



Lola ABDULLAYEVA,

Samarkand state institute of foreign languages Associate professor of English language Theoretical Aspects Department
E-mail: lola.abdullaeva1979@gmail.com

Based on the review of SamSIFL Doctor of Philosophy, associate professor M.M.Oblokulova

SOCIOCULTURAL COMPETENCY AND FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

Annotation

This article deals with the sociocultural competence in teaching foreign languages and uses it in communicative competence. In addition, author provides theoretical background of sociocultural competence from prominent scholars who proposes different views concerned the topic. The concept of sociocultural competence is complex from a methodology standpoint and is an integral part of foreign language communicative competence. Its content includes knowledge, skills, and abilities that form the functional and substantive basis of sociocultural competence and ensure effective communication in accordance with the norms of speech and non-speech behavior of native speakers.

Key words: Competence, grammatical, linguistic competence, sociocultural competence, socio-cultural field, field of socio-cultural knowledge.

СОЦИОКУЛЬТУРНАЯ КОМПЕТЕНТНОСТЬ И ИНОЯЗЫЧНАЯ КОММУНИКАТИВНАЯ КОМПЕТЕНЦИЯ

Аннотация

В данной статье рассматривается социокультурная компетенция при обучении иностранным языкам и ее использование в коммуникативной компетенции. Кроме того, автор приводит теоретические основы социокультурной компетентности от выдающихся ученых, которые предлагают различные точки зрения на эту тему. Понятие социокультурной компетенции является сложным с методологической точки зрения и является неотъемлемой частью иноязычной коммуникативной компетенции. Его содержание включает знания, навыки и умения, которые формируют функциональную и содержательную основу социокультурной компетенции и обеспечивают эффективное общение в соответствии с нормами речевого и неречевого поведения носителей языка.

Ключевые слова: Компетентность, грамматическая, лингвистическая компетентность, социокультурная компетентность, социокультурное поле, область социокультурных знаний.

IJTIMOYIY-MADANIY KOMPETENTSIYA VA CHET TILINING KOMMUNIKATIV KOMPETENTSIYASI

Annotatsiya

Ushbu maqolada chet tillarini o'qitishda ijtimoiy-madaniy kompetentsiya va undan kommunikativ kompetentsiyada foydalanish ko'rib chiqilgan. Bundan tashqari, muallif ushbu mavzu bo'yicha turli nuqtai nazarlarni taklif qiladigan taniqli olimlarning ijtimoiy-madaniy kompetentsiyasining nazariy asoslarini keltirgan. Ijtimoiy-madaniy kompetentsiya tushunchasi metodologik nuqtai nazardan murakkab va xorijiy kommunikativ kompetentsiyaning ajralmas qismidir. Uning mazmuni ijtimoiy-madaniy kompetentsiyaning funksional va mazmunli asosini tashkil etadigan va ona tilida so'zlashuvchilarning nutq va nutqsiz xatti-harakatlari me'yorlariga muvofiq samarali muloqotni ta'minlaydigan bilim, ko'nikmalarni o'z ichiga oladi.

Kalit so'zlar: Kompetentsiya, grammatik, lingvistik kompetentsiya, ijtimoiy-madaniy kompetentsiya, ijtimoiy-madaniy soha, ijtimoiy-madaniy bilimlar sohasi.

Introduction. In connection to the practice of teaching foreign languages, the emergence and evolution of the idea of "competence" mostly reflect the origins of this term in linguistics. Following the publication of Noem Chomsky's works, which established the theory of generative grammars and the theory of formal languages as a subfield of mathematical logic and in connection with the study of generative grammar's problems, the term "competence" was brought back into the conceptual apparatus and became widely used in modern methodology [1].

