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SOCIO-CULTURAL COMPETENCE IN LANGUAGE TEACHING

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Abstract: We are aware that many studies and researches have been done in the field of methodology. Each of them has a great deal of content and has a key role in their use. Many of that kind of studies on this subject have been made, reviewed, written, practiced, summarized, but not exactly in this regard. That is, many researchers have commented on the cultural components of the English language learning process, as well as a lot of studies on social computing in language learning. For example, Luthar S.'s "Social Component in the School," or, in other words, Erdoğan B.'s "The Role of a Cultural Coordinator in Teaching English" and more. However, none of the preconditions of the future English language teachers have been drawn to the socio-cultural component. In our academic University of World Languages, Professor Riskolova Kamola has also focused on the key competences of future English language teachers in her academic career. This can be further enriched with more detailed information on the specific features of the social cultural competences of the future English language teachers within this topic.

Keywords: social cultural competence, component, combination, strategy.

Introduction

Language is an important means of communication that draws people and nations together. Language is developed in society, lives in society and serves for the community. It also includes culture within society, and all traditions, ceremonies, customs, and wedding ceremonies are displayed in languages. "Language is considered a main tool of communication and cognition" (Ashurova, Galiyeva2018). We address the language in any form of communication. For example: we use the language in greeting, message, writing, talking, receiving and searching, speaking, congratulating, participating in festivals, exchanging ideas etc. Also "language is a means of storing and transmitting information and different knowledge structures which are externalized in linguistic expressions" (Ashurova, Galiyeva2018). All the words in the language keep meaning and content, and enrich others with the same information. Language is the reflection of a society with its all cultural values, norms, components and many other characteristics. As long as languages have existed, there have also been cultures. Culture is a vital part of the communication process. Learning language without its culture is a recipe

for becoming a "fluent fool. A fluent fool is someone who speaks a foreign language, but does not understand the social or philosophical content of that language" (Bennet 1993). It means that language and culture are inseparable phenomena which mirror a society.

A language consists of culturally loaded rudiments (Pennycook, 1989; Phillipson, 1992). Language is not isolated entity, it is a main part of the society which uses it. It is "a system of signs that is seen as having itself a cultural value" (Kramsh, Language). At the same time society and its culture are reflected in its language. Language, in turn, contributes to the development of society. That is, it is a topic of discussion, which includes a great deal of content. Every position pronounced in a particular language contains culturally specific meaning which can be easily overlooked unless one is familiar with the culture. "There is a natural connection between language spoken by members of social group and that group's identity" (Ibid). it is thus necessary to stress the importance of incorporating the "socio-cultural competence" into the foreign language teaching and learning. Foreign language learning also means learning

the foreign culture because one cannot separate one from the other.

What are social cultural competences in language teaching

a) What is the role of social-cultural competence in language teaching?

b) How social-cultural competence can be used on language teaching in Uzbekistan?

c) What is the importance of socio-cultural competence for B1 learners?

The subject of the lesson is that the future English language teachers' language is the study and disclosure of the skills used in the social life of the studied country.

II. LANGUAGE TEACHING IN UZBEKISTAN

The development of pedagogical technologies and their access to the educational process, as well as the rapid exchange and improvement of information technology, have created opportunities for everyone to increase their professional training and skills. Introduction of advanced pedagogical technologies in the educational process is one of the tasks of the "National Program for Personnel Training". At present, innovative pedagogical technologies and interactive methods are widely used in education, particularly in teaching foreign languages. Implementation of innovative pedagogical technologies in the field of foreign language education is the formation of a person as a comprehensively advanced human resources on the basis of the principles of education, and the creation of favorable conditions for the development and development of the economy. Learning in the process of learning is a component of the pedagogical competence of the formation of the system of knowledge in the mind of the student, as well as the culture of the country where the language is studied together with the formation of lexical, grammatical and pronunciation concepts.

