
CULTURAL DIRECTION IN THE TRAINING OF FOREIGN LANGUAGE TEACHING STAFF IN THE REPUBLIC OF KARAKALPAKSTAN

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Annotation

The problem of communicative socio-cultural competence of future foreign language teachers is posed. Consequently, future teachers of the English language need knowledge of this competence, socio-cultural and country-cultural studies and, of course, communicative knowledge. At the same time, the primary is the development of criteria for the development of socio-cultural competence in future teachers of the English language, as well as the content of classes, mainly extracurricular.

Key words:

Socio-cultural competence, formation, future English teachers, communication, English literature, extracurricular classes.

The English languages, its priority, interstate communication in it, in our country, society in many respects determine the international prestige of the republic. For all personnel in various professional fields, English is in actual demand and professionally necessary. It is important to pay special attention to the training of teaching staff in teaching foreign languages (English). In the state educational policy, the problem of more advanced training of teaching staff for teaching the English language is posed and goal-defined, improved on innovations in a systematic approach to its solution, in content, technology, in forms, methods and techniques; with the activation of the active use of modern information media.

In the training of foreign language teaching staff, a new direction appears - a culturological - culturological context in teaching foreign languages, requiring "its own turn" in socio-cultural conditions. In this sense, we are in solidarity with the statements of F.Kh. Ibragimova: "Cultural knowledge of young specialists of any profile is necessary in modern socio-cultural experience, in free communicative activity - communication, since at present the interest in the culture of different countries is sharpening" [2, 205].

In the preparation of future teachers of the English language, internal motivation takes an important place; the organization of cognitive activity is based on educational actions based on independent, proactive motivation. Therefore, it is necessary to take into account the following pedagogical and psychological features of the development of the socio-cultural competence of future English teachers:

-the ability to interest future English teachers in socio-cultural knowledge, activation of speech experience and knowledge available in the field of their own culture, experience of interpersonal communication;

-understanding the essence and significance of the cultures of other peoples. And this consists of the process of developing listening and reading skills through the active perception of information in a foreign language, the vision of culturally significant information, as well as differences in peculiar features in the national and universal culture;

-the introduction of consciously understood information in the process of intercultural mutual cooperation, the use of a complex of such didactic methods as communicative, interactive, design, will also help to achieve the goal of learning;

-the formation of socio-cultural competence, the acquisition of language not only in a systemic form, but also as a means of communication, make it possible to implement communication in the process of interpersonal and professional mutual cooperation.

The solution to the problem of developing socio-cultural competence among future English teachers, as an important component of pedagogical competence, is expediently pedagogically effective and very effective on cultural material - the greatest phenomena in the culture of England. For example, on the works of classical literature - poetry, prose and drama, which are of national value and at the same time a world heritage. On the masterpieces of fiction in England, which arouse great socio-cultural interest in future English teachers, the need for a certain cultural improvement, the desire to be pedagogically competent, socially culturally self-actualized in various student societies, in future pedagogical activities.

The development of socio-cultural competence among students - future teachers of a foreign language requires certain vocabulary work. It is carried out systematically - according to the students' mastery of a vocabulary that is unfamiliar to them [2, 125]. It promotes the enhancement of the culture of foreign language speech. The main techniques for this work with students are as follows:

- with words - explanation of incomprehensible words, selection of synonyms for these words; interpretation of these words in modern dictionaries, reference books - with comparison and own judgment; introduction of words into one's own speech, cultural text;

- with concepts - explanation of unfamiliar concepts, their comments (in modern reference books); the study of options for the interpretation of concepts, their discussion with the expression of their own opinion; the use of concepts in speech, in a cultural text, professional conversation, public speaking.

As a result, students maintain their own vocabularies - to choose from: alphabetically, by topic, in accordance with the curriculum or extracurricular activities, at their discretion, with a presentation of his work on the "personal dictionary". Future teachers have cognition and awareness of certain competence parameters and criteria. The vocabulary is enriched, the style and content, the logical side of speech, its persuasiveness, including in professional communication, are improved. Systematic socio-cultural education takes place, self-awareness is formed, and finally, the necessary theoretical and methodological preparation is carried out for the full development of socio-cultural competence in future English teachers

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