Literature review. The setting for the separation of the notions of "competence" and "competence" is the foundation for identifying the content of the key categories of the competence approach [N. I. Almazova, Yu. V. Eremin, I. A. Zimnaya, M. P. Pushkova, T. M. Tatarina, A. N. Shchukin, etc.]. M.P. Pushkova contends in his research that "competence is a derived concept from competence and denotes the scope of application of knowledge, skills, and abilities of a person, while competence is semantically the primary category representing their internalized totality, system" [2] "Competence" is the capacity and readiness to

consistently use newly acquired information, talents, and personal qualities while carrying out tasks [3]. The definition of "competence" given by dictionaries is "a set of knowledge, skills, and abilities formed in the process of learning a particular discipline, as well as the ability to perform any activity". This definition is derived from the Latin *competentis* capable. Originally, the phrase referred to the capacity required to engage in a certain, mostly linguistic activity in one's mother tongue. A competent speaker or listener, according to N. Chomsky, should be able to: a) form/understand an infinite number of sentences using models; and b) make a judgment about the speech, that is, recognize a formal similarity or difference between the meanings of two phrases.

The writings of J. McCrosky, who claims that "the effectiveness of communication is neither a necessary nor a sufficient condition for assessing competence", have upheld the traditions of the N. Chomsky school in equating competence with knowledge. A person might be competent without being effective and effective without being competent [5].

In order to broaden this idea as well as its structure, more study on communicative skill was conducted. R. Campbell and R. Welz, who correctly believe that the correspondence of statements to the context is much more important than its grammatical correctness, noted in their works that N. Chomsky's concept of competence does not include an assessment of the relevance of a statement in a specific context and its socio-cultural significance. They were the ones who first used the phrase "communicative competence" to characterize the larger idea of competence, as opposed to N. Chomsky's more constrained "grammatical" competence [6].

D. Himes made a significant contribution to the growth of the theory of competence by first including culture into the idea of competence. He proposes a new model because he thinks N. Chomsky's "competence" overlooks grammatical rules and includes sociolinguistic and utterance competence in addition to grammatical competence [7].

Research methodology. It should be mentioned that since the concept's inception and inclusion in the terminological framework of the theory of teaching foreign languages, the issue directly connected to the study of the component composition of communicative competence has attracted attention. Such studies had a propensity in the 1970s to contrast communicative competence with "grammatical" or "linguistic" competence, which was seen as one of the elements of a more comprehensive definition of communicative competence. The success of communication is heavily reliant on the communicant's willingness and desire to express his thoughts in a foreign language, according to S. Savignon, who defined communicative competence as "the ability to function in a real communication environment, that is, in a dynamic exchange of information, where linguistic competence must adapt to the reception of extensive information (both linguistic and paralinguistic in nature) from the side of one interlocutor or more". The works of M. Kanel and M. Svein, who added 4 components in its composition-competencies, further extend the idea of communicative competence. This model of the structure of communication competence has prompted more study in this field. It divides communicative competence into four categories: 1) grammatical competence, 2) sociolinguistic competence, 3) discursive competence, or utterance competence, and 4) strategic competence.

Analysis and results. I. L. Bim defines socio-cultural competency as behavioral, comprising etiquette proficiency and awareness of the socio-cultural environment [9]. According to P.V. Sysoev, sociocultural competency includes a variety of value orientations, behavioral models, conventions and traditions, and linguistic components unique to a particular civilization [10].

I.E. Riske asserts that socio-cultural competence, which encompasses such distinctive characteristics of society and its culture that are present in the communication conduct of its members, is also regarded to be a component of communicative ability [11]. Socio-cultural competency is, in the words of G.V. Elizarova, "... a complex of knowledge about values, beliefs, behavioral patterns, customs, traditions, language, and cultural achievements peculiar to a certain society and characterizing it" [12]. Sociocultural competence, in Van Eck's words, is "... awareness of how the sociocultural context influences the choice and communicative effect of linguistic forms" [13].

I.E. Riske asserts that socio-cultural competence, which encompasses such distinctive characteristics of society and its culture that are found in the communication conduct of its members [10], is also regarded to be a component of communicative ability. Socio-cultural competency is, in the words of G.V. Elizarova, "... a complex of knowledge about

values, beliefs, behavioral patterns, customs, traditions, language, and cultural achievements peculiar to a certain society and characterizing it" [11]. Sociocultural competence, in Van Eck's words, is "... awareness of how the sociocultural context influences the choice and communicative effect of linguistic forms" [12].

