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## METHODS OF FORMATION OF SOCIO-CULTURAL COMPETENCE IN TEACHING ENGLISH

©*Kadenova Zh.*, ORCID: 0000-0002-7006-999X, SPIN-code: 6096-8835, Ph.D., Kyrgyz-Uzbek International University named after B. Sydykov, Osh, Kyrgyzstan, [kadenova\\_edu.kg@bk.ru](mailto:kadenova_edu.kg@bk.ru)

©*Egamkulov D.*, Kyrgyz-Uzbek International University named after B. Sydykov, Osh, Kyrgyzstan, [janyshagemkulov@gmail.com](mailto:janyshagemkulov@gmail.com)

## МЕТОДЫ ФОРМИРОВАНИЯ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

©*Каденова Ж. Т.*, ORCID: 0000-0002-7006-999X, SPIN-код: 6096-8835, канд. пед. наук, Кыргызско-Узбекский Международный университет им. Б. Сыдыкова,

г. Ош, Кыргызстан, [kadenova\\_edu.kg@bk.ru](mailto:kadenova_edu.kg@bk.ru)

©*Эгамкулов Д. Т.*, Кыргызско-Узбекский международный университет им. Б. Сыдыкова, г. Ош, Кыргызстан, [janyshagemkulov@gmail.com](mailto:janyshagemkulov@gmail.com)

*Abstract.* In today's globalized world, the ability to effectively communicate and interact with people from different cultural backgrounds is an important skill. The ways to develop this socio-cultural competence are participation in cultural events and meetings with native speakers, the use of authentic materials, project activities and the exchange of international programs. Discusses the importance of these activities for improving the socio-cultural competence of students.

*Аннотация.* В современном глобализированном мире умение эффективно общаться и взаимодействовать с людьми из разных культурных слоев является важным навыком. Способами развития этой социокультурной компетенции являются участие в культурных мероприятиях и встречах с носителями языка, использование аутентичных материалов, проектная деятельность и обмен международными программами. Рассматривается важность этих мероприятий для повышения социокультурной компетентности студентов.

*Keywords:* socio-cultural competence, ability, learners, foreign language, knowledge, cultures, opportunity, authentic cultural materials.

*Ключевые слова:* социокультурная компетентность, способности, учащиеся, иностранный язык, знания, культура, возможности, аутентичные культурные материалы.

In today's rapidly changing world, it is important for students to develop not only academic knowledge, but also socio-cultural competence. Sociocultural competence is the ability to effectively interact with people belonging to different cultural strata, understand and respect different points of view and navigate difficult social situations.

Sociocultural competence is the ability to understand and navigate norms, values, customs and practices of different cultures. It includes the ability to communicate effectively, show respect, and adapt to different cultural contexts. This competence is crucial in various fields, including education, business and diplomacy. Sociocultural competence is the ability to communicate and interact effectively with representatives of different cultures. In today's globalized world, this skill is becoming increasingly important as people increasingly encounter representatives of different cultures in their personal and professional lives. For middle and high school students, the

development of socio-cultural competence can be especially beneficial, as it can help them establish relationships and promote mutual understanding with people from different countries and cultures.

The development of socio-cultural competence among foreign language learners is an important aspect of language acquisition in the modern educational context. Middle and high school students are at a critical stage of their cognitive and social development, and acquiring sociocultural competence in a foreign language can significantly improve their language learning experience.

Sociocultural competence is the ability of people to understand the cultural nuances of the language being studied and effectively navigate them, including social norms, customs and values of the culture being studied. Research has shown that the development of socio-cultural competence is important for full communication and proficiency in a foreign language. Middle and high school students are particularly well suited to develop sociocultural competence, as they are at an age when they are more receptive to new cultural experiences and perspectives.

Sociocultural competence is the ability of a person to effectively interact with representatives of different cultures, to understand and respect their traditions, customs, values and norms of behavior. This also includes the ability to adapt to a new cultural environment, learn foreign languages, and develop a sense of empathy and tolerance. Sociocultural competence plays a key role in a modern multinational society, where interaction with representatives of different cultures becomes inevitable.

Socio-cultural competence includes knowledge and understanding of the cultural characteristics, traditions, values and customs of the country in which a foreign language is used. The following methods and techniques can be used to form socio-cultural competence among students learning English:

*The study of cultural information in the educational process.* This may include studying the history of countries where English is spoken, getting to know the traditions and customs of peoples, studying literature and art.

*Organization of cultural events and meetings with native speakers.* This can be the organization of meetings with foreign students or teachers, conducting quizzes and contests on knowledge of the culture of countries where English is spoken.

Cultural events provide students with the opportunity to immerse themselves in different cultures and gain a deeper understanding of their traditions, beliefs and customs. By participating in these activities, students can learn to appreciate and respect different cultural points of view. They can also develop empathy and tolerance for people from different backgrounds. In addition to cultural activities, extracurricular activities also play an important role in shaping the socio-cultural competence of students.

Extracurricular activities not only deepen knowledge of a foreign language, but also stimulate the study of the language and culture of another country, contributing to the expansion of students' cultural views, the development of their creative activity, aesthetic tastes. The continuous improvement of the system and formative practices is due to the social changes taking place in society. The issue of improving the quality of education and the level of personal education remains a priority in the modern methodology of teaching a foreign language [1].

*Meetings with native speakers.* Communication with native speakers is an invaluable experience for students learning a foreign language. This allows them to practice their language skills in real-world situations and learn about the cultural nuances of the language. Native speakers can talk about the customs, traditions and social norms of their culture, helping students develop a deeper understanding of the language and its cultural context.

