The Role of English Fictional Literature in Developing Students' Socio-Cultural Competence

Feruza SHAKİROVNA[*1] iD

Abstract:
This article provides information about ways of increasing University student's socio-cultural competence by reading English fictional literature. The place of literature in intercultural communication in the teaching of foreign languages: that it is a source of information about nature, built on the basis of social and cultural realities, and through it they can know alternative cultural norms and at the same time compare their beliefs and attitudes. In addition, it is also source of developing the cognitive and emotional knowledge of students and through it they can find an easy solution to all the complexities of life. All analyzes was made on the example of fictions by E. Hemingway, Ch. Dickens, S. Mougham, F. Scott Fitzgerald, O. Henry, M. Twain, J. London, T. Morrison, P. John Dos. In this research for developing students' socio-cultural competence only non-adapted versions of fictional literature were used.

*Keywords: Socio-cultural competence, fictions, principles, key elements.*

[1]Termez State University, Uzbekistan. Orcid ID: 0000-0003-2227-0469
[*]Corresponding Author: firuzzza89@gmail.com

INTRODUCTION

Robert Eaglestone (2002, p.26) insists that when it comes to reading English fiction and correctly interpreting the text in it, "English means not only reading literature, but also thinking about how we are reading". Teaching English it is the origin of the English nation and it is among the answers to questions about norms of behavior, nationality and identity in society, which means teaching the place of man as an induvid in social life, the development of his own personality. Through these cited definitions, R. Eaglestone promotes his "literary theory". Through this theory, the scientist describes through the structure of "germynephtic interpretation" that everyone has their own way of interpreting.
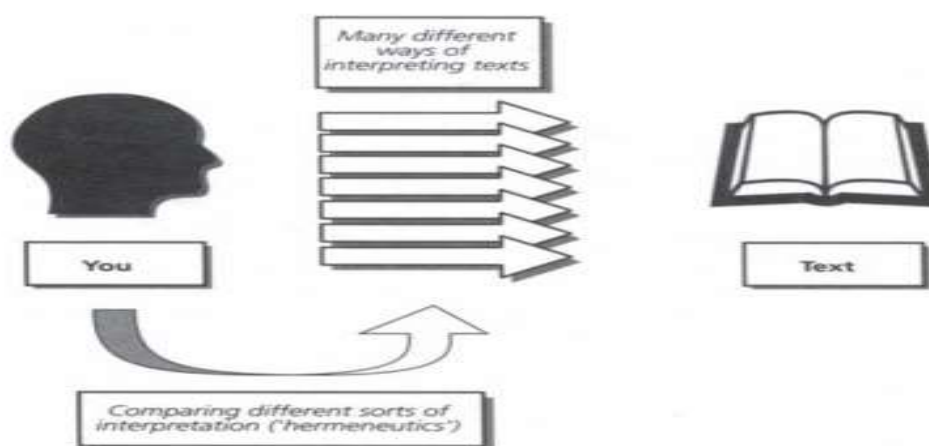
Figure 1. The illustration of R. Eaglestone about reading fictional literature and it's analyzing.

During the reading of English fiction, students can observe the world through their perception of the life described in the work through "other" consciousness during their understanding of the Under-text meaning in literature. J. Bruner (1986, p 65) traces students' reading of English fiction through cultural assumptions in a unique way through the term 'subjectivity'. The scientist tells the place of literature in intercultural communication in the teaching of foreign languages: that it is a source of information about nature, built on the basis of social and cultural realities, and through it they can know alternative cultural norms and at the same time compare their beliefs and attitudes. In addition, it is said that the cognitive and emotional knowledge of students can develop through the reading of fiction and through it they can find an easy solution to all the complexities of life.

