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UTILIZING AUTHENTIC MATERIALS TO DEVELOP SOCIOCULTURAL COMPETENCY

Annotation

This article deals with the using of authentic materials in enhancing socio-cultural competence. Author provides theoretical background of sociocultural competence from prominent scholars who propose different views concerned the topic. From a methodological perspective, the idea of sociocultural competence is intricate, yet it is fundamental to communicative ability in foreign languages.

Key words: authentic, socio-cultural, film, post-screening, epistolary.

ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ МАТЕРИАЛОВ ДЛЯ РАЗВИТИЯ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ

Аннотация

В этой статье рассматривается использование аутентичных материалов для повышения социокультурной компетентности. Автор приводит теоретические основы социокультурной компетентности от известных ученых, которые предлагают различные точки зрения на эту тему. С методологической точки зрения идея социокультурной компетентности сложна, но она имеет фундаментальное значение для коммуникативных способностей на иностранных языках.

Ключевые слова: аутентичный, социокультурный, кинофильм, постэкранный, эпистолярный.

IJTIMOYIY MADANIY KOMPETENTLIKNI RIVOJLANTIRISH UCHUN AUTENTIK MATERIALLARDAN FOYDALANISH

Annotatsiya

Ushbu maqola ijtimoiy-madaniy kompetentsiyani oshirishda haqiqiy materiallardan foydalanishga bag'ishlangan. Muallif ushbu mavzu bo'yicha turli fikrlarni bildirgan taniqli olimlarning ijtimoiy-madaniy kompetentsiyasining nazariy asoslarini taqdim etadi. Uslubiy nuqtai nazardan, ijtimoiy-madaniy kompetentsiya g'oyasi murakkab, ammo u chet tillarida kommunikativ qobiliyat uchun asosdir.

Kalit so'zlar: autentik, ijtimoiy-madaniy, kino, post-skrining, epistolyar.

Introduction. Currently, teaching a foreign language without taking into consideration the globalization processes that have consumed the global community is not feasible given the state of society's growth. The development of students' socio-cultural competence-the capacity to employ information about the nation where the language is being studied and its socio-cultural characteristics during communication in the target language-is a critical component of teaching any foreign language. A comprehensive school's primary goal in teaching foreign languages is to shape students' personalities so they can autonomously get better at speaking the language they have acquired and be able and eager to engage in cross-cultural conversation in the language they are studying. The unity of its four interconnected components-educational, developmental, educational, and practical-reveals this aim. The goal's practical component is to help schoolchildren develop sociocultural competence in a foreign language by meeting their basic cognitive and communicative needs at every learning level and giving them the chance to become familiar with the cultural values of the people who speak the languages they are studying.

Literature review. Researchers including E.M. Vereshchagin, G.I. Voronina, G.V. Rogova and S.G. Ter-

Minasova, have noted in their works the significance of the socio-cultural component in helping students form an intercultural worldview and understand their place in a globalized world with a vast cultural diversity. Without sociocultural knowledge about the people, traditions, and social phenomena that exist in the nation where the language is being studied, it is difficult to teach foreign languages to current pupils [1, 2, 3, 4].

A modern teacher has access to a vast array of teaching resources, but we would like to call attention in particular to authentic feature films. These films can be used as a supplementary tool to help students develop their socio-cultural competence and their ability to lead discussions on a given subject. The pervasive influence of visual mass communication mediums like television, movies, and the Internet is what defines the early years of this century. The younger generation is the most adept at processing visual information. According to O.V. Kochukova, "the use of feature films not only models the language situation and forms the speech competence of students, but in the light of the latest approaches to learning a foreign language helps them form an idea and understanding of foreign language culture and, as a result, forms a harmoniously developed personality in the

global intercultural space" [5]. Cinema is described as "an important element of the international information order" by L.G. Ionin [6].

Research methodology. Three steps are involved in using a film to teach English: the questioning, viewing, and post-viewing phases. For every level, a collection of exercises and assignments should be created.