Today, more attention is paid to the language learning in our country, as we look at the above, once again, the great importance of the language in the development of the language and the interrelationship between culture and society, we will be sure. One of the urgent problems and challenges of today is to increase the effectiveness of foreign language teaching. The younger generation is always thirsty and yet curious. So they expect more from what is being studied. This, in turn, requires a teacher's responsibility, enhanced training, modern methods, skills and skill, and most importantly, social and cultural competence. If we take a closer look at the word of "competence", we can look at it as a term.

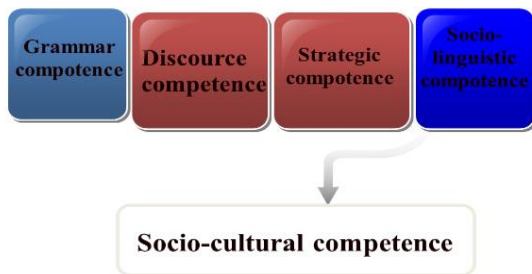
III SOCIO-CULTURAL COMPETENCE IN LANGUAGE TEACHING

If we consider the concept of "competence" in terms of the educational process which is belong to the pedagogue, we can say that competence is primarily the result of training. Through the study of educational material the student acquires a particular competence – specific knowledge, skills and gains experience (professional quality) and thus demonstrates perseverance, self-reliance and responsibility. In addition, competence in the educational process is the result of integrated learning (the integration of theory and practice, the integration of teaching methods and educational technologies, the integration of academic disciplines). Competence is characterized by the possibility (the ability, willingness) to apply knowledge and skills in real life, showing the best personal qualities.

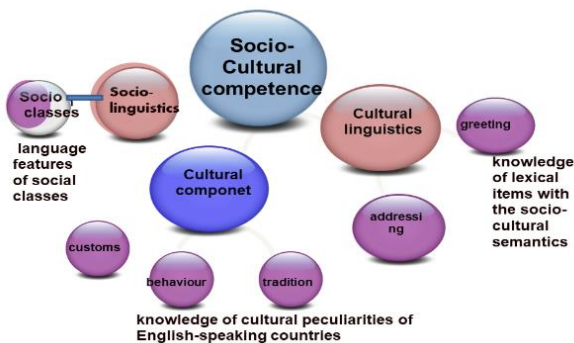
The socio-cultural concept of training and education comes from the fact that daily contact with foreign languages and cultures reflects people's everyday life around the world. Therefore a lesson of foreign language should encourage learners to have appropriate free communication in foreign languages and foreign cultures and make them capable of cross-cultural communication. G.A. Vorobjev (2003) notes "socio-cultural competence is a

complex phenomenon and includes a set of components belonging to different categories". According to R.P. Milrud (2004), "sociocultural competence refers to the activity-component of communicative competence" [2]. V.V. Safonova (2001) believes that "didactic description of the objectives of socio-cultural education by means of a foreign language is to be done in terms of socio-cultural competence". According to Michael Canale, Socio-cultural competence is included in ...

Communicative competence



Socio-cultural competence is a complex phenomenon. It includes the following components:



IV METHODOLOGY

A. Research Design

As teachers teach their students the language they need, they also need to introduce culture in societal societies where learners are taught. Therefore, future English teachers should first of all create to own socio-cultural competence. It is clear that the key role in the disclosure of the peculiarities of the formation of social and cultural comprehension through this subject is obvious. One of the main objectives of the

research is to raise awareness of language learners about target language as well as its culture and social and cultural life of language studied country and social characteristics. This study aims to investigate Uzbek teachers' opinions and beliefs on the place of target cultural-social information in English language teaching, as well as their related practices and applications in English as Foreign Language classroom in all kind of education in Uzbekistan. Also, this research's aim is to open and clarify the main features and peculiarities of the development cultural-social competence of future English teachers and to create new methodical guide and educational supplies.

B. Participants

The population of this study consisted of Uzbek students attending to the 1st year first semester, 1st year second semester at Tashkent Institute of Irrigation And Agricultural Mechanization Engineers. Including two semesters from the 1st year, it was aimed to reveal the development of the participants' socio-cultural competence from the very beginning to the end of their higher education. It was considered that the findings obtained from the students who just enrolled to the university can reveal the Uzbek ELT majors' starting English language knowledge level before higher education and make sense of any possible development till the end of course throughout higher education. In order to describe socio-cultural competence of students majors comprehensively, the instruments were delivered to all students. Out of 40 students, 20 students completed all instruments and included in the analysis.