The importance of fiction and texts in it lies in visualizing the world on the example of a socio-cultural image and promoting tolerance and open attitude towards a culture other than one that has a deep understanding of one's culture. Currently, one of the new approaches to teaching a foreign language is to educate students with intercultural tolerance, tolerance and socio-cultural competence, interpreting autentic texts not for communicative purposes, but for cultural components in it. Since English culture is considered a multifaceted culture, A. While Pulvernss (2004) only emphasizes the permissiveness of culture through fiction on British and American cultures, M. Cai (2002, p. 146), on the other hand, argues that through multicultural fiction, students should be brought up in a spirit of tolerance towards representatives of the other mediates. And we have found that in the development of student's socio-cultural competence it is essential to use fiction as a selective source, which reflects the culture of England and America.

According to Dridze T. M. (1984, p. 268) no person is born with the ability of intelligence to communicate correctly in his native language. This ability is divided and developed by the individual in the process of socialization or adaptation to social life, culture in it, the environment. Consequently, the necessary mechanism for the development of culture is human socialization. Communication is very important in the exchange of information in society, and of course, in this process, people convey their intentions through emotions (words and gestures). With the purpose of providing development to culture and the leaving inheritance from generation to generation, a text was used for communication, while the development of culture was carried out through the correct interpretation of the text. It is not for nothing that the text is emphasized as a unity of communication. In order to understand the text, it is essential to know the culture of the language which being reproduced together with knowledge of the laws of the language. It is difficult to correct the text without knowing the culture.

Yu. N. Karaulov (2010, p. *264*) argues that in order to correctly descend and analyze the text and the cultural units in it, one must first correctly use knowledge in order to place it in a system of knowledge, passing through its personal thesaurus, and then gain the necessary place in the life of a person. In accordance with these goals, the scientist, creating a "linguistic personality" during the reading of fiction in the process of learning any language in higher educational institutions, finds it necessary to create his knowledge and skills in the following "target model".

Table 1. The overview of the " target model" of Yu. N. Karaulova

Verbal-semantic level:	
A-1 (units)	- readiness for nomination (this is the connection between a word, a sound complex, elements and the original purpose of the work, based on semiotic activity) - willingness to accept vocabulary - willingness to choose words - having special terminology regarding a specific area of knowledge - readiness to use foreign vocabulary
A-2 (registration structure-verbal network)	- readiness to accept grammatical structures - readiness for oral speech - preparation for calligraphy (calligraphy) - having spelling literacy - willingness to acquire writing skills - to be able to enter into communication while increasing vocabulary by understanding the means of expression in speech
A-3 (display of streotypes in structural registration)	reading quality - willingness to perceive everyday texts and use them in everyday life (that is, to know the "everyday language") - readiness for monologue speech - possession of spontaneous speech speed
Thesaurus (first) level:	
B1 (understanding)	- willingness to give a definition of the concepts used - willingness to search, receive, understand and process the necessary information in the texts (keywords, tariff and classification based on certain concepts) - readiness to use the information provided in foreign views for comparison without criticism
B2 (structural registration-thesaurus)	- willingness to give "modal coloring" (emotional coloring) to the information provided - willingness to provide new evidence based on the information provided (method razvertivaniya argumentasii) - willingness to link the replicas presented in the dialogue without tautological words - willingness to improvise speech

