Methodology of Sociocultural Education of Students of Universities

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Abstract

Relevance. The professional necessity of the students of the Faculty of Philology is to study the culture of other countries in order to maintain a dialogue of cultures in the process of exchanging cultural achievements and enriching them, perceiving the products of another culture and exchanging cultural experience. The dialogue of cultures implies a two-way relationship.

Aim. This article was written with the aim of developing methods for the formation of socio-cultural competence through the English language of students of the philological faculty of the university.

Research Methods. In accordance with the goals, objectives, as well as the principles of the sociocultural approach, the study determined the content of education aimed at the formation of foreign language sociocultural competence. This content is a combination of the following structural components: psychological, linguistic, speech, social and aesthetic-professional.

Results. The experimental work was organized in accordance with the situational-thematic approach to the organization of educational material, which is most consistent with the principles of the socio-cultural approach to teaching foreign languages, in particular, the principles of situational, social and professional orientation, involving the organization of material around professionally significant topics.

Conclusion. Our work is an attempt to contribute to solving the problem of professionally oriented teaching of a foreign language to students of the Faculty of Philology. The need for such a study is due to the importance of conducting intercultural communication, the need to search for new areas and forms of cultural cooperation, the increased need of society for specialists who can successfully carry out international communication in a foreign language.
KEYWORDS: Sociocultural Competence, Faculty of Philology, English, Sociocultural Education Methodology

Introduction

In accordance with state standards of higher professional education, a university foreign language course should be communicatively oriented and professionally directed. The professional necessity of students of the Faculty of Philology is to study the culture of other countries in order to maintain a dialogue of cultures in the process of exchanging and enriching cultural achievements, perceiving the products of another culture and exchanging cultural experience. The dialogue of cultures implies a two-way relationship. Students of the Faculty of Philology, future specialists in the field of philology, need to learn to exchange cultural experience, products of their culture, they should be prepared for a tolerant perception of the phenomena of another culture, abandoning attempts to enter new experience into the rigid framework of their own ideas. Trainees must learn to recognize the right of representatives of another culture to know the world from different positions, to be able to overcome stereotypes, to learn another culture as their own.

In the process of teaching a foreign language at the Faculty of Philology, it is important to consider the specifics of students' knowledge of a new foreign language culture through language, paying attention to the reflection of the sociocultural characteristics of a foreign language society in the language itself.

Thus, in the course of professionally-oriented study of a foreign language at the Faculty of Philology, one of the most important teaching tasks should be the formation of students' foreign-language sociocultural competence.

Literature Survey

Materials and Methods

Theoretical issues of the formation of foreign language sociocultural competence of students of the philological faculty of a pedagogical university.

It is known that any learning process is considered to be properly planned and built if it considers the psychological and age characteristics of the audience of students. The methodology for the formation of foreign-language sociocultural competence should consider not only professional specifics, but also age-related characteristics of the student body. An analysis of the educational activities of students of the Faculty of Philology made it possible to identify the following psychological and age characteristics of this category of students relevant to the process of forming a foreign language sociocultural competence:

- the cultural dominant of goals and results (mastery of pedagogical knowledge, skills, and skills of teaching fine art in an educational institution, which, in particular, implies the development of the ability to conduct lectures and conversation lessons related to the cultural achievements of both domestic and foreign art; mastery of art technique, involving the development of the ability to compare the features of the skill of various artists, sculptors, architects of a foreign-speaking and Russian-speaking society at a professional level Aries

- the acquisition of skills for the creative embodiment of their ideas, as well as independent activities, which, taken together as a cultural basis, can actualize and stimulate work on various speech situational and design exercises related to the sociocultural context of the native and foreign countries in foreign language classes);

- the special nature of educational activities, in which more hours are allocated for independent work in the specialty, which directs teachers of a foreign language to the priority formation of sociocultural competence within the framework of classroom work;

- specific conditions of educational activity (work in workshops, in museums, open-air in different climatic zones, etc.) that can be used to create natural
communication situations for the purpose of studying the socio-cultural characteristics of native and foreign cultures;

- special means of educational activity (full-scale productions, canvases, paints, easels, sketchbooks, paintings, sculptures, objects of decorative and applied art, laboratory equipment), which make it possible to study language units with a sociocultural component of meaning using visual clarity.

The above and other features should be considered in the process of teaching foreign languages in order to form sociocultural competence. This requirement is explained by the need for an optimal ratio of students' independent work with group, classroom activities with extracurricular, theoretical knowledge with the process of forming practical skills and abilities, an adequate choice of conditions and means, as well as the content of training.

