A SOCIOCULTURAL APPROACH TO TEACHING A FOREIGN LANGUAGE IN SCHOOL

Hamdamova Nilufar Esanovna

Gulistan state university, doctoral student

Abstract: The article discusses a number of technologies that contribute to students' cultural competence development. The article examines a number of technologies that contribute to the development of students' sosio-cultural competence, including independent educational activity, which determines the ability to practically reorganize activities, resulting in an interlingual and intercultural language personality.

Key words: educational-cognitive skills, approach to teaching, research activities, language and culture learning, cultural identification.

The primary purpose of modern foreign language teaching is to develop a student's personality so that they can successfully communicate in a foreign language. Preparing pupils to communicate in a foreign language is becoming an increasingly important part of the educational process.

According to the State Educational Standard, sociocultural knowledge and skills are required as part of the minimum content of basic educational programs, in addition to speech skills, language knowledge and skills, compensatory abilities, and educational-cognitive skills. All of this necessitates new ways to foreign language teaching, one of which is a sociocultural approach that recognizes the importance of joint language and culture learning. But before considering the sociocultural approach as a methodological category, it is necessary to find out what the concept of "approach to teaching" is.

The English methodologist A. Anthony defined the phrase "approach to learning" and used it in scientific contexts to refer to the researcher's initial assumptions about the nature

of language and strategies for language acquisition. The "approach," which is a part of the language teaching system, serves as the broadest methodological foundation for instruction and describes current viewpoints on the subject matter and the likelihood that students will master it during the learning process.

Methodologists claim that an approach to teaching defines research activities intended to study a specific phenomenon, serves as the most general methodological basis for research in a particular field of knowledge, and expresses a point of view on the essence of the subject that needs to be taught. Regarding the sociocultural approach, its conceptual framework for teaching foreign languages is produced by the meeting point of concepts like "culture" and "society."

It should be mentioned that international specialists in the field of foreign language instruction methods, proponents of incorporating culture into the foreign language learning process By contrasting the conduct of foreign language communicators, N. Brooks, T. Carr, K. Kramsch, S. R. Lafayette, H. N. Seeley, R. D. Halverson, et al. highlight the significance of understanding the cultures of one's own country and the nation of the language being studied, and they reject the notion that mastering one language ensures that another will be understood. It is only via integrated language and cultural instruction that pupils can acquire traits like these:

• understanding the culture of another people;

• developing interest in the culture being studied, facilitating independent discovery of the necessary knowledge;

• Formation of an empathic attitude, that is, the ability to understand the feelings of another;

• Ability to overcome stereotypes.

A necessary condition is the integration of education into culture and at the same time culture into education. Culture cannot be preserved except through humans.

Education must incorporate the process of "cultural identification" in order to do this. The definition of "cultural identification" according to E. V. Bondarevskaya is: recognizing commonalities with one's people and feeling a sense of belonging to a national culture.

Special knowledge of the world and cultural practices are known to be communicated through language and can be a barrier to communication when dealing with representatives of other countries. Since objects and phenomena exist in quite different worlds and have distinct purposes, the challenges are more with how cultural conceptions of these phenomena and objects differ from one another. Conceptual equivalency, or the equivalency of cultural ideas, is the foundation for linguistic and cultural equivalency.

As a result, it is widely acknowledged that one of the fundamental tenets of teaching foreign languages is the requirement for a sociocultural approach, which is based on a thorough understanding of the unique characteristics of the nation in which the language is being studied.

The latter part of the 1980s saw the development of the sociocultural approach. The sociocultural concept of didactics and foreign language teaching methods are founded on pedagogical reflections that result from accurately analyzing the student's point of view, investigating the elements of his life experience, educational customs and traditions, global awareness, the relationship between the source and target cultures, individual drive and academic achievement, and institutional circumstances (such as lesson timing, the availability of foreign language courses, teacher qualifications, and equipment).

In contrast to the countries where the language being studied is spoken, it develops more when there is a noticeable geographic, cultural, territorial, and other social distance. According to sociocultural learning, claims must be presented and interpreted in light of the cultural context of their target audience. Introducing students to diverse expressions of a different culture entails more than just transferring that world as an objectified subject of study; it also entails improving their understanding of their own world through feedback and its impact on their experiences and socialization processes.

Students get more empathic as a result of being more perceptive to the actions and responses of others from diverse cultural backgrounds. Consequently, this gives rise to the chance to engage in social interactions with others from diverse cultural backgrounds and get over feelings of uncertainty when confronted with unfamiliar and distinct cultural surroundings.

However, since it was almost exclusively focused on the differences in the country of the language being studied, V. Pauwels claims that the focus on cultural distance in relation to the language being studied and contrastingly planned regional studies were dangerously close to altering roles and identities.

Meanwhile, sociocultural learning or sociocultural communication includes a reverse influence on one's own position, attitude towards the cultural environment of one's country and its assessment. They thus mean a critical reflection of one's own social norms and ideas about the norms and principles of action of one's own speech behavior. Since sociocultural learning does not simply arise from the collision of different cultures and their carriers, it presupposes, on the one hand, the identification of distinctive features, and on the other hand, a new justification or critical understanding of one's own norms for the successful implementation of intercultural dialogue. These include texts that explain cultural misunderstandings and reveal the reverse influence on one's own behavior.