Organizing cultural events and meetings with native speakers can be a useful strategy for educational institutions to improve the socio-cultural competence of their students. By creating

opportunities for students to communicate with representatives of different cultures, educational institutions can promote intercultural understanding, diversity and inclusivity on campus. In addition, students who develop strong socio-cultural competence are better prepared to navigate the complexities of a globalized world and succeed in their future careers.

The organization of cultural events and meetings with native speakers is a powerful tool for the development of socio-cultural competence of students. By providing students with the opportunity to experience different cultures, educational institutions can help them become more culturally aware, empathetic and effective communicators. Ultimately, the development of sociocultural competence is essential to create a more inclusive and interconnected society.

*The use of authentic materials in the educational process.* These can be films, books, music, video and audio materials that will help students immerse themselves in English-speaking culture.

These factors include familiarity with authentic cultural materials, opportunities for cultural exchange and interaction, and the role of the teacher in promoting cultural learning. Research has shown that students who have the opportunity to familiarize themselves with authentic cultural materials such as literature, films, music and art are more likely to develop a deeper understanding of the target culture.

K. S. Krichevskaya offers a definition of authentic materials corresponding to authentic literary, folklore, visual, musical works, as well as objects of real reality, such as furniture, clothing, dishes and their illustrative images. This distinguishes the materials of everyday life into an independent group: pragmatic materials (ads, signs, questionnaires, menus and bills, maps, labels, brochures about tourism, goods, vacancies, recreation, etc.), which are important enough to create the illusion of familiarizing native speakers with the environment of existence due to accessibility and everyday use, and consider that their role is an order of magnitude higher than that of the authentic texts presented in the textbook, despite the fact that they may be inferior in volume [2].

The formation of socio-cultural competence among middle and high school students through learning a foreign language involves the acquisition of not only linguistic skills, but also cultural knowledge and sensitivity. In order to communicate and interact effectively in a foreign culture, students must be able to understand and adopt the cultural norms, values and customs of this culture. This requires a deep and comprehensive understanding of the cultural context in which a given language is spoken, as well as the ability to adapt and change their behavior and communication style accordingly.

The socio-cultural background of authentic materials is realized through a productive vocabulary, which includes the most communicatively significant lexical units common in typical communication situations, including evaluative vocabulary for expressing one's own opinion, colloquial clichés and words with a national-cultural component: background and non-equivalent vocabulary; realities that are associated with recreation and everyday life, time, entertainment, leisure. They give students the opportunity to penetrate into another national culture, to master the everyday vocabulary of a native speaker. There is no doubt that the language itself is determined by culture. It is impossible to be competent without understanding the culture that forms the language. First, you should give students a complete understanding of the culture of the nation, and then expect success in mastering the language [3].

One of the key ways to develop socio-cultural competence in middle and high school students is to get acquainted with authentic cultural materials such as literature, music and cinema. These materials introduce students to the cultural values and customs of the language community being studied, allowing them to better understand the social and cultural context in which this language is used. In addition, teachers can include cultural activities and projects in their curriculum to help students become familiar with the culture of the language they are learning and get to know it better.

In addition, the development of socio-cultural competence among middle and high school students also involves the development of intercultural communication and interaction. By providing students with the opportunity to interact with native speakers of the language being studied, either through exchange programs or through virtual communication platforms, teachers can help students develop their language skills in a real context and better understand the cultural nuances and diversity of the community of the language being studied. By actively interacting with native speakers of the language being studied, students can gain valuable information about different cultural views and ways of thinking, which will allow them to become more receptive to culture and adapt to communication.

*Project activities.* Tasks related to the study of the cultural characteristics of countries where English is spoken will allow students to better understand and assimilate information.

Project activity is a student-centered approach to learning that involves working together on real-world problems or assignments. This method allows students to take responsibility for the learning process, develop critical thinking skills and apply theoretical knowledge in practice. While working on a project, students get to know different points of view, learn how to communicate effectively with team members and develop problem-solving skills. This experience is necessary for the development of socio-cultural competence. Through project activities, students are introduced to different points of view and cultural traditions, which help them, develop an understanding and appreciation for different cultures. They learn to collaborate with people from different walks of life, develop empathy and tolerance, and learn to communicate effectively across cultural boundaries. This experience is crucial to prepare students to navigate an increasingly globalized world and work in a wide variety of settings. In addition, project activities allow students to develop critical thinking and problem-solving skills necessary for effective communication and decision-making in difficult social situations. Working on real projects, students learn to analyze problems from different points of view, offer creative solutions and communicate their ideas effectively. These skills are necessary for the development of socio-cultural competence and can be used in various social and professional contexts.

*Exchange of international programs.* Participation in exchanges with students from other countries will create an opportunity for students to get acquainted with the culture and traditions of other countries, as well as increase motivation to learn English. It is important to remember that the formation of students' socio-cultural competence is an important part of teaching English, which will help them become more tolerant, open and culturally literate citizens.

Thus, the formation of socio-cultural competence among middle and high school students through learning a foreign language is a complex and multifaceted process that requires a combination of linguistic skills, cultural knowledge and intercultural communication skills. By providing students with authentic cultural materials, opportunities for intercultural interaction, and guidance from knowledgeable and experienced teachers, teachers can help students develop the depth and range of knowledge and skills needed to successfully navigate and interact in a foreign culture. Ultimately, developing sociocultural competence in middle and high school students can help prepare them for success in an increasingly interconnected and diverse world.

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