. Research shows that 80% of non-governmental educational centers fail to realize the full potential of their students. Most of them do not develop practical knowledge and skills aimed at professional goals in the process of learning English. As a result, students are deprived of the opportunity to effectively use their intellectual potential.

Sociolinguistic competence is the ability to use language in real communication situations in accordance with social contexts and includes aspects such as knowledge of speech etiquette, intercultural communication skills, and the appropriate selection of lexical and grammatical units. In second-language learning, developing sociolinguistic competence means developing learners' soft skills within the linguistic skills of the target language. This competence ensures that students not only know the language but also use it correctly and effectively throughout the learning process. The integration of social and linguistic skills into second-language acquisition, including practical training in culture, teamwork, communication, as well as developing critical thinking, creativity, and effective time-management skills in non-governmental schools, is essential in modern education. Students also need special training according to their chosen professional field and a clear understanding of market requirements. According to M. Zaylobidinova (2022), integrating sociolinguistic competence into second-language acquisition accelerates the learning process and aligns with Uzbekistan's education strategies. Lessons designed with sociolinguistic competence in teaching English offer several advantages: they form practical knowledge and skills, as students acquire competences relevant to their personal and professional needs. While intellectual knowledge is important, social skills accelerate learners' development as specialists in their chosen fields. Integrating sociolinguistic competence into second-language learning increases competitiveness by preparing young people as competitive specialists in the labor market. Students who acquire both linguistic abilities and soft skills significantly enhance their competitiveness in modern professional fields, including employment opportunities abroad.

Learning a foreign language also serves as an important foundation for personal development: it enables scholars and educators to access scientific literature in its original form, expanding their academic horizons. At the same time, language learning contributes to shaping individuals' social identity and worldview, forming culturally aware and intellectually mature members of society. Moreover, integrating social skills into the process of teaching a foreign language increases lesson interactivity. Such lessons naturally become more engaging for teachers as well, while interactive activities and problem-based tasks stimulate learners' active participation and help them overcome personal barriers such as shyness, reluctance to speak, or lack of self-confidence.



The rapid development of modern technologies and the acceleration of globalization are leading to the emergence of new professions. This process requires the preparation of highly skilled specialists who meet the demands of the new era. According to N. Amanlikova (2023), the main reason for the shortage of qualified personnel in our country is the insufficient development of soft skills among young people, such as creativity, communication, and collaboration. She concludes that modern specialists must be equipped with strong social skills as well as sociolinguistic competencies, and both must be developed adequately. Therefore, incorporating social and linguistic skills into the curricula of non-governmental educational centers can provide solutions to many challenges. Sociolinguistically integrated lessons can help reduce unemployment, improve living standards, and alleviate poverty. Introducing such curricula into the programs of non-governmental educational centers would allow the majority of young people in Uzbekistan to benefit from these opportunities.

Exercises that integrate sociolinguistic competencies in teaching foreign languages include role-play activities, which help learners practice dealing with real-life situations and develop appropriate strategies for interpreting and resolving them effectively. For example, students may assume various professional roles such as a doctor and a patient, a sales assistant and a customer, or a librarian and a student. The primary purpose of these activities is to cultivate essential social skills in young learners, enabling them to navigate workplace challenges with confidence. Case studies, which involve analyzing problematic situations, are also effective. These methods present real-life scenarios requiring participants to observe consequences, evaluate the effectiveness of actions, and propose solutions (Shermukhammadov, 2023). Students analyze and discuss such cases with the instructor supervising the process. Debate scenarios may also be introduced, allowing students to propose and compare potential solutions. Project-based learning develops students' ability to work collaboratively. Producing video content, for example, requires team-based responsibilities, such as filming, presenting, and editing. Successful outcomes are viewed as collective achievements. Interview and debate activities encourage learners to express their ideas freely and strengthen communicative competence. Such lessons not only help students identify their professional interests but also contribute to future career success (Zaylobidinova, 2022).

Another important component is integration, which ensures coherence between linguistic competence and social skills and supports their application in real learning environments. Flexibility involves updating English curricula according to learners' changing needs and developing the competencies required for modern education. Forming sociolinguistic competencies such as effective communication, problem-solving, teamwork, creativity, and critical thinking directly impacts students' intellectual and professional success. Integrating sociolinguistic competence into English teaching makes lessons more engaging and contributes to preparing specialists who meet societal demands. Incorporating modern technologies and teaching methods improves educational quality and ensures an interactive learning environment.

Uzbekistan's contemporary education system is increasingly prioritizing alignment with international standards. Teachers' qualifications in sociolinguistic competencies should be recognized through a certification system aligned with the goals of modern education. A well-developed certification process enhances employability by formally acknowledging acquired skills. These features, when implemented collectively, contribute to the establishment of a modern and effective education system.

In non-governmental schools, the integration of sociolinguistic competence in foreign-language teaching has become a key priority within Uzbekistan's new education strategy. This approach ensures alignment with international standards, prepares the younger generation for personal and professional success, and supports their effective integration into the global labor market. However, several significant challenges persist in non-state educational centers, including the lack of structured curricula and reliance on informal online resources. These issues have made such institutions a focal point for research. Furthermore, it has been observed that non-governmental schools, particularly those specializing in foreign languages, attract a substantial proportion of the country's youth, underscoring their critical role in national education.

CONCLUSION

Integrating linguistic competence and social skills for career guidance should become a strategic objective of the rapidly developing education system of Uzbekistan. To achieve this goal, all resources – including both governmental and non-governmental educational institutions – must be mobilized. Our research identified that non-governmental schools primarily focus on enhancing learners' intellectual knowledge for admission to higher education institutions, whereas less attention is given to developing learners' social skills. However, the integration of social skills into educational programs prepares learners for social life and guides them toward future professions. Therefore, it has been deemed necessary to give greater attention to developing specialized curricula focused on integrating social skills into foreign-language teaching and to create a corresponding educational manual based on these curricula. Furthermore, it should be noted that integrating sociolinguistic competence through the teaching of foreign languages in non-governmental schools aligns with Uzbekistan's



broader goals of preventing workforce shortages, reducing poverty, and improving the population's quality of life. Naturally, sociolinguistic integrated lessons should be enriched with teaching methods such as role-plays, case studies, project-based learning, debates, and interviews. Lessons designed in this manner must be characterized by a high level of organization, strong alignment with practical application, adaptability to labor-market demands, integration of social skills, conformity with international standards, and the presence of innovative approaches.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.