B-3 (law-rules and streotypes)	- readiness to use internal speech (implicit speech, inner speech) - willingness to understand, correct and evaluate the content of his speech - willingness to reflect on the facts of one's native language (assessment of the degree of expression of one's own and another's speech from the point of view of linguistic consciousness (yazikovoe soznanie,) - willingness to use universal, versatile (generalizovanniy)knowledge in expressing one's opinion
Motivational-pragmatic (second) level:	
V-1 (communicative and activity - specific needs)	- readiness to take into account in communication the "factors of the receiving side", its presupposition, that is, the ratio to the level of awareness - readiness for rational, rational use of elements of communication in the process of expressing their thoughts about time and time - willingness to control communication - willingness to structure the fixings in an impressive and targeted manner during communication
V-2 (structural registration-communicative network: Jabha, situation, significance)	- readiness to work with language-subterranean words (slang) in the process of communication - readiness to have the ability to enter into a specific language-subterranean words and registers in the process of communication - specific language in the process of communication-readiness for the effective use of subordinate words and stylistic means in a receptive and in its place - willingness to correctly distinguish between business and artistic prose in written text analysis - willingness to give a confident speech in his native language in public - willingness to receptively and effectively apply imaginative programmed words in the form of text, while expressing their intentions and motives during communication.
V-3 (subtext images - streotypes)	- readiness for slow reading, which is associated with the ability to perceive the literary literary work and texts in it for the purpose of - readiness for aesthetic analysis of the text - willingness to predict fiction and the plot of the text in it in advance - willingness to work with cultural words in a literary text - willingness to work with types of literature - readiness for artistic criticism - willingness to understand the difference between reading fiction and " reading - willingness to use it effectively by testing the information presented in fiction in personal life experiences - readiness to use" winged words " (winged phrases, apharisms)

M.A. Bogatireva (1998, p. 280) emphasizes that during the reading of English fiction, special attention should be paid to the following sociolinguistic elements of socio-cultural competence:

a) an element of signs in social relations - forms of vision, forms of distance, used in the process of meeting, acquaintance and parting, conditional phrases and exclamation words used to convey the goal during communication.

b) an element of the forms of etiquette of speech-words that express positive politeness, words that express negative politeness, words that are used in deliberate neglect of tactless formulas'

c) the element of the expressions of folk Wisdom – Proverbs and sayings, idioms, evaluative words.

d) element of communication registers - cold tact, formal, informal, neutral, familiar, sincere knowing words.

e) an element of dialects and accents – words that determine its origin from the dialect of the speaker in the process of communication.

Actuality of the research

It is determined both by the needs of methodological science in the theoretical development of the sociocultural component of the content of teaching a foreign language in general, and by the need's domestic higher education in texts with a focus on the "dialogue of cultures", providing for the interconnected communicative and socio-cultural development of future specialists. The need to address the problem of the sociocultural component of the content is due to the new goal of teaching a foreign language, understood as the development of students' ability to intercultural communication. The problem of creating the image of a country of native speakers, as well as the image of a USA, UK, has a cultural and sicial connotation, since the solution is connected with overcoming mistrust between peoples, the destruction of barriers between different linguistic cultures.

The intensification of the social ties of an adult communicator, the expansion of the field of his activity as a subject of the "dialogue of cultures" make the processes of communication more and more diverse and intense. This requires improving the structure of the model of consciousness of a specialist at all levels of his professional communicative activity. However, participation in real communicative acts requires graduates of universities to know not only the FL, but also the culture of the society where this language is spoken. Of great importance in the professional training of personnel with knowledge of a foreign language, in particular, linguists, on the example of which the conclusions of this study were made, are given priority by the socio-cultural development of the world, the high level of their socio-cultural competence. Therefore, the search for ways to organize the socio-cultural content of the texts (fictional literature) is one of the topical areas of methodological research aimed at optimizing the profile teaching of a foreign language.

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.

Based on that purpose I have focused:

a) to have more academic teaching hours for Learning Foreign Languages Literature for philology faculty students and to add more clarifying details on syllabus, national educational standard about components of sociocultural competence for every stage in Uzbekistan;

b) to show another level of teaching English literature to foreign philology faculty students using Extrinsic approach in analyzing the text in while reading process;

PRACTICE RESEARCH 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.

