Journal of Education and New Approaches

JENA

Developing Students' Socio-Cultural Competence By Reading English Literature*

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Abstract:
This article is about the development of university student's socio-cultural competence by reading English fictional literature. Learning foreign culture, value perception of the modern world, understanding the importance of the human personality and the place it takes in the cultural process, are getting more and more urgent in the context of a new culturological model, presuming the realization of human cultural perfection mechanisms. Sociocultural competences are becoming increasingly important and significant in terms of employability, career, competitive abilities. Effective teaching of methods of socialization is impossible without making an effort to conceptualize the key elements of culture in younger people's consciousness: principles of choice of values, basics of creativity, language, ethnos, art. The paper aims at highlighting the importance of such disciplines in learning history of literature, writing and home reading, which should be integrated into the course of foreign languages speech practice in order to develop students' socio-cultural competence. The emphasis is put on the significance of fiction studies in preparing professionals having not only good linguistic skills but also realizing a wide range of cultural peculiarities of foreign countries. Socio-cultural discourse analyzes approach was also used to analyze historical facts.

Keywords: *Socio-cultural competence, English fictional literature, culturological model.*

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INTRODUCTION

One of the priority tasks of modern education is to develop the student as a person, to ensure that he is competent in every field so that he can take his place in society. As N.D Galskova stated, the main and modern strategic goal of foreign language teaching is to direct students to their equal and independent participation in the process of intercultural communication during the formation of bilingual or multilingual and cultured personality traits. Of particular importance is the fact that the implementation of the above principles of teaching foreign languages orients the process learning foreign languages on the personality of the student as a whole.

The main thing is the formation of his (the student) not only foreign language speech skills and abilities, but also the totality of his cognitive and affective abilities, often not being linguistic, but creating the prerequisites for successful operation of the latter. This means that in the modern model of teaching foreign languages, built on the principles of interconnected communicative, sociocultural and cognitive development of the student, the latter performs the role of the subject of the educational process and the subject of intercultural interactions. The current socio-political situation in our society shows the need to form a new national-cultural outlook. It requires sufficient changes in the form and content of education in our increasingly changing social life, because it is the educational system that is able to purposefully shape the ethnic-cultural and social processes of the state. The modern foreign language teaching methodology envisages paying special attention to the issue of organizing education based on the competence approach at all stages of the continuous education system, especially in higher education. Today, the preparation of students for national and intercultural relations, international cooperation relations is set as an important priority task, which requires the development of students' knowledge, skills and abilities in the studied foreign language. The concept of "communicative competence" was first used in linguistics in 1972 by sociolinguist and anthropologist Dell Hymes in the article "On Communicative Competence".

Nowadays, the great attention is paid to the issue of bringing up a healthy generation, perfect people. One of the important qualities of a perfect person is the culture of communication. It is difficult to have a healthy social relationship without an insufficiently formed culture of communication. Taking into account that the acquired knowledge and skills of a person are reflected in the process of interpersonal communication in social life, we turn to the opinions of our great scholars in this regard. Our great ancestors (Abu Rayhan Beruni, Abu Ali Ibn Sina, Abu Yusuf al-Kindi, Nasir Khusrau, Abu Nasr Farabi, Omar Khayyam, Muhammad Ibn Musa Khorezmi and others) and enlightened scientists, emphasized the importance of the teacher's role in educating the next generation, especially the importance of communication between the educator and the student. In particular, in "issues of goodness, manners, politeness" Abu Nasr Farabi's work "The City of Virtuous People" collected opinions and teachings about manners, morality, behavior, communication. In this book, "The powers from the beginning of mankind are, for example, the power of speech, the power of choice, the power of imagination, the power of perception. These are the powers of speech, with the help of which a person acquires knowledge and skills, with the help of which he knows how to distinguish between ugly and beautiful actions in behavior, and does what is necessary and what is not, and at the same time what is harmful or useful, understands sweet and bitter things.