According to D.S. Melnikova, socio-cultural competence is "the ability to conduct adequate foreign language communication in accordance with the norms and rules of communication typical of a certain socio-cultural context of a foreign-language society", with the socio-cultural context being an interconnected complex of cultural elements like traditions, customs, values, mores, beliefs, cultural achievements, and social elements like rules, norms of speech and non-speech [13].

O.N. Igna focuses on a definition of socio-cultural competency that says "only a certain degree of familiarity with the socio-cultural context in which the language is used" [14] based on the unique aspects of attending a technical institution.

Socio-cultural competence, according to E.N. Solovova, "presupposes knowledge of the history and modernity of the country of the language being studied; implies familiarity of the student with the national and cultural specifics of speech behavior; and implies the ability to use those elements of the socio-cultural context that are relevant for the generation and perception of speech from the point of view of native speakers; it is an instrument of education of an internationally minded student body" [15].

N.N. Efremova is correct in her assessment that communication is substantially hampered by a lack of socio-cultural competency abilities [16]. It should be underlined that, because it should permeate every step of teaching a foreign language, the development of socio-cultural competency cannot be limited to the development of only universal notions about the world.

I.A. Smolyannikova offers the idea of a "socio-cultural field" or "field of socio-cultural knowledge" to describe knowledge that reflects the socio-cultural features of a foreign medium by drawing an analogy with the information field. When taking into account the fundamental idea, which is based on the examination of research that shows socioculturally defined information is essential for communicating in a foreign language, namely:

knowledge of the cultural context of the country of the language being studied,

knowledge of the means of verbal and non-verbal communication,

knowledge of strategies for pragmatic goals, which correlates with the approach of D.I. Izarenkov; J.L. Trim, D. Coste, B. North, J. Sheils, A.S. Palmer, P.J.M. Groot, G.A. Trosper and M. Canale & M. Swain [17].

I.A. Smolyannikova came to the conclusion that the first two levels of communicative competence, which include knowledge of the cultural context of the country of the language being studied and the means of verbal and nonverbal communication, most closely reflect socio-cultural and sociolinguistic competencies. In this study, we're interested in how socio-cultural competence is described in several iterations of the communicative competence component composition.

According to the dictionary of methodological terms [4], socio-cultural competence is the ability to use elements of the socio-cultural context that are pertinent for the generation and perception of speech from the point of view of native speakers, such as customs, rules, norms, social conventions, rituals, social stereotypes, regional knowledge, etc. It also includes knowledge of the national-cultural specifics of speech behavior.

Given the broad definition of socio-cultural competence, it is unclear how this concept should be used to describe how high school seniors develop their socio-cultural competence using the example of an optional languages course and the explanation of its functional and conceptual underpinnings.

We believe that socio-cultural competence is actually a tool for educating a person who is aware of the interdependence and integrity of the world and the need for intercultural cooperation, having the ability to communicate in foreign languages, and based on two premises: first, the definition of competence, which is considered to be the ability to carry out certain activities; and second, taking into account the fact that socio-cultural competence is a structural component of communicative competence.

There is a distinct hint in the paper that the communicative language competence described in the "Pan-European Competence" needs more research. Thus, it is being considered [18] whether to include a strategic component that coordinates the interplay of other components.

Conclusion. Without linguistic and cultural expertise, intercultural communication is impossible. Language and culture are intricately intertwined, making it difficult to analyze a nation's culture without being familiar with its native tongue. We think that sociocultural competency plays a crucial role in intercultural communication since it is difficult to teach a language without taking cultural considerations into account.

