SOCIOCULTURAL EDUCATION OF STUDENTS OF PHILOLOGICAL DEPARTMENTS OF UNIVERSITIES USING ENGLISH

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ABSTRACT--This article was written in order to theoretically substantiate and practically develop methods for the formation of sociocultural competence through English for students of the philological faculty of the university. The following tasks are defined and solved in the article: 1) to identify the relationship of language, culture, social factors, as well as the relationship between language learning, in order to establish and characterize the phenomena that make up the content of sociocultural competence; 2) to consider and characterize the content and structure of sociocultural competence formed by students of the philological faculty; 3) to analyze the features of the formation of sociocultural competence in the selected conditions; 4) to justify the principles of selection of the content of education in order to form sociocultural competence among students of the philological faculty; 5) to develop a structure for the organization of educational material for the formation of sociocultural competence in this contingent of students; 6) create a set of exercises aimed at the formation of sociocultural competence of students of the philological faculty; 7) to experimentally test the developed set of exercises. On the basis of the problem, a training methodology was developed, didactic foundations were determined and conclusions were drawn.

Keywords--socioculture, sociocultural competence, faculty of philology, english..

I. INTRODUCTION

High rates of social progress at the present stage of development of society are associated with the search for ways to form a new type of thinking, which implies a meaningful and effective exchange of cultural values in international life. At present, the need to know the cultures of other nations is becoming obvious, and, therefore, it is important to find new areas and forms of cultural cooperation. One way to solve these problems is to study foreign languages.

Mastering a foreign language as a means of communication provides direct access to the culture and social experience of other peoples, and also involves the implementation in the learning process of a dialogue of cultures, which opens up greater opportunities for intercultural interaction.

Effective teaching of a foreign language is only possible if the optimal methodologically competent teaching technology is used. Modern methodological science is actively developing, using data on the connections between language and the phenomena of public life, on the prospects of language policy, on the functional load of the language in various social and professional fields of activity.

II. LITERATURE REVIEW

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Recently, representatives of methodological science have shown great interest in studying the sociocultural, linguistic, innovation teaching context, as Andryunina M.V. [1], Anurova I.V.[2], Artemov V.A.[3], Babaskina E. G [4], Batrakova E. B. [5], Bespal'ko V.P. [6], Bim I.L.[7-8], Buhbinder V.A.[19, Cvetkova T.K. [10], Elizarova G.V.[11], Galskova N.D.[13], Gez N.I. [13], GnatkevichJu.N.[13], Kashina E.G.[14], Kitajgorodskaja G.A. [15], Leont'ev A.N.[16], Lomov B.F.[17], Luria A.R. [18] Minyar-Beloruchev R.K.[19], Mitrofanova K.A.[20], Novikov A.I. [21], Passov E.I.[22], Rahmanov I.V.[23], Rubinshtejn S.L. [24], Safonova V.V. [25] Shirmatov S.[26], Skalkin L.V.[27], Smirnov A.A.[28], Sorokin Ju.A.[29] Sweet Henry, Wrenn, Charles Leslie [30], Tolipov U.K.[31], VorobyovaV.I.[32], Voronova E. N.[33], Vygotskij L.S. [34], Zalevskaya A.A.[35], Zhalolov. Zh. [36], Zhinkin N.I [37]. Zimnjaja I.A [38] and others.

However, despite the knowledge of some aspects of the identified problem, the issues of the formation of foreign-language sociocultural competence, as an important component of the professional competence of graduates of the Faculty of Philology, are still far from their final solution.

III. THEORY AND METHODOLOGY

In connection with the increase in the number of international contacts, the fact that the language barrier, i.e. phonetic, lexical and grammatical errors, violation of the logic of utterance, incorrect perception of speech by ear, incorrect interpretation of the semantics of linguistic units, misunderstanding of grammatical structures and so on, is not obvious the only obstacle that representatives of different cultures have to overcome in the process of communication. Effective communication is also hindered by various obstacles and barriers both at the level of a foreign language culture (ignorance of the cultural characteristics of a foreign language society) and at the social level (ignorance of the characteristic features of the interaction of various social groups within society, as well as the characteristics of the interaction of people within the same social group). Thus, the formation of intercultural competence largely depends on the presence of communicants not only of stable language and speech skills, but also sufficient socio-cultural background knowledge, skills and abilities to use this knowledge in speech, as well as an adequate understanding of the culture and world of those people where this language is functioning. In this regard, in the course of studying foreign languages, it is proposed to pay special attention to the formation of sociocultural competence, which involves the formation of a complex of knowledge about values, beliefs, behavioral patterns, customs, traditions, language, cultural achievements that are characteristic of a particular society and characterize it, as well as sociocultural skills and abilities.

