DEVELOPMENT OF SOCIO-CULTURAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

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ABSTRACT

Goal of research is to reveal the characteristics of future English teachers of the social skills that are required to learn the skills used in the social life of the country where they are learning. As teachers teach students the language learning process, it is also important to introduce the culture of the social life of the countries where the language is taught. Therefore, prospective English teachers should first and foremost form their own socio-cultural competence. The importance of this competence is revealed through the analysis of activity-games used in the Subject of "calture" by foreign language teachers.

INDEX TERMS – *competence, social cultural competence, component, specialist, realization, worldview, assessment, behind looking a glass, folklore, constructing a cultural context, activity- games.*

I. INTRODUCTION

Today, the training of qualified specialist is one of the most important and urgent goals in educating the younger generation and building a bright future. That is why our country is training a lot of people on the basis of the National Program of Training Specialists, and they are really serious about their work. It is also an important task to learn and teach the language of the world, and to train future English teachers, as English is now one of the world's major languages. There are many professional pedagogical competencies that a foreign language teacher should have, and one of the most important for communication is Socio-Cultural Competence.

Socio-cultural competence has been debated for many years, and its main founders are Canale, Swain, Celce-Marcia, and Littlewood. Also, Safanova, Juan C, Roman, Hudson, P. Milrud, G. Varabjev and many other scientists have done a lot of work on social and cultural competence and contributed to its development. In our academic University of World Languages, Professor Riskolova Kamola has also focused on the key competences of future English language teachers in her academic career. This can be further enriched with more detailed information on the specific features of the social cultural competences of the future English language teachers within this topic.

Just as the period does not stand still, neither education nor research in it stands still. For this reason, there is a lot of work to be done on this social and cultural competence, through this research work to reveal the necessary aspects of socio-cultural competence to future English teachers, important factors in its development and undergraduate learners. The importance of this is highlighted through the analysis of some of the game activities that are important to use in the culture classroom.

These question can be discussed in the research:

a) What are the ways to develop socio-cultural competence?

b) What is the role of games in the development of socio-cultural competence?

c) How to build socio-cultural competence in the training of future English teachers?

The development of social and cultural competence is important for the development of future foreign language teachers, and the process of its implementation depends on the correct organization and active use of the lesson, subjects, assignments and games used in the cultural classroom.

II BACKGROUND KNOWLEDGE

In terms of a sociocultural competence, language is means of communication and, at the same time, a means of receiving and transmitting

information about foreign language culture. Main purpose teaching the socio-cultural component is familiarization students not only with history, geography, art, but also with the way of life of the people, with a more complete picture of public traditions and foundations.

Sociocultural education through foreign language aimed at:

1) Development of the student's worldview and preparation for perception of the history of mankind, their country and their people, to self-awareness as a carrier of national values, the interdependence between themselves and all the people of the planet in the search for solutions to global problems;
2) The development of the communicative culture of students, their spiritual potential, planetary way of thinking in relation to civil human rights and political freedoms, their awareness of peacekeeping duties and responsibilities for your future, the future of your country;
3) Training in ethically acceptable and legally justified forms of self-expression in society;
4) Teaching the ethics of discussion communication and the ethics of interaction with people who hold different views and belonging to different faiths;
5) The development of the need for self-education.

In general, the sociocultural competence of a teacher of a foreign language is understood as the totality of knowledge, skills, and abilities of a person that ensure communication in a foreign language in accordance with the norms of language and speech and the traditions of the culture of native speakers (Riske, 2000).

The socio cultural component is a prerequisite for the socio cultural approach to learning (V. V. Safonova), which implies a cultural approach, oriented towards social pedagogical orientation under language teaching in a "spirit of peace, in the context of a dialogue of cultures". The provisions of the socio cultural approach are intertwined with the provisions of socio cultural education in the formation of bicultural and multicultural competencies, in the recognition by future specialists of their role as participants in intercultural communication, which should cause the need for a constant increase in the level of socio cultural competence.

Socio-cultural competence expands opportunities for application of authentic learning materials. It requires the selection of socio-cultural lexical minimum and development of techniques for its assimilation. That will make students' speech more natural. Authenticity of the speech

is one of the requirements of modern methodological standards of teaching foreign languages in school. It is closely related to the authenticity of behavior, which is also a characteristic feature of modern methodological concepts (R. Milrood). Social and cultural specificity of the material at the initial phase of study, including elements of folklore, songs, poetry, etc., creates real preconditions for the implementation of the ideas of humanization, humanization and integration of education.