In addition, the study of psychological literature showed that this contingent of students by the nature of their professional activity has developed attention, perception, visual and figurative memory, abstract, visual-figurative and situational thinking, imagination, etc. Students dominate at the Faculty of Philology - representatives of the “artistic type” of higher nervous activity and the intuitive type of mastering a foreign language.

Considering the psychological and pedagogical characteristics of students of the philological faculty listed above is designed to efficiently select the content of training in sociocultural competence, organize training materials and develop exercises and tasks that are adequate to the goals and objectives. Within the framework of this study, it is proposed to form this competence based on visual aids, paying particular attention to creative and situational tasks that stimulate students' associations associated with the sociocultural context of foreign language communication.

The formation of sociocultural competence is possible through the use of a certain methodological technology. The named technology is being developed from the perspective of a sociocultural approach to learning, which, logically supplementing and improving the communicative approach, orientates communicants to comparing world pictures in the context of national and world civilizations and thereby leads the student to understand his own values, to realize the national heritage of his country, his people. This approach is aimed at increasing students' awareness of the sociocultural phenomena of a foreign-speaking society, and includes a hierarchy of
learning goals and objectives, the availability of teaching principles and determines
the selection of learning content.

In the course of this study, the nomenclature of the principles of teaching a foreign
language in the framework of the sociocultural approach was clarified. The leading
principles of this approach are: the principles of the cultural, geographic and
vocational orientation of teaching, the principles of communicative and cognitive
orientation and the axiological orientation of teaching, the principles of contrast, the
situational nature of training, as well as the principles of considering the linguistic
and educational experience of students and the personal and active nature of training.

Given the peculiarities of sociocultural teaching of foreign languages in the given
conditions, a number of specific principles were added to the main list of principles:

a) the principle of the social orientation of teaching a foreign language, involving
the study of complexes of social roles, their application in various social situations,
with various social contacts, as well as considering verbal and non-verbal
symbolization, expressed in knowledge of the peculiarities of the stratification
division of a foreign-speaking society, status relations, social distances and etc.;

b) the principle of the full use of sociocultural clarity associated with art objects and
serving as a source of sociocultural information about the country of the language
being studied.

In accordance with the goals, objectives, as well as the principles of the sociocultural
approach, the study determined the content of training aimed at the formation of a
foreign language sociocultural competence. This content is a combination of the
following structural components: psychological, linguistic, speech, social and
aesthetic and professional.

1. The psychological component of the learning content includes culturally-oriented
knowledge, both background and language, and speech, skills and abilities aimed at
the formation of this competency, as well as abilities that indicate the formation of
competence.

2. The linguistic component is represented by linguistic material with a sociocultural
component of meaning. To a greater extent, the sociocultural characteristics of a
foreign-language society are reflected in vocabulary, in particular in external
cultural, intra-cultural, background, equivalent and connotative lexical units,
realities, gaps and phraseological units. However, we consider it necessary to
include grammatical constructions in the training content that ensure the correct construction of speech, considering the positions of sociocultural normativity.

3. The speech component contains authentic texts of different types and types, aimed at studying foreign-language sociocultural reality and possessing sociocultural potential, which turns them into a source of new informative, relevant, professionally oriented authentic language and speech information.

4. The social component is represented by areas of communication, themes, social situations and social roles, interconnected and aimed at the formation of sociocultural competence among students of the Faculty of Philology.

5. The aesthetic-professional component includes printed materials of professional importance for students of the philological faculty, as well as aesthetically-oriented illustrative static and dynamic materials, examples of which are works of various languages.

Separately, we note the fact that the described visualization as a filling of the aesthetic and professional component in the formation of foreign-language sociocultural competence performs the following functions in the educational process:

• sociocultural (globally introduces students to the culture of the country of the language being studied);

• illustrative (illustrates the sociocultural phenomenon); motivational and incentive (motivates the positively colored emotional attitude of students to the educational process);

• communicative-stimulating (serves as an incentive to foreign language communication); aesthetically developing (serves as a means of aesthetic education of students).