For Empirical analysis were used fictional literature by the authors as *Ernest Hemingway, Charles Dickens, Somerset Mougham,* F. Scott Fitzgerald, *O. Henry, Mark Twain, Jack London,* T. Morrison, P. John Dos. *For developing students' socio-cultural competence non-adapted versions of fictional literature were used. For my study I have focused to analyze all teachers' and students' library, I have recorded all of the books they had while teaching and learning process, in this way I have also analyzed the way of contextual (sociocultural component) analyses to understanding the real meaning of cultural components. Every analyzed text should be held sociocultural components to (A, B, C): units, registration structure-verbal network, display of stereotypes in structural registration, understanding, structural registration-thesaurus, law-rules and stereotypes, communicative and activity - specific needs, structural registration-communicative network: situation, significance and subtext images - stereotypes. For analyzing short stories, it was enough to held three components: units, communicative and activity - specific needs, and understanding.*

After *working with teachers on an individual basis I have understand that they have more knowledge about sociocultural competence and but have no new approaches of using them in classroom exercises to make every text and words more socio-culturally. These steps were done through every steps of my research, in observing lessons and questionnaire - interviewing process. The interview was about teacher's knowledge of what is socio-cultural competence (components). Do they know about types and classification of proverbs? The importance of non-verbal communicative speech in everyday life? The meaning of social distance while talking manners? In what situations is important using speech acts? I wrote about my discoveries in findings part. Also listed about types of writers and books they have been used in their classroom, or have they been used any films. The lesson about increasing students' socio-cultural competence by reading fictional literature will include: some facts and news about my research, to help them to find out and analyze socio-cultural components of fictional literature, and teaching them the right way of using them in real life situations.*

In while process of teaching, I will give them non - adapted texts from the fictions with socio-cultural components or neither according the research and requirements I have got ready.

While they look through non - adapted texts I will be looking through them to observe. The last step of the interview will give me results about the way of teachers will choose socio-cultural componential books. It will also be very useful to know the way of using them in real social life, maybe for their future.

RESULTS OF STUDY

The process of interviewing about while reading books and home-reading books, gave various results on what teachers know about Socio-cultural competency analyzing fictional non-adapted literature and will their students be sociocultural competent after reading and analyzing them. I was able to *know about their knowledge from the personal experiences. The questionnaire also showed me teacher plans about contextual analyzing to sociocultural components. The participants were asked through their knowledge by what defines texts sociocultural, and the ways of defining components. 20 % percentage of them answered, "A cultural book has it's components like using dialects, idioms and proverbs through centuries. And has different people, and it has to have actions, places, and events that clearly incorporate other cultures with using non- verbal communicative speech". The most impressive questions they have been used was about the way of defining superstations and take them with tolerance without using them in their social life situations. However, they could be passed the next questions of socio-culturally components completely by stating, "My answer would be like the answer from above". 40% percentage of them at least had no idea about what is cliché and the way of using them in fictional literature. They said a socio-cultural book doesn't be obtained with words like this or in other case "differences of different people, races and nations", meanwhile a socio-culturally componental book, gives the reader to know more about the cultural rules like their DNA. This step gave more details about their knowledge and* for every component teacher should choose new fictional books. For example: Mark Twain on his books writes more about superstations, proverbs and sayings, and used northern dialects to give readers more information about his character: "How I *gwyne* to *ketch* her *en* I out in *de* woods?", "Give a nigger an inch and he"ll take an ell".

So, for making my research feedback I could say that every sociocultural fictional literature has to gain three parts to make analyzing more important: units, registration structure-verbal network, display of stereotypes in structural registration, understanding, structural registration-thesaurus, law-rules and stereotypes, communicative and activity - specific needs, structural registration-communicative network: situation, significance and subtext images - stereotypes. And every three sections must hold small branches like: units, registration structure-verbal network, display of stereotypes in structural registration, understanding, structural registration-thesaurus, law-rules and stereotypes, communicative and activity - specific needs, structural registration-communicative network: situation, significance and subtext images - stereotypes. With this unit students' could get analyzing not so difficult. For my research I have analyzed 28 non-adapted fictional literature and only 25 % of teachers got 17 books from 28. Other 30 % had only 15 of them. 40 % of teachers had none of this chosen books. So 5 % of teachers only suited for my criteria by holding all of the chosen books.