So, they paid attention not only to the beautiful behavior, culture, spiritual and moral relations of a person, but also to the patterns of his activity. On the surface, it seems that the word "culture" is used in everyday life as an indicator that determines the way of human activity and the level of development of society. But if we pay more attention to the meaning of the word culture, we can see that this term is applied to many views, theories and ideas, concepts and imaginations that determine the relationship between nature, society and people. At the beginning of the 20th century, the American cultural scientists Alfred Kreber and Clyde Klackhon in their work entitled "Culture: Concepts and Definitions" show that there are 164 definitions of culture. Currently, there are more than 400 definitions of the term "culture". If we pay attention to them, we will see that the concept of culture is a comprehensive concept that covers almost all and even contradictory areas of life. Therefore, it is very difficult to define the concept of culture as a concept that covers all areas of human mental activity and social life. The term "Cultura" ("culture") is derived from the Latin language and was first introduced into science in 1871 by the historian and ethnographer E.B. Introduced by Taylor. According to him, at that time there were only 7 definitions of this concept.

E. Taylor in his work entitled "Primitive culture" defines the concept of "culture" as follows: "culture or civilization, in the form of a large-scale ethnographic concept, the acquired knowledge of a person as a member of society, religious beliefs, "is the sum total of his character, morals, rights, rituals and other customary abilities". Of course, E. Taylor's approach to the concept of "culture" as an ethnographer is noticeable in this definition. If we pay attention to the history of the use of the term "culture", we will see that "culture" is derived from the Arabic word "Madina" and means "city". As we wrote above, the word "Cultura" is derived from Latin and means "cultivation, care", i.e. cultivation of soil and land. Later, the meaning of this term changed. The incomparable changes in human society, the increasing complexity of economic-political and socio-cultural relations between states and regions, fundamental changes in the economic and spiritual life of society, the emergence of human potential, the interaction of nature and society. The need for generalizing concepts about nature, society, human thinking, development, human life, mutual relations leads to a change in the essence of the concept of culture. A.E. Chuchin-Rusov emphasized that the structure of culture is similar to the structure of the DNA molecule, and in its development, i.e., in its evolution, biological and cultural laws that will be left to the heirs are written.

The scientist pays attention to the following factors in the development of socio-cultural competence:
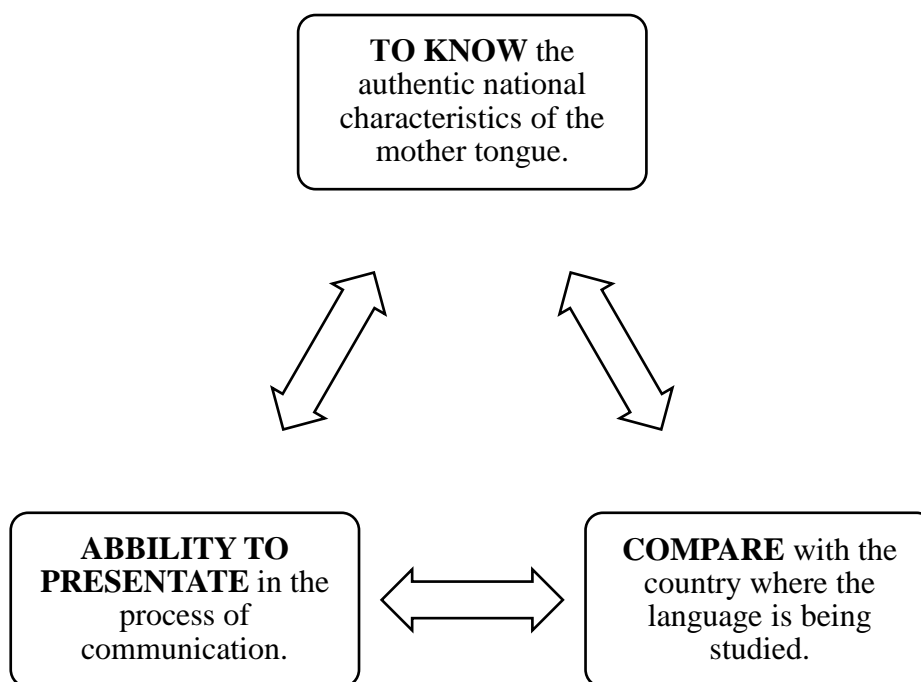
1. The level of students' national-cultural knowledge and worldviews formed in the course of socio-cultural experiences.
2. The integral connection between the formation and development of general socio-cultural competence of learners.
3. As a result of acquired knowledge and skills, the ability to express one's opinion clearly and deeply during communication, to make effective decisions in any problematic situations, and to be able to get out of the situation correctly and to develop oneself independently. the ability to correctly choose an effective way and means.
4. Establishing a positive emotional relationship with students in order to share the desire to discuss future problems together in the course of their education.
5. The process of learning a foreign language is considered to be a rather complicated process and it "forms stereotypes of a person's behavior".

