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## THE ROLE OF SOCIO-CULTURE COMPETENCE TO TEACH ENGLISH

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**Abstract.** The article is devoted to the main methods of forming the sociocultural competence of students of secondary general education schools through the integration of the national-regional component into the process of teaching a foreign (English) language. The author studied such authentic materials as translations of Uzbek fiction, foreign articles about Uzbek culture. The article offers practical recommendations for using these materials in English lessons, in particular, options for working with proverbs of English, Russian and Uzbek origin as one of the methods of socio-cultural development of the personality of schoolchildren

**Key words:** authentic materials, methods of teaching foreign languages, national-regional component, socio-cultural competence

In the modern world, the goal of teaching a foreign language cannot be only the transfer of linguistic knowledge and the development of speech skills of students. In the context of globalization and integration languages and cultures, the socio-cultural component began to occupy a central place in foreign language lessons, which plays a significant role in the development of the student's personality and expanding his general outlook. Sociocultural competence represented in the state the standard of basic general education in a foreign language, is defined as a set of knowledge about the country of the target language, national cultural characteristics of their speech behavior and the ability to use this knowledge in the process of dialogue of cultures [4]. However, being an important element in the theory of intercultural communication, sociocultural development also involves the ability to represent your country, region and culture. It is at this stage of the formation of

sociocultural competence that the teacher is faced with certain problems: the teacher is facing certain problems:

1. Low level of cognitive interest in local history.
2. Inability to present the culture of the native land through the English language.
3. Inability to identify and compare the national and cultural characteristics of the region of residence and countries of the target language [1, p. 187].

One of the possible ways to solve these problems and, as a consequence, to increase the level of sociocultural development of schoolchildren can advocate the implementation of the national-regional component in the classroom of English language. Because the new standards of the Federal State Educational Standard emphasize the need for the personal and socio-cultural development of students, the national and regional content of education, which implies the use of means and forms of education, taking into account the historical and cultural specifics region is now being brought to the fore. After all, it is knowledge about the native land helps to instill patriotism, respect for one's own culture and the cultures of other countries, tolerance, readiness for intercultural dialogue and cooperation.

The implementation of the national-regional component is continuously associated with interdisciplinary integration, since it entails the use of in the lesson of materials about geography, history, literature, music and other components of the culture of the native land. A foreign language as an academic discipline is most open to such modifications of the content due to its "Pointlessness" [2, p. 146].

In other words, the purpose of his training is not the transfer of knowledge about the objective world, but the implementation of communication and speech activity, the subject of which can vary and be introduced from the outside. Moreover, the use of information on local history topics in teaching English allows you to make learning more personalized, as it brings foreign language communication closer. Sixteen to the personal experience of students and gives them the opportunity to use information and facts that occur in everyday life in speech communication. It is

important to note that the content of the training material, taking into account the national-regional component, should correspond to the following criteria:

1. Sociocultural value, implying their assistance in raising the level of general cultural education of students, the formation of base of national and cultural competence, which means an integral system of knowledge about key customs, traditions, realities of the country target language.
2. Regional value.
3. Relevance, that is, the degree of its modernity and focus on the surrounding reality.
4. Attractiveness of educational material.
5. Functionality - the ability to use in training all aspects of speech activity [3, p. 92].

The main material used in the process of teaching a foreign language in order to form socio-cultural competence, is an educational text, which includes fiction texts, regional and thematic orientation, poems, songs, dialogues, interviews, video and audio materials. In this case, it is necessary that the educational the text was authentic, since it is this factor that significantly increases motivation of schoolchildren.

When introducing a national-regional component in training English language in schools of the Republic of Uzbekistan opens to teachers broad perspectives. Translations of works of outstanding writers and poets of the Republic of Uzbekistan can be used as literary texts. The group of authentic regional geographic materials may include articles and separate clippings from the following textbooks: “Ethnic Groups of Europe: encyclopedia “[5],” Minority Ethnic Mobilization in the Russian Federation “[5],” Native Peoples of the World: an encyclopedia of groups, cultures and contemporary issues “[5], The History of the Uzbeks since Ancient Times.

Another way of integrating the national-regional component into the process of teaching a foreign language is project activity, which makes it possible to develop speech competencies, increase the level of knowledge about the native land, as well

as learn to work in micro-groups and master search skills. Any project work starts with setting goals. Considering the project as a way of working with national-regional material, as an educational goal, we highlighted the formation of ideas about a small homeland among students, teaching goal - consolidation of knowledge on the topic passed and mastering skills of working with various sources of information, and the educational goal is to promote communication between schoolchildren and peers both their nationality and those representing a different culture. Per the stage of setting goals is followed by the organizational part, during which the class is divided into microgroups and distribution between them themes of projects. To carry out project work, students can be offered the following topics: "My hometown", "My village", "Famous people Uzbrkistan ", " Cultural monuments of the Republic of Uzbrkistan ", " The history of my small Motherland ", " The nature of the native land ", " National diversity Republic of Uzbrkistan ". The presentation and defense of projects can be carried out in various forms, for example, in the form of a video report, a newspaper article, a poster, an interview, etc.

Thus, the formation of sociocultural competence in schoolchildren cannot be imagined without using the national-regional component in the content of teaching a foreign language. One of the main ways to integrate it into the educational process is to work with authentic materials, as well as acquaintance with the folklore of the studied language versus the folklore of the native culture. Implementation of such learning approaches positively affects the general motivation of students, makes it possible to get to know another country and deeply.

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