The psychological component of knowledge:

1. knowledge of the value system of a foreign language culture owned by representatives of philological specialties in the country of the language being studied;

2. knowledge of the national psychological characteristics of representatives of the studied linguistic and cultural community;
3. knowledge of the socio-cultural content of the language units of the dictionary of representatives of philological specialties;

4. knowledge of the sociocultural characteristics of verbal and non-verbal communicative behavior of representatives of the studied language; skills of recognition and correct use of socioculturally marked common language units and terms in speech;

5. translation of socioculturally labeled common language units and terms from foreign into Uzbek and from Uzbek into a foreign language, the ability to adequately interpret and respond to culturally significant events and relationships in accordance with the standards of foreign language culture in the speech and non-speech aspects of communication;

6. linguistic and regional commentary on the sociocultural content of professionally oriented realities in foreign and native languages;

7. distribution of the sociocultural content of the studied foreign language text;

8. the choice of a sociocultural acceptable style of professionally oriented speech behavior in the context of intercultural communication;

9. creating socio-cultural portraits of participants in professionally oriented intercultural communication;

10. Comparison of the facts of a foreign language and native culture relevant to the formation of students' professional competence ability:

   • perceptions of the “alien” with positive emotions;
   • empathic attitude to representatives of other cultures;
   • sociocultural susceptibility;
   • sociocultural observation;
   • impartiality, that is, the absence of prerequisites for interference in the interpretation of sociocultural phenomena.

Linguistic component.

Vocabulary:

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• intracultural vocabulary;
• foreign cultural vocabulary;
• realities;
• equivalent vocabulary;
• connotative vocabulary;
• background vocabulary;
• gaps;
• phraseological units

Grammar.

Grammatical structures necessary for the formation of sociocultural competence at a communicatively sufficient level.

Speech component texts.

Texts introducing sociocultural realities and phenomena

The social component of the sphere of communication:
• household;
• educational;
• professional topics.

Topics with sociocultural potential social situations:
• household;
• educational;
• professional social roles
• household;
• educational;
• professional.

Aesthetic and professional component aesthetic and professional visual and illustrative material:

• fine static materials (reproductions, paintings, drawings, photographs);

• visual dynamic materials (videos and video clips);

• printed materials containing professionally significant information (catalogs, price lists for visual instruments, advertising materials for art auctions, exhibition posters, announcements of art events, announcements, etc.)

In the course of the study, it was found that, within the framework of the described training content, the necessary sociocultural knowledge, skills, abilities and abilities are formed that allow realizing adequate communication in the household, educational and professional areas of communication.

**Methodology for the formation of sociocultural competence of students of the philological faculty.**

Issues related to the development of a methodology for the formation of the above competency in a selected contingent of students were studied. The methodology created by the author is based on the theoretical and methodological principles described in the first chapter of this study, and its development was preceded by a study of the problems of selection and organization of educational material, as well as the creation of an effective set of exercises aimed at the formation of sociocultural competence.

The undertaken analysis of the scientific and methodological literature, as well as the personal experience of teaching, made it possible to highlight the principles of selecting educational material for all components of the educational content in order to form the sociocultural competence of students of the philological faculty. Next, we illustrate the developed list of principles.

**Components, contents, selection parameters, selection principles.**

Linguistic component:

• content of language material;

• type of language material

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• The principle of sociocultural value of language material;

• principle of functionality;

• principle of authenticity;

• terminological principle (the principle of the correspondence of lexical units to the professional sphere of communication);

• The principle of the stylistic diversity of linguistic material.

Speech component:

• content of text material;

• type of text material

• The principle of sociocultural richness of text material;

• The principle of communicative value of sociocultural information;

• principle of sociocultural novelty;

• principle of documentary;

• The principle of obligatoriness (the principle of inclusion of case phenomena);

• principle of authenticity;

• the principle of historicism of textual information; -principle of typicality;

• the principle of stylistic and genre diversity of textual material;

• motivational-cognitive principle;

• The principle of feasibility and accessibility of text material; -principle of educational potential of textual material.

Social component:

• selection of topics and communication situations;
• selection of roles - the principle of sociocultural marking of topics and situations of communication;

• The principle of conformity to topics and situations with the areas of communication;

• The principle of sociocultural marking of role expectations;

• The principle of correlation with areas and topics of communication.

Aesthetic and professional component:

• selection of illustrative material

• The principle of high artistry and educational value;

• the principle of brightness and imagery; -principle of motivational potential;

• The principle of sociocultural and regional geographic value;

• the principle of obligatory nature of works of art presented in the form of illustrative materials (the principle of inclusion of case phenomena);

• The principle of accounting for the achievements of native culture.

The psychological component:

• selection of knowledge,

• The principle of focus on the formation of skills, socio-cultural competencies and abilities

• The principle of necessity and sufficiency for the formation of sociocultural competence.

