

SINFDA IJTIMOY LINGVISTIKA VA IDENTIFIKATSIYA

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<https://doi.org/10.5281/zenodo.10361168>

Annotatsiya. Ushbu maqolada biz sotsiolingvistika va o'ziga xoslik sinf muhitida qanday kesishishini o'rganamiz. Ijtimoiy lingvistika o'ziga xoslik kabi ijtimoiy omillar tildan foydalanishni qanday shakllantirishini va o'z navbatida tilning individual va guruh o'ziga xosligini shakllantirishga qanday hissa qo'shishini o'rganadi. Til o'quvchilarning o'zini idrok etishida, ijtimoiy o'zaro munosabatlarida va ta'lim tajribasida rol o'ynaydi. Ushbu maqolada sotsiolingvistikadan olingan ma'lumotlar ta'limni rivojlantirish va talabalarning shaxsiyatini hurmat qilgan holda til xilma-xilligini qadrlaydigan muhitni rivojlantirish uchun sinf amaliyotlarini qanday xabardor qilishi mumkinligini o'rganadi.

Kalit so'zlar: o'ziga xoslik, til xilma-xilligi, jamiyat, lingvistik fon, ishtirok, o'zaro ta'sirlar.

SOCIOLINGUISTICS AND IDENTIFICATION IN THE CLASSROOM

Abstract. In this article, we explore how sociolinguistics and identity intersect in classroom settings. Sociolinguistics studies how social factors such as identity shape language use and how language in turn contributes to the formation of individual and group identities. Language plays a role in students' self-perception, social interactions, and educational experience. This article explores how insights from sociolinguistics can inform classroom practices to advance learning and foster an environment that values linguistic diversity while respecting students' individuality.

Key words: identity, language diversity, community, linguistic background, participation, interactions.

СОЦИОЛИНГВИСТИКА И ИДЕНТИФИКАЦИЯ В КЛАССЕ

Аннотация. В этой статье мы исследуем, как социолингвистика и идентичность пересекаются в школьной среде. Социолингвистика изучает, как социальные факторы, такие как идентичность, влияют на использование языка и как язык, в свою очередь, способствует формированию индивидуальной и групповой идентичности. Язык играет роль в самовосприятии учащихся, социальных взаимодействиях и образовательном опыте. В этой статье исследуется, как идеи социолингвистики могут повлиять на практику работы в классе, чтобы улучшить обучение и создать среду, в которой ценится языковое разнообразие, уважая при этом индивидуальность учащихся.

Ключевые слова: идентичность, языковое разнообразие, сообщество, языковой фон, участие, взаимодействия.

Kirish

Til muloqot vositasi emas; u muhim ahamiyatga ega va shaxsiy va jamoaviy o'ziga xoslikni aks ettiradi. Sinf kontekstida til o'quvchilarning o'zaro munosabatlariga ta'sir qilish va shaxsiyatini shakllantirish orqali ularning tajribasini shakllantirishda rol o'ynaydi. Til va jamiyat o'rtasidagi munosabatlarni o'rganuvchi soha sifatida sotsiolingvistika ta'lim sharoitida til va o'ziga xoslik dinamikasi haqida tushuncha beradi. Ijtimoiy tilshunoslik sohasidagi tadqiqotlar shuni ko'rsatdiki, jins, etnik kelib chiqishi, ijtimoiy sinfi va geografik kelib chiqishi kabi omillar tildan foydalanishga