Baryshnikova shows the following types of knowledge and skills as the main elements of socio-cultural competence (see table 1):

**Table 1.** Basic elements of socio-cultural competence proposed by I.V. Baryshnikova

Elements	Content of socio-cultural competence
Knowledge	Knowing national cultural lexical-semantic units and being able to use them in the communication process
Knowledge	To be able to apply these knowledge and techniques in communication with a representative of a foreign nation, based on the national-cultural components of communication and behavioral norms of the country where the language is being studied.
Skill	Having knowledge of the historical-cultural, ethno-cultural and socio-cultural history of the country where the language is being studied, and sharing ideas with the citizens of the country where the language is being studied.

In the state educational standard for foreign languages of the continuing education system, it is indicated that socio-cultural competence should be taught as a component of sociolinguistic competence. According to him, socio-cultural competence implies the ability to present authentic national characteristics: the knowledge of the customs, values, rituals and other national-cultural characteristics of the country where one lives, and the ability to present them in comparison with the country where the language is studied (Figure 1.).

TO KNOW the authentic national characteristics of the mother tongue.

ABBILITY TO PRESENTATE in the process of communication.

COMPARE with the country where the language is being studied.

Figure 1. A Set of Abilities Based on Social And Cultural Competence, Provided In The State Educational Standard For Foreign Languages Of The Continuing Educational System