The task might be arranged in the following way during the testing phase: students are given a series of questions to start a conversation about the next viewing. Following the hearing and discussion of the responses, a brief synopsis of the film's director, socio-cultural background, and historical perspective may be found before the watching phase. During the questioning phase, it's critical to give students information that will help them comprehend the film's content and build a more realistic impression of the episode elements. Additionally, something needs to be done to boost pupils' motivation. In addition to comments and recommendations, the material may also include connections to more resources.

During the viewing stage, you will watch a movie or episode in English straight through in order to get as much information as possible. This includes character descriptions, names of places of importance, a discussion of the movie's storyline, characteristics of the director's work, and the overall meaning of the video. Students are required to do many activities while watching, such as fill in the blanks, identify the characters, or create an episode order. For best outcomes, these kinds of activity let you develop your aural and visual sense. Students can now be handed worksheets that have activities they need to do while watching and that will aid them in the discussion that follows.

It is essential to have a discussion after seeing the first part of the movie. This kind of work will provide a deeper evaluation of the major characters' personalities and interpersonal interactions in addition to determining the students' comprehension and perception levels of the real video course that is being delivered.

If we restrict our examination of the film course to verbal methods and ignore non-verbal ones, the task will not be deemed finished. When teaching a foreign language, one may also employ a variety of nonverbal techniques as seen in the movie.

Analysis and results. Building the discussion of students' responses into the post-screening phase of the video course is a good idea. The objectives of the tasks at this point are to get students to share their thoughts about the fragment they saw, to recognize and evaluate nonverbal cues in the episode, to decipher the plot points, to draw comparisons between the two historical periods, and to pinpoint sociocultural parallels and divergences. Post-screening activities include summarizing the watching results, having a final discussion, and presenting creative ideas on the chosen topic based on newly discovered information and conversation.

Consequently, using a real feature film is a good way to help people develop their sociocultural competency. Through a meticulous examination of the film course, students are exposed to linguistic, historical, and cultural content through both verbal and nonverbal ways. Pupils research the historical period, writers and artists of the time, do their own independent research, and create speeches and presentations in English.

Projects hold a particular role in the school's instructional activities. Foreign language projects are particularly fascinating because they foster the development of a natural language environment and the necessity of language communication. As demonstrated by global practice and several research, well planned, intentional student

collaboration on a project may yield better educational outcomes than casual contact. The research, search, and problem-solving techniques are widely employed in the project approach, with a clear focus on a genuine, useful outcome that is important to the student. The project approach enables the practical application of information. Every foreign language instructor should be aware that each group member requires an installation in order to shape the information, abilities, and skills of the students in one or more speaking activities. Giving students the freedom to solve issues and consider potential solutions is essential to helping them concentrate on the meaning behind what they say, place their thoughts front and center, and formulate their ideas via language. In addition to being familiar with themes unique to their nation, teachers should also consider how to engage students in cross-cultural dialogues so they may experience firsthand the quirks of how a language functions in a foreign culture. Stated differently, the primary responsibility of the teacher is to redirect the focus from different forms of exercises to the students' active mental engagement. The project method is the only way to address this issue and transform a foreign language lesson into a research club discussion where students are asked to solve interesting problems while considering their language training.

Instructors utilizing the project approach should consider the following phases in creating and implementing the project structure:

1. The instructor sets up a scenario that enables you to recognize a problem or numerous problems pertaining to the subject matter;
2. The instructor leads a brainstorming session in which students submit theories about the issue and each one is examined and supported;
3. Talk about how to test established theories, where to find data to support the hypothesis, and how to construct the findings;
4. Collaborating in groups to gather evidence and counterarguments to support or contradict the hypothesis;
5. Defending each group's project against criticism from everyone in attendance.

The creation of a problem that students will work on while researching the project's topic is the most crucial component of the project technique. The instructor must consider what type of assistance they can give the pupils without providing a prepackaged answer. Planning a number of projects on which the project technique is suggested is advised. Throughout the whole assignment, the instructor should keep an eye on each student's progress. The instructor should utilize both mutual and self-control to achieve this goal. A preliminary draft of the project might be given by the students to the teacher. To serve as experts during the project defense lesson, two instructors may be invited.