V.V. Safonova points out that the sociocultural approach captures the understanding of culture as a broad complex of social phenomena that represent the results and means of social functioning and development. This is not only science, art, the education system and other spiritual and creative institutions and the activities corresponding to them, but also the entire complex of material culture, the culture of social relations, political culture, etc. The emphasis is not on the usual idea that the state of culture is determined by the economy, and the cultural development of a person by the way of life, but on the fact that in the modern era it is cultural factors that largely determine the economic potential of society, the

stability of the political system, as well as the environmental and demographic situation, etc.

The key elements of the sociocultural approach to teaching foreign languages are outlined by V.V. Safonova:

It is expected that an initial investigation into the sociocultural background of non-native language use, the sociocultural background of teaching a foreign language in a particular nation, and a particular national setting has been conducted.

2. The subject of language teaching needs to be "globalized" and made more relatable.

3. In the twenty-first century, sociocultural education is an essential part of language learning. Students' self-awareness as cultural and historical subjects, carriers of both individual and collective sociocultural traits, and their role as subjects of cross-cultural dialogue, as well as their general communicative and cultural skills—which are necessary for using a foreign language as a means of intercultural communication—need to be developed, as well as their needs for the global sociocultural development and the growth of multiculturalism and multilingualism.

4. The result of sociocultural education is sociocultural competence, which provides the ability to navigate the sociocultural markers of an authentic language environment, predict possible sociocultural obstacles in the conditions of intercultural communication and ways to eliminate them, sociocultural knowledge of countries and peoples, sociocultural self-education in any other areas.

5. Regional studies serve as the foundation for sociocultural education delivered through a foreign language.

6. A set of problematic sociocultural tasks is employed, including cognitive-search, cognitive-research tasks, communicative and communicative-cognitive role-playing games, cognitive-research educational projects, and educational debates. Consider sociocultural impartiality as well as the degree of communication and sociocultural complexity.

7. It is expected to rely on a didactically oriented sociological analysis of the language environment of teaching and learning a foreign language, the sociocultural characteristics of languages and cultures, the range of social functions of the foreign language being studied in a specific living environment, the sociocultural and communicative needs of students, the level of sociocultural education.

According to researchers (V.V. Safonova, I.L. Bim, and V.P. Sysoev), training results in the acquisition of both communicative and sociocultural competence, ensuring the use of language in a specific cultural context based on cross-cultural discourse. The sociocultural approach to language teaching is distinguished by two approaches in the understanding of facts and cultures for educational purposes:

• from facts of language to facts of culture;

• from the facts of culture to the facts of language.

To implement these trends, E. I. Passov developed the following provisions:

1. The path of language acquisition is an educational process, the content of which is the culture of the language being studied. Thus, foreign language culture is everything that is the source of foreign language cultural education in its four aspects: cognitive, developmental, educational and educational.

2. In cognitive terms, the basis of learning within the framework of this approach is the dialogue of cultures as a comparison of facts from the field of artistic creativity (ideas, themes, issues, moral and aesthetic values, genres, artistic ways of expression) and the lifestyles of native speakers. This direction of studying language and culture has been especially actively developing in recent years within the framework of a new scientific discipline - comparative linguistic and regional studies.

3. The educational strategy takes a sociocultural approach, focusing on discovering shared moral principles and variations amongst peoples.

4. The developmental part focuses on creating a strong incentive to learn a foreign language and culture while integrating it with one's local culture.

5. The educational goal of training is reduced to the formation of communicative and sociocultural competence based on the native language of students. A comparison of two languages should help relieve the difficulties of mastering a foreign language and overcome interference, which is especially noticeable at the initial stage of learning when mastering the linguistic structure of a language.

6. According to the foregoing, in order to avoid issues linked with the distinction not so much between objects and phenomena, but rather cultural conceptions, it is vital to have a thorough understanding of the particular of the place where the language is being studied. Thus, the sociocultural approach is one of the major concepts of teaching foreign languages, because it allows for the development of the individual's sociocultural basis, establishes a sociocultural core in the educational process, and fosters interdisciplinary links.

References:

1. Воробьёв Г.А. Развитие социокультурной компетенции будущих учителей иностранного языка. М.: Просвещение, 2008.

2. Починок Г. В. Особенности заданий по формированию социокультурной компетенции // Иностранные языки в школе. 2011. № 7. С. 18-24.

3. Верещагин Е. М. Язык и культура: лингвострановедение в преподавании английского языка. М.: Просвещение, 2009.

4. Сафонова В. В. Изучение языков международного общения в контексте диалога культур и цивилизаций. Воронеж: Истоки, 2016.

5. Сафонова В. В. Социокультурный подход: основные социально-педагогические и методические положения // Иностранные языки в школе. 2014. № 7. С. 2-12.

6. Колкова М. К.. Современная методика с изучения иностранных языков и культур. СПб.: КАРО, 2011. С.44-51.