LITERATURE

1. Chomsky N. Aspects of the theory of syntax. – NY: MIT Press, 1965. – 95 p.
2. Пушкова, М. П. Педагогические основы развития социокультурной компетенции будущего учителя (В процессе изучения иностранного языка): Дис... канд. пед. наук: 13.00.01/ М.П. Пушкова. – Иркутск, 2001. – 185 с.
3. Татарина, Т.М. Формирование иноязычной профессионально ориентированной коммуникативной компетентности у студентов исторического факультета: (на материале английского языка): автореф. дис... канд. пед. наук: 13.00.02 / Т.М.Татарина. – СПб, 2009. – 24 с.
4. Азимов, Э.Г., Щукин, А.Н. Новый словарь методических терминов и понятий (теория и практика обучения языкам). – М.: Издательство ИКАР, 2009. © Электронная версия, «ГРАМОТА.РУ», 2010.
5. McCroskey J.C. Communication Competence and Performance: A Research and Pedagogical Perspective// Communication Education, 1982. – No 31. – P. 1 – 8.
6. Campbell R. Wales R. The Study of Language Acquisition. // Lyons J., (ed.) New Horizons in Linguistics. – Harmondsworth: Penguin Books, 1970. – P. 242 – 260.
7. Hymes, D. On Communicative Competence. // Pride, J. B. and Holmes, J. (eds.) Sociolinguistics. – Harmondsworth: Penguin Books, 1972. – P. 269 – 293.
8. Savignon, S. Communicative competence. Theory and Classroom Practice: Texts and contexts in 2 language learning. – NY: The McGraw Hill Companies, 1997. – 98 p.
9. Sysoyev, Pavel V., Millrood, Radislav P. The Vital Role of Sociocultural Competence in International Business Contacts. // ESP RUSSIA. A Newsletter for Russian Teachers of English for Specific Purposes. – 1997. – N6, December. – P.7 – 11.
10. Рiske, И.Э. Формирование социокультурной компетенции у учащихся старшей ступени обучения на материале англоязычной поэзии: Дис... канд. пед. наук: 13.00.02 / И.Э. Рiske. – СПб.: РГПУ, 2000. – 259 с.
11. Елизарова Г.В. О природе социокультурной компетенции // Слово, предложение и текст как интерпретирующие системы. Studia Linguistica 8. – СПб.: Тригон, 1998. – С. 25-31.
12. Van Ek J.A. Objectives for Foreign Language Learning, Project 12. Learning and Teaching Modern Languages for Communication. Vol.1: Scopes. – Council of Europe. Council for Cultural Cooperation. – Strasburg, 1986, Vol.2, 1987. – p.65.
13. Мельникова, Д.С. Формирование иноязычной социокультурной компетенции студентов художественно-графического факультета педагогического университета (на материале английского языка): Дис... канд. пед. наук: 13.00.02 / Д.С.Мельникова. – СПб., 2005. – 243 л.
14. Игна, О. Н. Развитие социокультурной компетенции студентов на основе аутентичных материалов при профессионально-ориентированном обучении иноязычному общению (немецкий язык, технический вуз): Дис... канд. пед. наук: 13.00.02. / О.Н. Игна.– Томск, 2003. – 186 с, ил.
15. Соловова, Е.Н. Методика обучения иностранным языкам: Учебное пособие. – М.: «Просвещение», 2003. – 237 с.
16. Ефремова Н. Н. Формирование социокультурной компетенции учащихся старших классов гимназии в процессе изучения иностранного языка: Автореф... канд. пед. наук: 13.00.02 / Н.Н.Ефремова. – Чебоксары, 2008. – 20 с.
17. Смольяникова, И.А. Формирование иноязычной компетенции в социокультурном пространстве диалога: (На основе использ. информац. и коммуникац. технологий): Дис... канд. пед. наук: 13.00.02 / И.А.Смольяникова. – М., 2003. – 227 с.
18. Симкин, В. Н. Современные языки: изучение, обучение, оценка. Общеввропейская компетенция. / В. Н. Симкин // Иностранные языки в школе. – 1998. – № 3. – С. 82 – 86, 92.