The project methodology incorporates all the greatest concepts from both contemporary and conventional foreign language education approaches. It is imperative for educators to keep in mind that imparting pre-existing information, memorizing facts, or interpreting the opinions of others cannot be considered a valid method of instruction in today's classroom.

The issue of text authenticity receives a lot of attention in foreign language teaching methodologies. Since the goal of teaching a foreign language to pupils is to equip them with the capacity to utilize the language for realistic communication in cross-cultural discussion, the training materials used must be real. When it comes to language, real writings are distinguished by their high levels of originality and diversity in terminology. Pronouns, particles, interjections, words with emotional overtones, phrases designed to encourage the

formation of associative links, phraseological units, idioms, and speech clichés are all over them.

Epistolary: postcards, business, and personal letters, etc. passages from newspapers and magazines, as well as poetry, short stories, essays, cartoons, and other works of fiction. Every kind of text matches potential subjects and suitable working techniques.

"Authentic materials are materials we can use in the classroom and that cannot be adapted for students", states Sanderson. [7]. A definition akin to this is provided by Harmer: "Authentic texts (written or oral) are texts addressed to native speakers; they are genuine texts meant for language users, not language learners" [8].

The texts serve as the foundation for the lesson; they provide tasks, crucial information, and sometimes even spark lively discussions among the students. They also serve to enhance and broaden the teacher's speech and foster the growth of the students' independent activity (for instance, assigning them to compile a list of keywords from the text they have read). Using text in a foreign language class might vary based on the teacher's aims and objectives as well as the students' ability level in the language.

These activities will help you engage with text in a way that will enhance your communication competence in all of its components-language, speech, sociocultural, and compensatory-and make the process of processing and understanding text fascinating.

1. Formulating inquiries regarding the text. Everyone taking part should raise their questions. The student poses his own question after responding to the one in the text. In this instance, students' ability to accurately respond to the questions will depend on their comprehension of the material.

2. Abstracting the text in its entirety or in its constituent sections. Students trade brief texts and respond to the teacher's questions, which are as follows: "If you hadn't read the text, could you predict what it is about? Why not? What about this abstraction may be eliminated? What matters?" The writers receive their abstracted texts back after responding (in writing) to the queries.

3. Expectation of the text's future developments. Students are instructed to bend a sheet of paper, producing two

columns: "information" on the left and "forecast" on the right. After receiving the text's title, they type it in the left column and list their assumptions along with an explanation in the right column. Here, we should to highlight the importance of training the predicting ability using data extracted from the text that has previously been read. The instructor may choose to exclude some of the text and assign the students to fill in the table instead. One might jot down intriguing theories on the board. This method appeals to students' knowledge, expertise, perspective, and creativity.

4. Text division into meaningful paragraphs. Students should also talk about why they divided the material into different sections and how each paragraph differs.

5. Creating a diagram based on the read material, particularly if it has a lot of information or several discussion themes. In this instance, the diagram may resemble a tree, with the facts for each text topic serving as the foliage, the primary categories of information represented by the branches, the title of the book as the trunk, and the students' understanding of the subject represented by the roots. Working in groups or alone, students may create their own drawings of trees while leaving comments on their submissions.

6. Identification of the text's "voice" Students offer their thoughts on what they read by speculating about who could narrate this narrative and how after reading the real text.

7. After reading, do the written assignment. Writing a journal for the story's protagonist, creating advertising, or creating a trip guide for a tourist is a few examples of this.

As a result, the following deduction can be made.

Conclusion. Reading real texts is a cognitive activity that can be seen in writing questions, making connections between the known and unknown, connecting the dots with prior knowledge, forecasting plots, organizing semantic connections within the text, and more. It can also be seen in creative and project tasks. It is important to adapt the activities to the material that has been read since pupils become less motivated and interested in reading when they are given the same assignments. E.I. Passov asserts that "reading is communication in itself, mediated by a book" [9].

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