IMPLICATIONS

Students while learning process need to know the importance of reading fictional literature and sharing by behaving sociocultural competent person. In this case Marianne Celce-Murcia (2020) emphases that, educators must first know about what is literature how to read it by

analyzing, in order to *improve their students as readers, teach them to analyze texts, and the right criteria of selecting non-adapted literature. In this way she gives four important factors (social contextual, stylistic compatibility, social and non- verbal communicative) of analyzing texts. In this case they will be given pre- reading short story (O.Henry) and underline all used sociocultural components and give information about the notion of the way of using them. Students also need to know how to choose and underline words and to define them in proper way. My feedback drawing in this part will be by adding having knowledge about "Multi-culture" aspects. In this way teachers should to know "Repeated exposure to engaging literature in which student find themselves establishing personal, cultural connections with characters, the likelihood is great that reading will become an appealing activity". In this step they have to use instrumental model of analyzing. T*he main attention is focused only on the text, while abandoning the identity of the author at the time of the creation of the work, the "I" is aimed at revealing the author's true purpose and intention through the quotations, sociocultural components given in the work.

CONCLUSION

To draw conclusion to my work, I tried to use specific didactic aspects of the formation of socio-cultural competence through the interpretation of the text of the students through the reading of non-adapted fictional literature. Through my work I have found a solution to the following problems:

1) to determine the sharp difference between the fact that fiction literature acts as a speech enhancer by being read in a reading class, and the interpretation and analysis of the text by reading it;
2) selection of text sources with socio-cultural information in fiction;
3) to determine the role of the teacher in the formation of socio-cultural competence of students in the process of interpreting texts during the reading of non-adopted fictional literature.

The materials prepared with the help of specially selected texts from the non-adopted fictional literature can serve not only to study linguistic information through, but also to serve as special guides used in learning the history of the literature of the countries where the language is being studied and mastering the subjects of reading. As a result of the analysis of the content of these received texts during the lesson, students can form and improve their reading skills, oral speech, and written creative speech by using the given problematic tasks and situations, create new speech products, give personal opinion based on the texts, and obviously, fictional literature have a great potential of educating a person with a new socio-cultural competence.

Reading fictional literature and working with texts has a special place in the teaching foreign language faculties, because without studying the literary works of the respective country, getting to know its culture, the specific features of the national mentality, language and social-it is impossible to form cultural potential and competence. In communicative linguistics, it is emphasized that people communicate not with the help of sentences, but with the help of text, and in this context, the text is considered a communicative unit, that is, the basis of communication. In fact, communication has a number of important aspects, that is, the main components of the text, among which the most important are the speaker, listener, time, place, purpose. Thus, any text is a source of great potential for the development of communication

skills in a foreign language and one of the means of acquiring the above-mentioned skills in the process of its interpretation.

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).

REFERENCES

Александровна, Б. М.　　　(1998) *Социокультурный компонент содержания профессионально-ориентированного учебника*. Москва.

Bruner, J. S. (1986) *Actual minds, possible worlds*. Harvard University.

Cai, M. (2002) *Multicultural literature for children and young adults: Reflections on critical issues.* Greenwood.

Eaglestone, R. (2002) *Doing English: A guide for literature students*. Routledge.

Караулов Ю.Н. (2010) Русский язык и языковая, личность. Издательство.

Pulverness, A. (2004, January 25). *Here and there: Issues in materials development for intercultural learning.* https://www.academia.edu/268758/Here_and_There_Issues_In_Materials_Development_for_Intercultural_Learning

Youngshin, L. (2020). An analysis of primary school English textbooks for integrative cultural competence. *Journal of Research in Curriculum and Instruction, 24*(2), 1-7.

Дридзе, Т. М. (1984) Мекстовая деятельность в структуре социальной коммуникации. Наука.