This work is an attempt to study the problem of the formation of sociocultural competence through a foreign language among students of the Faculty of Philology. It is an obvious fact that the formation of the aforementioned competency is a professional necessity for students of the philological faculty, since this contingent of students during their studies and in their further professional activities deals with language, which is one of the spheres of culture. It is known that the cultural potential of the language of foreign-speaking countries can be perceived not only in their native language, but through a foreign language. The problem of the formation of a foreign language sociocultural competence in this case meets the tasks of updating the process of teaching a foreign language, which should be aimed at training specialists who are able to adequately carry out their foreign language professional activities.

Thus, the relevance of the research topic is due to:

• the increased need of society for specialists able to successfully carry out interethnic communication in a foreign language;

• the need to find ways to update the process of teaching a foreign language for philological specialties of the university, in order to train specialists who are able to adequately carry out their professional activities in a foreign language;

• insufficient theoretical elaboration of the problems of sociocultural education of students of the philological faculty.

The object of this dissertation research is the process of formation of sociocultural competence of students of the philological faculty.

The subject of this study is the methodology for the formation of sociocultural competence in teaching a foreign language to students of a given specialty.

The purpose of the work is the theoretical justification and practical development of the methodology for the formation of sociocultural competence through English for students of the philological faculty of universities.

In accordance with the purpose of the study, the initial hypothesis can be formulated as follows: the formation of foreign-language sociocultural competence among students of the philological faculty will be more effective if:

- The sociocultural characteristics of a foreign-speaking society will be studied in the process of learning information about the country of the language being studied and discussing it in a foreign language;

- as an independent component of the learning content, an aesthetic and professional component will be highlighted, the filling of which will be illustrative, subject and informational materials related to the art of the country of the language being studied;

- the selected training material will be consistently and consistently presented in situational-thematic art sections organized on the basis of a sociocultural approach to teaching a foreign language;

- training will be carried out according to a specially developed set of tasks and exercises aimed at the formation of sociocultural knowledge, skills, abilities and abilities and involving the use of cognitive structures, as well as verbal and visual (static and dynamic) supports.

In connection with** the **hypothesis put forward, it is necessary to solve the following problems:

1) to identify the relationship of language, culture, social factors, as well as the relationship between language learning, in order to establish and characterize the phenomena that make up the content of sociocultural competence;

2) to consider and characterize the content and structure of sociocultural competence formed by students of the philological faculty;

3) to analyze the features of the formation of sociocultural competence in the selected conditions;

4) to justify the principles of selection of the content of education in order to form sociocultural competence among students of the philological faculty;

5) to develop a structure for the organization of educational material for the formation of sociocultural competence in this contingent of students;

6) create a set of exercises aimed at the formation of sociocultural competence of students of the philological faculty;

7) to experimentally test the developed set of exercises.

In solving the above problems, we used the following research methods:

- analysis of domestic and foreign literature on the topic of research;

- monitoring the process of teaching a foreign language at the Faculty of Philology;

- generalization of the experience of teaching a foreign language to this contingent of students;

- student survey;

- experimental training aimed at the formation of sociocultural competence of students of the philological faculty;

- mathematical analysis of experimental data.

IV. EXPERIMENTAL WORK

The study was carried out in three stages.

At the first stage, the historical and pedagogical aspect of the problem was studied, philosophical psychological, pedagogical and methodological literature on the topic, the conceptual apparatus was determined; substantiation of the problem, the study of its level of development in theory and the state of affairs in the practice of education. Towards the end of this stage, the object, subject, goal, hypothesis and research objectives were determined, and a program of experimental work was developed.