C. Instruments

During the study we used our traditional teaching methods: theoretical and empirical. We applied theoretical analysis of the literature, analysis of basic concepts and research terms of study, construction of experimental hypotheses as theoretical methods. Empirical methods are intended for creating, collecting and organizing empirical material. These include questioning,

the method of measurement and control, pedagogical experiment.

D. Data Collection and Analysis

It is impossible to form a socio-cultural competence without acquisition of socio-cultural knowledge, since the socio-cultural knowledge is necessary not only as a means of communication with representatives of the foreign language culture, but also as a means to enrich the spiritual world of the individual on the basis of the knowledge about the culture of the target language country. Socio-cultural knowledge includes knowledge of social and cultural life, the knowledge and experience of own and foreign language culture, the possession of own and foreign language, the ability to recognize and analyze the situation, to give it an adequate assessment, to find ways of solving problems and achieve set goals (Herbrand, 2008).

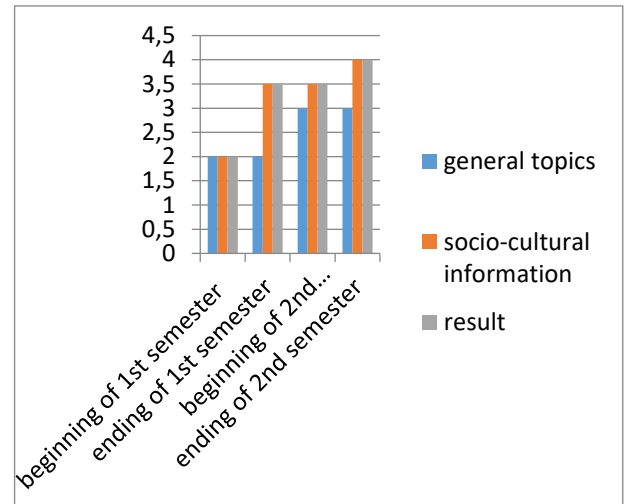
The distribution of the number of participants explaining the collected data and the ones involved in the analysis are given in the Table 1.

Participants	General topics	Social information	Cultural formation
1 st year 1 st semester	10	9	10
1 st year 2 nd semester	8	10	10

V. RESULTS

Regarding the participants' socio-cultural competence, their size of Information which are general information (topics), social information and cultural information in English language teaching were investigated by the Test

(for B1 learners). The obtained findings are presented and illustrated in Figure 1.



In this research, we have acquainted with the peculiarities of the formation of social and cultural components of future English teachers, and also discussed the tasks that should be addressed. As a result, there was a need to develop a methodical manual for English language learners (B1). Not only for the linguistic activity, but also for the methodical work is a great achievement.

VI. DISCUSSION AND CONCLUSION

This prohibition is expected to contribute to linguistics and methodology in Uzbekistan. The methodology we have created is widely used and widely used in the broader use of future English language teachers in the shaping of social and cultural competence and the wider achievements in language teaching. We know that any research and advancement should serve as the backbone of the future generations. The main purpose of these studies is to further improve the future and create enabling environment for the younger generation. Everything that has been done on this subject, and all the studies, presentations are of great importance to the generation. Future English teachers need to develop their own information and social and cultural competences. Here are the unique features of the formulation of social and cultural

competences that are discussed and explored in this study.

To sum up, while teaching foreign language, it is likely for its learners to need social-cultural information for better communication. However, in the language teaching process, some of those social-cultural elements might affect its learners. Similarly, meaningful language learning requires context. Byram (1998) asserts that language has no function independent of the context in which used, thus language always refers to something beyond itself: the cultural information. It defines the language patterns being used when particular people come together under particular circumstances at a particular time and place. This combination of elements always has a cultural meaning which influences language use. Cultural context in language is appeared in society. And language teaching cannot be isolated from cultural properties and social characteristics. In that case, English teachers need socio-cultural competence in English language teaching.

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