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## **SOCIO-CULTURAL COMPONENT AS A MEANS OF INCREASING THE EFFICIENCY OF THE EDUCATIONAL PROCESS WHEN STUDYING A FOREIGN LANGUAGE IN EDUCATIONAL INSTITUTIONS**

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### **ABSTRACT:**

**It is possible and necessary to teach a foreign language not only as a new code, as a new way of expressing thoughts, but also as a source of information about the national culture of the native speaker of the target language. Thus, it is elucidated in the article that, when learning a foreign language, socio-cultural component as means of enhancing the efficiency of the educational process is of overriding importance.**

**KEYWORDS: socio-cultural component, education, self-realization, culture-related education, global trends, intercultural contact, mutual understanding, pedagogical culture, modern methodological approach, socialization.**

### **INTRODUCTION:**

Achievement of a new quality of general education is the primary task of modernization. In pedagogical terms, this is the orientation of education not only on the assimilation of a certain amount of knowledge by the student, but also on the development of his personality, his cognitive and creative abilities, the needs of self-realization in a new socio-cultural situation. Personally-oriented culture-forming education of the humanistic type, in our opinion, is the most important link in the "mechanism" of education modernization. It is this, as studies show that ensures the development of the personality, support for its individuality, full satisfaction of its educational, spiritual, cultural, life needs. It is this type of education, directly addressed to a person that makes it possible to

effectively carry out non-violent culture-related education in a general education school, which, in the opinion of many practitioners and scientists, can be singled out as a priority in education.

In the outlined contours of the future society, education and intelligence are increasingly referred to the category of national wealth, and the spiritual health of a person, his culture, the versatility of his development, the breadth and flexibility of vocational training, the desire for creativity and the ability to solve non-standard tasks are turning into the most important factor in the country's progress. In these conditions, the strengthening of intercultural orientation in the training of specialists, primarily teachers of a foreign language, is especially important.

### **ANALYSIS:**

Currently, in accordance with the needs of society, the socio-cultural aspect, as an integral component of teaching a foreign language, is becoming more and more relevant in light of the intensification of intercultural communications between Uzbekistan and Western countries. Global trends in the development of education have developed in such a way that the progress of educational systems in the modern world, among other factors, is also characterized by an increase in requirements for the level of culture and professional qualifications of all citizens. In this case, we are talking about the cultural literacy of the individual, which includes not only knowledge of the culture of his country, but

also cultural literacy within the framework of the world community.

The imperative of the times dictated fundamental changes in the education system aimed at its humanization, in connection with which, along with educational institutions that pay special attention to the native language, schools with in-depth study of foreign languages are being opened, and the universities and institutions are faced with the task of training personnel capable of carrying out joint teaching activities with representatives of different countries. One of the conditions for this interaction is the integration of the socio-cultural component into the educational process of teaching a foreign language.

In the modern world, the problem of mutual understanding between people is becoming more and more acute, therefore it is of overriding importance that no difficulties arise due to the collision of different cultures due to different historical, political and sociocultural development. Currently, the establishment and development of international and intercultural contacts and ties is one of the most acute social problems in all spheres of public life of the world community. In our country, this problem is increasingly important in connection with the peculiarities of the socio-historical development of Uzbekistan. The study of foreign languages and their use as a means of international communication is impossible without a deep and versatile knowledge of the culture of the speakers of these languages, their mentality, national character, lifestyle, vision of the world, customs, traditions, social behavior. Only a combination of these two knowledge - the language and culture of our partners in the world community - can ensure effective and fruitful communication.

This work presupposes the psychological and pedagogical culture of the teacher of a foreign language, good knowledge of the age-

related psychological characteristics of students, the ability to use the educational potential of the content of the educational material in the classroom. The need for reorientation of the process of teaching a foreign language that arose before teachers and linguists led to the development of a new training course "Country Studies", within which the student is familiarized with all aspects of the life of the country of the target language, with the peculiarities of its cultural and historical development. The new teaching concept provides for a departure from the previously accepted narrowly focused only on the language itself approach to teaching towards expanding the block of sociocultural knowledge and their integration into the educational process.

The adaptation of students and their integration into the intercultural environment is considered by us as a two-way contradictory process. Bilateralism lies in the fact that it is carried out in the joint activities of students and teachers, but the teacher's task is to familiarize students with culture, to teach the language of the country, to life in which he adapts. And the student's task is not to lose his individuality, originality in this process, to preserve his mentality. The problem arises of finding optimal ways to resolve this contradiction in favor of students.