ta'sir qiladi (Eckert, 2000). Bu omillar jamiyatda qoralanishi yoki turlicha baholanishi mumkin bo'lgan lahjalar va aksentlar kabi til o'zgarishiga yordam beradi. Sinf muhitida talabalar kelib chiqishi va tildan foydalanishlari ularning ijtimoiy o'ziga xosligidan ta'sirlanadi. Talabalar o'zlarining madaniy merosi, til ko'nikmalari va shaxsiy tajribalari kabi jihatlarni o'z ichiga olgan shaxsiyatga ega. Til bu o'ziga xosliklarning qanday shakllantirilishi va muhokama qilinishida rol o'ynaydi. Misol uchun, o'quvchilar o'zlarining aksentlarini gapirishlari yoki ishlatadigan lahjalariga qarab, o'zlariga tegishlilik yoki istisno hissini his qilishlari mumkin. Til, shuningdek, o'quvchilarning o'zlarini qanday qabul qilishiga va tengdoshlari va o'qituvchilari bilan munosabatiga ta'sir qilishi mumkin. Tilning shaxsga ta'sirini tan olish adolatli sinf muhitini yaratish uchun juda muhimdir. O'qituvchilar turli xillikni qabul qilishlari va har bir o'quvchining til repertuarini qadrlashlari muhimdir. Talaba o'qituvchilarining shaxsiyatini tan olish va hurmat qilish orqali faol ishtirok etish va faollikni rag'batlantiradigan o'quv muhitini rivojlantirish mumkin. Ijtimoiy lingvistikadan olingan tushunchalar sinf amaliyotini yo'l bilan boshqarishi mumkin. Birinchidan, o'qituvchilar o'quv dasturiga o'zlarining tillari va dialektlarini kiritish orqali talabalarning lingvistik kelib chiqishini tasdiqlovchi yondashuvni qo'llashlari mumkin (Gay, 2010). Ushbu yondashuv o'quvchilarning shaxsiyatini tasdiqlaydi, shu bilan birga ta'lim natijalariga hissa qo'shadigan tegishlilik tuyg'usini rivojlantiradi. Ikkinchidan, o'qituvchilar tilning o'zgaruvchanligi haqida xabardorlikni oshirishi va sinfda tilning noto'g'riligi va stereotiplariga murojaat qilishlari mumkin. Talabalarni tilga bo'lgan munosabat va lingvistik noto'g'ri qarashlarga qarshi kurashishga jalb qilish orqali o'qituvchilar talabalar o'rtasida bag'rikenglik, hurmat va tushunishni rivojlantirishi mumkin (Norton, 2013).

Bundan tashqari, o'qituvchilar talabalarga o'zlarining xilma-xil lingvistik repertuarlarini baham ko'rishlari uchun imkoniyatlar yaratib, tilni qamrab oluvchi sinfni rivojlantirishlari mumkin. Kodni almashtirish yoki o'quvchilarning uy tillarini birlashtirishni rag'batlantiradigan guruh faoliyati lingvistik imkoniyatlar hissini uyg'otadi va o'quvchilar o'z shaxsiyatlarini ifoda etishlari uchun joy yaratadi (Kanno va Norton, 2003). Til xilma-xilligini qabul qilish va o'quvchilarning shaxsiyatini qadrlash orqali o'qituvchilar barcha o'quvchilar hurmat, ko'rish va eshitishni his qiladigan inklyuziv sinf muhitini yaratishi mumkin. Bu ijobiy ta'lim muhitini rag'batlantiradi va talabalarning faolligi va akademik muvaffaqiyatini oshiradi.

Xulosa qilib aytganda, sotsiolingvistika sinfda til va o'ziga xoslik o'rtasidagi munosabatlar haqida qimmatli fikrlarni taklif qiladi. Tilning o'quvchilarning o'zini o'zi anglashi va ijtimoiy o'zaro munosabatlariga ta'sirini tan olish orqali o'qituvchilar inklyuziv va qo'llab-quvvatlovchi ta'lim muhitini yaratishi mumkin. Til xilma-xilligini qabul qilish, tilga oid qarama-qarshiliklarga qarshi kurashish va o'quvchilarning tillari va lahjalarini o'quv dasturiga kiritish talabalarda tegishlilik hissi, faollik va akademik muvaffaqiyatga hissa qo'shishi mumkin.

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