Having studied the opinion of a number of scientists, we conclude that the state education standard for foreign languages of the continuous education system corresponds to all these opinions. (See Figure 2)
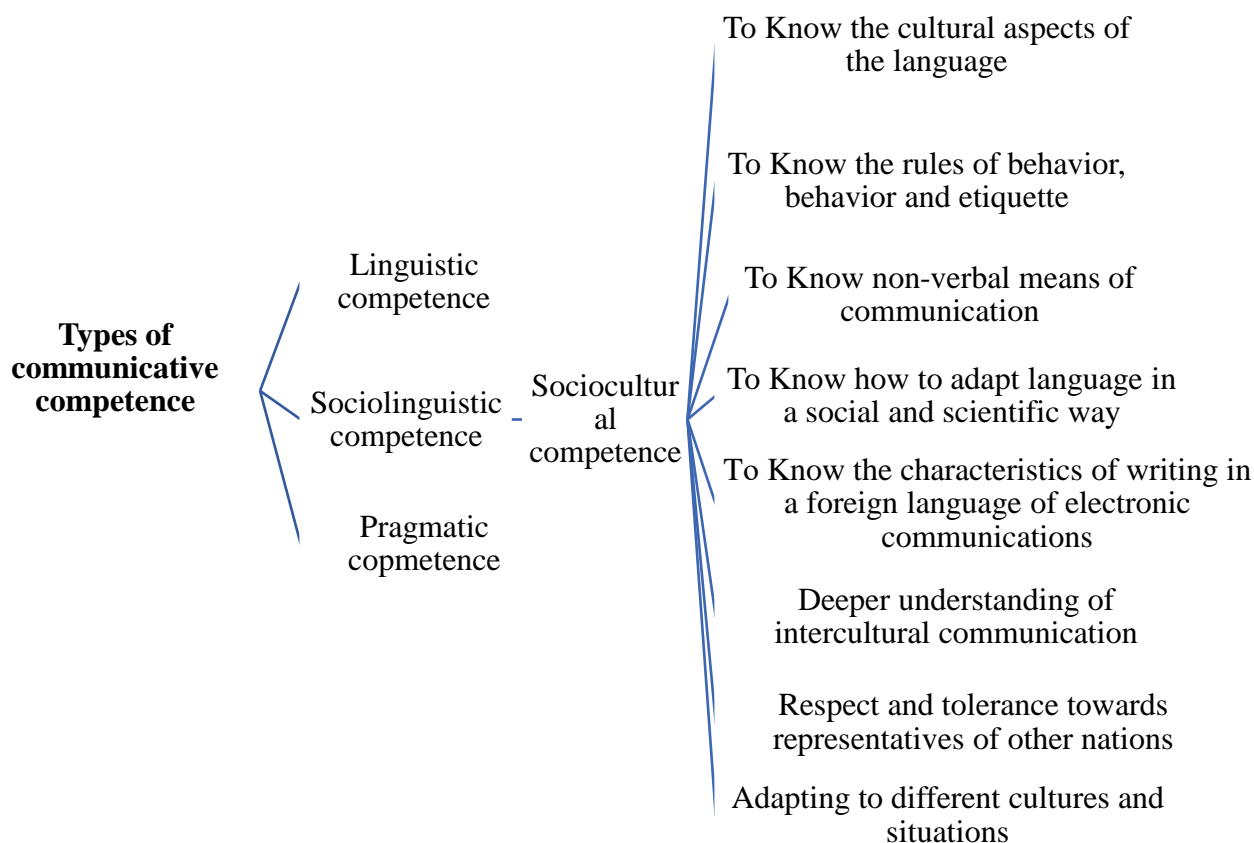
Figure 2. The Appearance Of Social And Cultural Competence Presented In The State Educational Standard For Foreign Languages Of The Continuing Educational System

Also, greeting, as a component of sociocultural components, have been analyzed. A. Duranti defines (1997, p 63), the greeting as a ceremony, that belongs to the representatives of a certain community, is easily performed and is considered part of our cultural competence. Also, Kendon defines (1990, p 83) the greeting as an important communicative skill in all cultures, it allows for a pragmatic systematic examination, which were thought as universal and culture-specific aspect. Schneider (2007, p 32), in this case, adds that this component combines pragmatics and sociolinguistics, especially socio-dialectological views, to determine the influence of macro-social factors such as regional, social group, age, gender, and nationality on language invisibility.

Purpose of the Study
It lies in the theoretical substantiation and experimental verification of the pedagogical conditions for the formation of the socio-cultural competence of students of Higher Educational Institution by reading fictional literature. In accordance with the purpose and hypothesis, the research tasks were set:

1. Based on the analysis of domestic and foreign sources, and also materials of empirical research to assess the need of the individual and society for the required level of socio-cultural competence of students of HEI.
2. To identify the essential and content characteristics of the main concepts of the study and the conditions that affect the increase in the level of the formed socio-cultural

competence of the students of HEI and ensure the success of its formation by fictional literature.

3. Develop and put into practice a model for the formation of the socio-cultural competence of the HEI.
4. Develop and test the program project "My personal book corner", focused on raising their level of socio-cultural family competencies.

METHODS

In solving the tasks set, traditional pedagogy research methods:

- theoretical: theoretical analysis of international and domestic normative and information-recommendatory documents on additional education; comparative analysis of scientific sources and literature on the topic of dissertation research; pedagogical modeling, a method of generalizing best practices on a research problem;
- empirical: pedagogical observation, collection of information through questioning, study of special literature, pedagogical experiment;
- practical: planning and organization, analysis and generalization of the activities of teachers of additional education in the formation of the socio-cultural competence of students of HEI; creation and presentation of information;
- processing of experimental data: quantitative and qualitative analysis of research results.

