



A SOCIOCULTURAL APPROACH TO FOREIGN LANGUAGE ACQUISITION THAT PROMOTES COMMUNICATIVE SKILLS

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Abstract: The sociocultural approach to teaching foreign languages is the topic of this article. It provides information about cultural consciousness, which is the capacity to comprehend a new picture after being exposed to the way of life, values, and stereotypes of another culture.

Key words: Language and culture learning, cultural identification, culture in conditions of foreign language intercultural communication, sociocultural competences, sociocultural component.

The overall purpose of studying a foreign language is to introduce students to another culture and participate in a cultural discourse, i.e. sociocultural development.

But in the latter part of the 20th century, attitudes concerning cultural components of language instruction changed. Culture from before the 1960s existed as a separate component linked to local knowledge about the nation where the language being studied is spoken. Acquiring this knowledge ought to aid in the development of students' primary concepts regarding the spiritual principles of the people whose languages they are studying.

The goal of studying a foreign language at the basic general education level is to attain the highest possible degree of communicative ability among pupils. According to I.L.



Bim, communicative competence is defined as the readiness to engage in foreign language and intercultural communication within the parameters provided by the norm.

This goal is revealed in the unity of its four interrelated functions:

- informational;
- regulatory;
- emotional-evaluative;
- etiquette.

Foreign language communicative competence can only be developed when all five components are present.

1) Linguistic proficiency, including sociolinguistics and mastery of linguistic methods;

2) Thematic competence, skill in extralinguistic information, especially geographical knowledge;

3) Sociocultural competence, including regional and language knowledge;

4) Compensatory competence, which involves mutual understanding.

5) Academic competency, aptitude to learn.

The education system depends on social order, which forces one to strengthen communicative competence, which is reflected in transformation of goals, where what is new is the identification of sociocultural competence, the purpose of which is:

- exposing students to the customs, culture, and realities of the country or countries in which the foreign language is being studied within the parameters of subjects, domains, and communication scenarios that align with the experiences, passions, and psychological traits of the students in basic school at various phases;

– formation of skills to represent one's country, its culture in conditions of foreign language intercultural communication.

Understanding the nation's culture and its citizens will not only be important and significant at this point in the language learning process, but it will also have a significant



impact on language use and the communicative competence of foreign language learners in Uzbekistan. In terms of structure, the language being studied should comprehend the sociocommunicational components, national mentality traits, spiritual and material values, and national heritage that compose the country's people.

The ultimate step of sociocultural competence development will be students' ability to operate with the essential knowledge-concepts and modify their behavior to that of adequate or close to native speakers. Language represents aspects of people's lives. Studying a range of expression plans allows to understand and learn a lot about the cultures of the many places where the language is being learned.

Sociocultural competence consists of students mastering national and cultural specifics of the country of the language being studied and the ability build your speech and non-speech behavior in accordance with this specificity.

The following sociocultural competences can and should be effectively developed through foreign language teaching:

- Linguistic and regional components (lexical units with national-cultural meanings and intercultural communication skills);
- Sociolinguistic components (linguistic characteristics of different generations, genders, social groups, and dialects).
- socio-psychological component (possession of socio-cultural conditioned by scenarios, nationally specific models behavior using communication techniques adopted in this culture);
- cultural component (sociocultural, historical, cultural, ethnocultural background).

The primary purpose of the sociocultural approach is to foster a new cultural consciousness, which is the ability to understand a different image when exposed to another culture's life, beliefs, and stereotypes.

So, according to the definition of the idea of "culture" of knowledge, the sociocultural component will be divided into three major categories: sociocommunication, national mindset, and national treasure.



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