At the second stage, the experimental course "Pedagogical linguistic and regional studies" was developed and tested, students were questioned to identify possible difficulties in adapting students to a foreign culture environment. The impact of pedagogical linguistic and regional studies on adaptation and educational programs was verified.

At the third stage, the educational process was adjusted, the conclusions made were clarified, and the program for adapting students to the foreign cultural environment was tested, taking into account their mentality. The research materials were issued in the dissertation.

The effectiveness of the proposed methodology for the formation of sociocultural competence was tested during experimental training conducted on the basis of the philological faculty of Ferghana State University. During experimental training, an increase was recorded in all selected evaluation criteria in the experimental group compared to the control group. The results of the experiment led to the conclusion that the formation of a foreign language sociocultural competence in this contingent of students will be more effective if the learning process takes into account the specifics of the relationship between language and culture, manifested in the process of intercultural communication; as a component of the learning content, an aesthetic and professional component will be highlighted, the content of which will be materials related to the art of the country of the language being studied; the training material selected according to the selected principles will be consistently and consistently presented:

• in thematic art sections organized on the basis of situational-thematic and sociocultural approaches;

• training will be carried out in accordance with a specially developed set of tasks and exercises aimed at the formation of socio-cultural knowledge, skills, abilities and abilities.

V. DISCUSSION

In connection with the main hypothesis of the research, the following provisions are made for protection:

1. One of the priority tasks of the process of teaching foreign languagesat the Faculty of Philology should be the formation of foreign-language sociocultural competence as an important component of the professional competence of this category of students. The methodological activity for the formation of the sociocultural competence of students of the philological faculty should be based on the study of the sociocultural phenomena of a foreign language society in the process of studying the country of the language being studied and discussing its features in a foreign language.

2. The formation of foreign language sociocultural competence of students of the philological faculty in the most effective way is carried out within the framework of a sociocultural approach to learning. The leading principles of the formation of this competency from the standpoint of the sociocultural approach are the principles of the cultural and geographic, communicative-cognitive, professional and social orientation of the learning process, the principles of contrast and situational learning, the principle of the full use of sociocultural visibility, the principles of axiological and personality-oriented teaching, as well as the principle taking into account the linguistic and educational experience of students. The optimal teaching methodology for sociocultural competence should be based on the principles presented and take into account the learning conditions, in particular, the psychological and pedagogical characteristics of students of the philological faculty.

3. The content of the training of sociocultural competence is a multicomponent structure and includes:

a) a psychological component, covering knowledge, skills, abilities and abilities necessary and sufficient for the formation of the above competence;

b) a linguistic component, the content of which is socioculturally oriented language material;

c) the speech component, represented by texts saturated with sociocultural information;

d) a social component, the contents of which are spheres, themes, communication situations and social roles, as well as

e) an aesthetic and professional component represented by professionally significant printed materials (catalogs, exhibition posters, announcements of various art events, various kinds of announcements, print ads, etc.) and illustrative materials (reproductions of paintings, photographs, postcards, architectural and sculptural compositions, objects of decorative art, as well as video fragments, television programs, multimedia, etc.). In the framework of the proposed content of training, the necessary socio-cultural knowledge, skills, abilities and abilities are formed, which allow for the implementation of adequate communication in the household, educational and professional areas of communication.

4. The training material selected for all components of the learning content should be presented in art sections organized according to the situational-thematic approach into lessons (units), which include the following blocks:

a) introduction to the topic (work with a mini-text summarizing the subject of the upcoming lesson and including sociocultural information);

b) the presentation of linguocultural and sociocultural information on the topic (the introduction of the above information using a sociocultural quantum, sociocultural passport, etc.);

c) work with socioculturally rich text (performing pre-text exercises, exercises in reading text and post-text exercises);

d) work with additional sociocultural information (exercises to expand sociocultural knowledge and further improvement of skills);

e) control of the formed sociocultural knowledge, skills and abilities (performing sociocultural tests, working on sociocultural projects and sociocultural scenarios). The most valuable information for the formation of sociocultural competence is presented through the use of various cognitive structures, such as sociocultural quanta, linguistic memo-algorithms, speech memo-instructions, mini-scripts, semantic maps and linguocultural vocabularies. The training material organized in this way is designed to optimize the process of formation of sociocultural competence.

