

ON THE FORMATION OF SOCIO-CULTURAL COMPETENCE IN TEACHING ENGLISH

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Annotation.

This article highlights the problem of the formation of socio-cultural competence in teaching English. In this regard, it examines the definitions of the concept of "sociocultural competence" of various scientists, methodologists, gives their own vision of this phenomenon, and also examines the components of sociocultural competence. Research activity, project activity in particular, is considered as one of the methods of effective formation of socio-cultural competence in English lessons.

Key words:

Socio-cultural competence, formation, culture, traditions, communication.

In connection with the expansion of international contacts, the development of society and education, the need for communication between students increases.

At the same time, the observations and experience of teachers show that students, having a certain vocabulary and the ability to use knowledge of grammar in practice, overcoming the language barrier, do not always understand each other. The interlocutors use phrases that are necessary for the exchange of information, but mutual understanding is not achieved as a result.

It should be noted that the reasons can be varied, but first of all it is the low level of formation of socio-cultural competence. The State Standard notes that the formation of communicative competence is inextricably linked with socio-cultural and regional knowledge. Accordingly, special attention should be paid to the formation of the ability to participate in intercultural communication through the use of socio-cultural knowledge, and this is the study and study of peoples living both in countries of native speakers and in the territory of their native land, their traditions, famous and glorified people, etc. ... It should be noted that not just the transfer of knowledge, but research activity in this area contributes to the emergence of interest in the study of a foreign language, and also contributes to the formation of socio-cultural competence.

Consideration of this problem requires the study of the concept of "socio-cultural competence", which was engaged in such methodists as N. D. Galskova, N.I. Gez, L. I. Korneeva, E. N. Solovova and others.

There are many Methodists who have studied this phenomenon. Having studied different opinions and analyzed the points of view of some methodologists, we note that socio-cultural competence is interpreted in different ways. Some Methodists suggest that it is the ability of people to live in one society without disagreement; others believe that it is the ability to take part in a foreign culture; still others think that these are rules and examples of behavior, which are based on the concepts of diversity of thought and the recognition of cultural processes.

In the context of the problem under discussion, it should be noted that N.D. Galskova, N.I. Gez believe that "sociocultural competence is a skill that enables a person to develop himself / herself within the framework of the sociocultural environment. The development of this skill occurs through the interconnection of the study of a foreign language code and the improvement of the cultural experience of the individual"[3].

LI Korneeva believes that “socio-cultural competence is awareness, respect for the factors that determine culture and affect the perception, thinking, assessment and actions of our own people and those around them. This is reflected in intercultural understanding, in communicative and behavioral adaptation to the behavior of representatives of another culture, which are based on the values and laws of different cultures” [3].

According to E. N. Solovova, “socio-cultural competence is a means of developing an internationally oriented person and implies that students learn social skills, traditions, their interaction, as well as the ability with which a person copes with his own fear and distrust of foreign cultures” [4].

Sociocultural competence is a voluminous concept that includes components that can be attributed to various categories. The following components can be distinguished:

- Sociolinguistic

This component is characterized by the linguistic characteristics of social strata, representatives of different generations, genders, social groups, dialects (background knowledge, realities, subject knowledge).

- Cultural component

This component has a socio-cultural, historical, cultural, ethnocultural background, that is, knowledge of the traditions and customs of the people of the target language.

- Lingua-Cultural

This component includes lexical units with socio-cultural semantics and the ability to use them in situations of intercultural communication (for example, greeting, address, farewell in oral and written speech).

- Socio-psychological

The component under consideration is characterized by the possession of culturally determined scenarios, nationally-specific models of behavior using the communicative technique adopted in this culture [1].

Based on the above interpretations of this term, we can draw the following conclusion that socio-cultural competence is a tool of education and training that promotes respect, understanding of the culture, traditions, language of another people, as their own, and also helps to overcome fear and mistrust in relation to another culture. ... Only as a result of overcoming this "barrier" is the process of learning the language itself.