RESULTS

On my research I have prepared pre-questions about the knowledge of sociocultural competence of HEI students. Every question gets 1 mark.

- What do you know about the cultural aspects of the language?
- What do you know about the rules of behavior, behavior and etiquette?
- What do you know about non-verbal means of communication?
- What do you know about how to adapt language in a social and scientific way?
- Do you know the characteristics of writing in a foreign language of electronic communications?
- What do you understand in the deeper understanding of intercultural communication?
- What is the respect and tolerance towards representatives of other nations?
- How could person adapt to different cultures and situations?

In this part target group were divided into 2 parts. Fist part were students and the last were teachers. 680 students and 46 teacher staff from 3 various HEI were participated on my research. 150 students could answer to my questions and gave brief information with clear examples. But 380 of them were not understand the meaning of the word competence and the ways of people to get them in their life. The rest of them could only answered with words of "maybe". In this case I understood that they to know about SCC. After hard working 3 years I got my post-questions results. All of the results were satisfactory. On my research I have used 28 types of English fictional literature to ensure students SCC.

After getting my results I made my conclusion about learning steps of student to SCC:

1. For the formation of empathy, it is important not only to excite the student's imagination with socio-cultural realities, the exoticism of English-speaking countries. When developing a SCC, it is necessary to provide additional socio-cultural guidelines that, appealing to:

- the emotional sphere of communicants, would affect their personal and professional interests, causing them to think, evaluate and discussion of international cultural phenomena. Since, as noted above, the transfer of communication from the formal to the personal plane is associated with the coloring of stimuli, this goal is served by maximum approximation of the socio-cultural contexts of the situation to real life conditions

2. The implementation of the socio-cultural approach to teaching a foreign language begins with the knowledge of local cultural realities, then slowly shifts towards national realities and ends with the recognition of value. Therefore, introducing students to the unknown world of new meanings, beliefs and priorities, the teacher must introduce into the system a discussion in the classroom of everyday life situations. At the same time, it is important to focus on current events taking place in the structures of society that are of professional interest to listeners.

3. A necessary link in solving the problems that make up the proposed repertoire of communication is the assistance from the teacher in the selection and ways of verbalizing the necessary intentions. However, before including a specific linguistic phenomenon in speech, it is necessary to encourage students to repeat it many times in different sociocultural contexts, gradually removing educational restrictions on the conditions of communication. To create a context for communication close to the conditions of natural communication, both the statuses of the communicating parties and the degree of their socio-psychological distance influence, but most of all relaxed atmosphere of communication. Plunging into the emotionally favorable atmosphere of the lesson, the student acquires, along with the relevant speech skills and abilities, the experience of tactful and benevolent behavior, emotional culture

4. As mentioned above, non-compliance with the requirement of relying on the native language and culture of the addressee significantly reduces the real, communication possibilities. In this regard, in post- tasks, it is important to provide for incentives to compare socio-cultural realities at the extra linguistic level. At the same time, the wording of the prescriptions includes the invariable question "How is this happening in your country?" Placed under the heading "In our Culture", such socio-cultural landmarks should run like a red thread through all the lessons.

CONCLUSION

Formation of future specialists, the ability to intercultural communication is an urgent problem of higher education. The solution to this problem is associated with the development of students' sociocultural competence and empathic abilities. A major role in this is called upon fictional literature, which is the main means of teaching a foreign language university. Since it is the fictional literature that is the focus of language, sociocultural and professional interests of a future specialist with knowledge of a foreign language, this study was aimed at developing a methodology for implementing a sociocultural approach to organizing the content of a professionally oriented foreign language. The problem of the sociocultural component of the content of a specialized texts that we are studying has made it possible to determine the main ways to improve the effectiveness of teaching a foreign language, aimed at developing students' ability for intercultural interaction using both the language being studied and the sociocultural language potential.

Ethical Text

In this article, research and publication ethics rules are followed. The responsibility of any violation regarding the article belongs to the author(s).

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