The process of educational adaptation should take place without prejudice to the national identity and personal dignity of students. In pedagogical literature, this educational problem appears as learning in the form of a dialogue of cultures. The nature of the interrelationships between the universal, international and national is reflected in the concept of "multicultural education", which meets the needs of human development and self-realization in a new sociocultural situation.

In order to teach students not only to grammatically correctly express their thoughts, but also to lay the foundations for culturally

competent speech behavior for them, it is necessary to deepen the knowledge of culture itself. And we are not talking about a simple rearrangement of accents from the universal elements of the language to the cultural and historical specifics of the community communicating in the target language, but about the need for both parallel teaching according to the "language-culture" model, and the organic inclusion of a block of sociocultural knowledge in the educational process. That is, the concept "Studying a foreign language, we get to know the culture of its speakers" can be taken as a basis.

Based on the data of pragma linguists and taking into account the changed status of a foreign language as a means of communication and mutual understanding in the world community, modern methods emphasize the need to strengthen the pragmatic aspects of language learning. This means that when teaching, it is important not only to achieve high-quality results in mastering foreign language communication, but also to find a real way out to a different culture and its carriers.

Modern methodological research, including our own, is based on a linguistic and cultural approach in teaching a foreign language. At the same time, vocabulary with a regional component is highlighted, regional geographic information affecting the most diverse aspects of the life of the country of the studied language, its history, literature, as well as traditions and customs. The linguistic and cultural aspect serves to fix regional geographic information in language units, contributes to the enrichment of the subject-content plan.

Taking into account that the main goal of teaching foreign languages is foreign language communication with representatives of other cultures in the most versatile prepared state for this, the problem of including the socio-cultural component in the process of teaching a foreign language becomes especially urgent. The similarity or difference of cultures affects the

mutual understanding of communicants who compare themselves and "theirs", which leads to the conclusion of the well-known formula "we and them". Meanwhile, the intensive development of intercultural communication at different levels, the awareness of belonging to a single European space require the achievement of understanding between speakers of different languages and cultures. The practical needs of intercultural communication set the direction for new theoretical searches and lead to a rethinking of established and traditional approaches to teaching foreign languages.

#### **DISCUSSION:**

As a hypothesis, the statement is put forward that the socio-cultural component really serves as an incentive to increase the motivation for studying a foreign language and as a means of teaching a foreign language culture. In this case, the construction of a training course is possible subject to the following conditions:

- Taking into account the basic requirements and principles of multicultural education;
- Reliance on the world experience of pedagogical linguistic and regional studies;
- Researching the course of pedagogical linguistic and regional studies not only for learning the language, but also for the integral adaptation of the individual to the country of the studied language;
- The use of student-centered education technologies in the course implementation.

To tackle the above problems, the following research methods were used: theoretical analysis of the literature on the problem under consideration, questioning, interviewing, and observation (direct and indirect, self-observation) of the pedagogical process, conversation, and experiential learning.

The following provisions are brought to the defense:

- 1) The scientific and pedagogical foundations of multicultural education, implemented in the course of pedagogical linguistic and regional studies: the concept of linguistic and cultural studies, its goals and objectives, principles, design and implementation of the content of the course, pedagogical technologies and criteria for assessing the impact of the course on the socio-pedagogical adaptation of students;
- 2) Comparative analysis of adaptive educational programs in pedagogical linguistic and cultural studies for students of Russian and foreign schools;
- 3) Requirements for the training of teachers of a foreign language: mastering the theory of multicultural education, understanding the socio-psychological characteristics of students, the use of design technologies for cross-cultural integrated courses, taking into account the peculiarities of the mentality of students in a new socio-cultural situation, the ability to dialogical communication.

The data of our pedagogical analysis and experimental educational work confirm that linguistic and regional studies are not able to cover everything that is understood by the term national culture. In this regard, a methodically justified step in the process of teaching a foreign language is to single out the socio-cultural component. This component, we believe, should include knowledge of national realities, major historical events, major figures in literature and art, science and technology, a national vision of the world, as well as skills and abilities associated with standard situations typical for a given country.

An increasing number of foreign language teachers are convinced from their own experience that knowledge of a foreign language is clearly not enough for an effective educational process and high-quality training of future specialists.