Let us consider the model of the formation of socio-cultural competence according to E. N. Elina, which includes two aspects:

1. Linguistic

This aspect includes teaching a foreign language, that is, the study of language and culture through language and sociolinguistics - this is the use of language in a variety of social situations.

2. Informational

This aspect is characterized by the presence of information about the culture, for example, cultural achievements, etiquette, clothing, traditions of national cuisine, the language of non-verbal communication, interjections, values and customs, the educational system, social institutions; as well as the presence of regional geographic material - this is information about the geographical position of the country, climate, political and economic systems, etc. [4].

Note that these aspects are inextricably linked. For the formation of socio-cultural competence, taking into account these aspects, it is necessary to apply different teaching technologies.

For example, critical thinking technology, project activities, collaborative learning and gaming technology, developmental learning technology. They develop an interest in foreign language communication, expand its subject content. And also these technologies contribute to the formation of critical thinking and search skills in students.

Note that, in accordance with the requirements of the Federal State Educational Standard, in order to transfer from one stage to another, students need to work on project activities, and at the end

of the academic year to protect them [2]. Pupils choose the desired subject, a topic from those suggested by the teacher and begin to work on it. As a result of such activity, they will learn to isolate the main information from the secondary, build logical connections, analyze and compare, draw conclusions, and most importantly transfer information to each other, perceive it and understand it correctly. Also, an important part is that within the framework of project activities, students can study the country of the target language, their homeland, native land, locality, etc., dialogues and monologues, poems, songs, letters, interviews, audio texts of conversations with native speakers), authentic video materials.

Within the framework of our research, having studied the "Spotlight" teaching method, we can note that this teaching method already from the initial stage of training offers project activities through which children learn about the world, communicate information about themselves, about their country, homeland, famous people, holidays, etc. This teaching and learning method and various technologies that teachers use in the classroom contribute to the formation of students' sociocultural competence, and also motivates students to learn foreign languages, creating a situation of success in which the student feels comfortable and seeks to show his best results.

A significant contribution to the formation of socio-cultural competence is made by extracurricular activities, festivals, competitions, conferences in which students take part with great desire.

They are especially pleased with the activities that take place outside the schools. It should be noted that these types of activities are one of the most effective for the formation of socio-cultural competence. Since students apply all their volitional efforts and actions in specially created conditions in order to solve a particular problem, they learn from each other's experience, useful information, and most importantly, the process of communication in the language takes place. An important role here is given to encouragement for participation in these events, which creates a situation of success for students, and this activity motivates them to continue to engage in such an activity that develops them and forms their socio-cultural competence. For example, students of our school have the opportunity to annually participate in the interregional conference "Foreign language - dialogue of cultures". It has several sections: philological, regional studies, regional studies. One of the main goals of this event is the formation of foreign language communicative competence among students. Students of our school have good results every year, which arouses great interest and desire to study aspects of language, culture, traditions, etc.

Also, annually there is a competition of poems "Jalil readings", which has different sections, one of them is "Jalil in the languages of the world." Musa Jalil is a famous Soviet Tatar poet. His poems have been translated into many foreign languages (eg English, German, etc.). This competition contributes to a deeper study of the life and work of the poet. Participation in this competition contributes to the development of search, analytical skills, and also contributes to the formation of a sense of pride and respect for their culture.

The video competition "Streets are named after them ..." is of great importance in the formation of socio-cultural competence. Here, students manage to realize their various abilities: technical abilities, rhythmic-intonation, auditory-pronunciation, the ability to speak in front of the camera.

The annual competition of theatrical collectives "School theaters" has a positive trend in the formation of socio-cultural competence. Through a variety of performances, students learn about foreign authors, learn the stories of different countries, their traditions, and also develop their creative, linguistic abilities.

Thus, sociocultural competence presupposes the willingness and ability to live and interact in the modern multicultural world. The lack of sociocultural competence skills significantly complicates communication and understanding with representatives of foreign languages. And project activity is a tool of education and training that promotes respect, understanding of the culture,

traditions, language of another people, as their own, and also helps to overcome fear and mistrust in relation to another culture.

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