Based on these principles, a socioculturally saturated professionally-oriented language, speech, illustrative material was selected, as well as spheres, themes, communication situations and social roles were identified.

**Experimental Results**

The selected material for experimental work was organized in accordance with the situational-thematic approach to the organization of educational material, which is
most consistent with the principles of a sociocultural approach to teaching foreign languages, in particular the principles of situationality, social and professional orientation, involving the organization of material around professionally significant topics. Considering the requirements of a situational-thematic organization, the material is presented in thematic sections. These sections combine a certain sequence of lessons (units) of educational-controlling nature, aimed at studying a particular topic or subtopic. Structurally, each unit is the following sequence:

I. introduction to the topic;

II. work with a mini-text summarizing the subject of the upcoming lesson (unit) and including sociocultural information;

III. presentation of linguocultural and sociocultural information on the topic (introduction of the above information using sociocultural quanta and linguocultural vocabularies);

IV. the implementation of pre-text exercises aimed at the primary training of the studied language material on the topic;

V. work with the main text, including reading the text and controlling its understanding, as well as activating the studied vocabulary and grammar on the topic;

VI. post-text speech work, in the framework of which work is carried out on subtopics and situations of the main topic, stimulating students to compare the two cultures;

VII. work with additional cultural information;

Viii. control formed by sociocultural knowledge, skills and abilities.

The most important, in accordance with the objectives of this work, linguistic, country, speech, sociocultural information was organized using cognitive structures such as sociocultural quanta, linguistic memo-algorithms, verbal memo-instructions, scripts, semantic maps, linguistic-cultural vocabularies.

On the basis of the educational material selected and organized according to the goals and objectives of this study, a set of exercises was developed aimed at the formation of a foreign language sociocultural competence of students of the
philological faculty [48, 49, 50]. This complex is a sequence of language, conditionally-speech and speech exercises, divided into the following types:

• lexical-oriented;
• grammar-oriented;
• stylistic-oriented exercises;
• speaking exercises;
• listening, reading, writing.

Work with exercises is carried out using verbal, figurative static and dynamic supports.

1. Language exercises: lexical-oriented, grammar-oriented, stylistically-oriented verbal supports;

• compare the synonyms, then fill in the blanks in the sentences, using information on the features of the use of these synonyms given in the linguistic memo-algorithm;

• open the brackets using the correct form of the grammatical unit according to the information provided in the grammar manual;

• distribute the expressions of greeting and farewell below to the communication used in the formal and informal situations of communication according to the information provided in the speech instruction manual for illustrative static supports.

2. Conditionally speech exercises: lexical-oriented, grammar-oriented, verbal support.

• compose as many stimulating statements with the proposal as possible, as well as reciprocal remarks indicating your preferences. Use the speech sentence formulas and preferences given below; Respond to replicas of mini-dialogs using speech formulas of various communication styles, adding the following cliches.

• stylistic-oriented illustrative static supports - answer questions about illustrations.

3. Speech exercises - exercises in listening, exercises in speaking, verbal support:
• reading exercises, illustrative static legs - listen to announcements of admission.

• Writing exercises illustrative dynamic supports - View video clips of the presentation.

This set of exercises is aimed at developing socioculturally-labeled educational material with the aim of forming a foreign language sociocultural competence, which contributes to the development of knowledge, skills, abilities and abilities that make up the content of the above competence, stimulates communication considering the sociocultural characteristics of a foreign language society, and also allows you to master a foreign language in conscious basis.

**Conclusion**

Our work is an attempt to contribute to solving the problem of professionally oriented teaching of a foreign language to students of the philological faculty. The need for such a study is due to the importance of intercultural communication, the need to search for new areas and forms of cultural cooperation, the increased need for society in specialists who are able to successfully carry out interethnic communication in a foreign language.

We believe that this study makes a feasible contribution to the modernization of the process of teaching a foreign language for non-linguistic specialties of a philological university, with the aim of training specialists who are able to adequately carry out their professional activities in a foreign language. The named process involves improving the content of training, optimizing the methods of organizing educational material, and the effective use of traditional and new teaching aids. The methodology developed by us for the formation of a foreign language sociocultural competence can serve as a component of the process of such updating.

The prospects of this research are the possibility of further development of the problems of the formation of sociocultural competence through a foreign language for students of various humanitarian faculties of a pedagogical and philological university, the study of the possibility of forming the above competence using various art forms of a foreign-speaking society, the creation of audio and video support for the formation of sociocultural competence students of the philological faculty.

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