Knowledge of economics, politics, law, social sphere, history, culture, traditions and life

of the country of the target language is required. It is impossible to talk about perfect knowledge of a foreign language without serious regional geography training: after all, the language is saturated with regional geographic realities - terms, concepts that reflect national specifics and are actively present in the daily life of a particular country. Regional studies and sociocultural studies are designed to facilitate in-depth study of a foreign language through the development of these realities, concepts and terms. Knowledge of the national mentality helps to better understand the character of the foreign interlocutor and establish strong contacts with him. Thus, regional and cultural knowledge allows the graduate of the school to freely navigate in foreign reality.

The culturological approach, being one of the approaches in the implementation of the ideas of personality-oriented education, has a great influence not only on the construction of the learning process, teaching methods, but also asserts a new style of teacher-student, student-group relationship, as a dialogue communication of full-fledged personalities-cultures. Replacing the old system of "subject-object" relations with a broader system of "subject-subject" relations creates the basis for a genuine humanization of the educational process. In cultural disciplines, to which, without a doubt, a foreign language belongs, these relations have the following content: "the personality of the student - culture - the personality of the teacher".

The national culture of students in the study of foreign language culture is not isolated, but on the contrary, is in constant international relations. Drawing parallels between his national culture and the culture of the country of the target language, the student isolates the general and different provisions between cultures, due to which the knowledge of his own, national culture becomes deeper and more

thorough. Thus, the student enters a new stage of his development.

The main linguistic and cultural task is the study of linguistic units that most clearly reflect the national characteristics of the culture of the people - the native speaker: realities (designations of objects and phenomena that are characteristic of one culture and absent in another), connotative vocabulary (words that coincide in basic meaning, but different on cultural and historical associations), background vocabulary (designations of objects and phenomena that have analogues in the compared cultures, but differ in national characteristics of the functioning, form, purpose of objects). At the same time, cultural and regional value, typicality, common knowledge and orientation towards modern reality, thematicity and functionality of phenomena are the most important criteria for selecting the national and cultural component of the content of teaching a foreign language.

When a national-cultural component is included in the content of teaching a foreign language, adequate means are needed for its assimilation. Such means can be, first of all, authentic materials that can bring the student closer to the natural cultural environment. The direct use of such materials in the classroom helps the teacher to effectively solve practical, general educational, developmental and educational tasks. The inclusion of such material also creates additional opportunities for calling and maintaining motivation for learning a foreign language, expanding the horizons of students. Communication of knowledge about culture, history, realities and traditions contributes to the education of a positive attitude to a foreign language, the culture of the people who are the native speakers of this language.

The socio-cultural aspect of linguistic and regional studies, in our opinion, should be included in the teaching of a foreign language

only depending on the goals of learning. If a language must be studied in a sufficiently full volume - for full communication with its speakers, or, even more so, as a future specialty; if in teaching not only narrowly practical, but also general educational, as well as educational goals are set, then the language must be mastered simultaneously with culture: culture becomes the subject of co-study in language learning. In this light, it is necessary to especially emphasize not only the general educational, but also the educational value of the socio-cultural linguistic and regional studies: students not only broaden their horizons, but also through the study of countries that differ from national cultural norms and social traditions.

The study of the problem of multicultural education made it possible to conclude that the use of ethnopedagogy and ethnopsychology for the development of educational regional studies programs using the sociocultural component is a necessary condition.

Any process of socialization takes place through the influence of the national culture, the carrier of which is the environment. As our research has shown, a teacher of a foreign language, when interpreting socio-cultural knowledge, must necessarily take into account the psychophysical characteristics of the student, his temperament, reaction speed and character, abilities. Since external, social knowledge acts through internal, individual conditions and is only perceived properly when it does not conflict with them.

#### **CONCLUSION:**

Analysis of foreign experience in the development of educational programs using linguistic and cultural studies showed that their most important goals are communication, interpersonal interaction, cognitive goals, which should be an indicative factor for Uzbek educational programs.

Thus, in modern pedagogy, a tendency is formed to study the problems of teacher training, primarily of a foreign language, in the context of the national psychological, pedagogical and regional culture. This is facilitated by the processes of humanization and democratization, the possibility of studying the theory and practice of teacher training abroad.

The article confirms the assumption that the use of pedagogical regional studies in linguistic language programs makes it possible to implement the principle of communicative orientation, organize interested communication and interaction of students in the language, and ensure a dialogue of cultures.

The study of the distinctive features, mentality of Uzbek and foreign students, the development of a general scheme of mentality creates the prerequisites for the formation of personally significant qualities of students and the national ideal.

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