5. An effective set of exercises aimed at forming the sociocultural competence of students of the philological faculty should include exercises of the following types:

a) vocabulary-oriented, grammar-oriented, stylistic-oriented exercises,

b) exercises in speaking, listening, reading, writing.The mentioned types of exercises are based on the variable use of verbal supports (diagrams, tables, additional texts, dictionaries, examples of assignments, etc.), figurative static (reproductions, drawings, photographs, etc.) and dynamic supports (videos and videos fragments), which contribute to the development of sociocultural knowledge, skills, abilities and abilities in various types of speech activity, optimize the development of socioculturally-marked language and speech material, stimulate the mastery of aesthetic and professional information, activate communication taking into account the sociocultural context of a foreign-speaking society, and also allow you to master foreign languages on a conscious basis.

The scientific novelty of this dissertation is:

- in identifying the specifics of the formation of sociocultural competence among students of the philological faculty;

- to clarify and expand the nomenclature of the principles of teaching a foreign language within the framework of a sociocultural approach;

- in highlighting the aesthetic and professional component of the content of teaching sociocultural competence and the description of the didactic units of the named component;

- in developing a structure for organizing educational material in English with the aim of mastering sociocultural competence;

- in the creation of a theoretically substantiated and practically approved set of tasks and exercises aimed at the formation of sociocultural competence among future specialists in the field of art.

The theoretical significance of the work is:

- in clarifying the theoretical provisions on the structure and content of sociocultural competence;

- in substantiating the effectiveness of the use of artifacts associated with various types of art of a foreign-speaking society, as extra-linguistic units of the content of the training of sociocultural competence;

- in determining the criteria for the selection of the content of teaching a foreign language in order to form sociocultural competence among students of the philological faculty;

- in the theoretical justification of the practical aspects of the methodology for the formation of sociocultural competence among students of the philological faculty.

The practical significance lies in the creation and experimental testing of the methodology for the formation of sociocultural competence among students of the philological faculty and the development of educational materials with the aim of forming this competency. This technique can be used in practical classes in a foreign language at the philological faculty of a pedagogical university, in high schools and gymnasiums with in-depth study of foreign languages, as well as in the development of textbooks in English for coursework for adult students.

VI. CONCLUSION

1. The optimal methodology for the formation of foreign language sociocultural competence of students of the philological faculty involves the selection of educational material for all components of the learning content in accordance with principles that take into account the specifics of the sociocultural approach to learning and the characteristics of this contingent of students. Based on these principles, a socioculturally saturated professionally-oriented language, speech, illustrative material is selected, and spheres, topics, communication situations and social roles are highlighted.

2. It is advisable to organize the selected educational material in accordance with the sociocultural approach to teaching a foreign language and a situational-thematic approach to organizing educational material into thematic art sections, which are structures for the organization of educational material, topics, subtopics and situations within the general theme. Art sections combine a certain sequence of lessons (units) of a teaching-controlling nature, aimed at studying a particular topic or subtopic, and ensure the interconnection of all components of the learning content, realizing the tasks of forming foreign-language sociocultural competence of students of the philological faculty. The most important, according to the objectives of this work, linguistic, regional, speech, sociocultural information must be organized using cognitive structures, such as sociocultural quanta, linguistic memos, algorithms, speech memos, instructions, scripts, semantic maps, linguistic and cultural vocabularies.

3. On the basis of the educational material selected and organized according to the goals and objectives of this study, a set of exercises is developed aimed at the formation of a foreign language sociocultural competence of students of the philological faculty. This complex is a sequence of linguistic, conditional speech and speech exercises, divided into the following types: lexical-oriented, grammar-oriented, stylistic-oriented exercises, exercises in monologic and dialogical speech, exercises in listening, reading, writing, exercises with verbal, figurative static and dynamic support. Such a set of exercises contributes to the development of sociocultural knowledge, skills, abilities and abilities in various types of speech activity, is aimed at developing socioculturally marked lexical, grammatical, speech, social and aesthetic and professional material, stimulates communication taking into account the sociocultural context of a foreign language society, and also allows to master foreign languages on a conscious basis.

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