III METHODOLOGY
A. Research Design

The purpose of Socio cultural competence of bachelor students is integrative in nature. It involves preparing for intercultural communication at the level of the most typical situations based on communicative culture. It must include a certain amount of geographic and lingual knowledge. Realization of this goal should facilitate harmonization of the learning process, education and development of the student through the foreign language.

The content of Socio-cultural competence of bachelor students includes the following components:

1) socio-cultural knowledge: language (authentic vocabulary), knowledge of certain facts of national culture (national realities, etiquette[1], folklore elements in its small form);
2) skills and abilities of speech and non speech behavior.

Acquisition of new socio-cultural information and ensuring the required quality of skills and abilities can be promoted by:

1) planning lesson - scenarios - imaginary meeting of students with native speakers, especially with their English-speaking peers;
2) a reasoned use of relaxation, aerobics, songs, recitation etc.;
3) hidden forms of control;
4) graphics supports in the form of transcription signs, which promotes accuracy in auditory-speaking pronunciation skills;
5) geographic aids (visual, auditory, audiovisual).
6) Activities and games

These reinforce the illusion of involvement in the authentic speech environment and provide the required quality of speech skills that are being formed. Formation of lingual, socio-cultural and spiritual values of a different ethnic reality is the basic content of speech. The formation of socio-

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[1] conventional requirements as to social behavior; proprieties of conduct as established in any class or community or for any occasion

cultural competence constitutes a whole lesson, and its developments of which depends on the techniques, quizzes and activity games carried out in the course of the lesson.

B. Participants

The population of this study consisted of Uzbek students attending to 3rd year first semester and 3rd year second semester at English Faculty, at the Department of English Language Teaching at Uzbekistan State World Language University. Including two semesters, it was aimed to reveal the development of the participants' socio-cultural competence from the very beginning of the course to the end of their subject "Culture". These students were candidates for English teachers and they learned English as a foreign language. The admission of 3rd year students is related to the subject they are taught, that is, they teach the subject of "culture" scientifically and practically. Since the aim of our research is to inculcate socio-cultural competence in future English teachers, the subject of "Culture" is important in the analysis of this scientific research. For this reason, we selected only 4 groups for analysis. To comprehensively characterize the socio-cultural capabilities of ELT specialties, well-defined game activities were conducted. 94% of students participated actively and effectively. A survey was distributed to determine the effectiveness of these games and all students participated in the survey.

C. Instruments

During the study we used our traditional teaching methods: theoretical and empirical. We applied theoretical analysis of the literature, analysis of basic concepts and research terms of study, construction of experimental hypotheses as theoretical methods. Empirical methods are intended for creating, collecting and organizing empirical material. These include questioning, the method of measurement [2] and control, activity games, pedagogical experiment[3].

In addition to the importance of disciplines that specialize in culture in the formation of socio-cultural competence in future foreign language teachers, the importance of various techniques and games used in the teaching of these subjects is high. Different games are an interesting process and activity that helps to strengthen the knowledge of the subject, as well as to develop the skills of applying information in the minds and practices of students. The games to be played for the experiment are as follows:

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[2] the act of measuring

[3] a test, trial, or tentative procedure; an act or operation for the purpose of discovering something unknown or of testing a principle, supposition

- ***Behind the Looking Glass*** (suggested by Kramsch)

Put together a short brochure in the foreign language about your country for foreign students or tourists, taking into account what you know about their constructs and stereotypes of your country. Students can use foreign websites, guidebooks of their country published abroad or simply use their imagination. The key information students should include would be e.g. greetings, invitations, punctuality, gestures rather than factual information such as sightseeing or history.

The advantage of this is that the student is puzzled about how to convey the culture and social life of his country and related places, books, places, traditions, ceremonies, holidays, etc. to foreigners while explaining them, as a result he learns about foreign life and also learns and compares the culture. In doing so, he tries to convey concepts to them. For example:

The student uses the word "pub" in English culture to describe the place of Uzbek culture, "teahouse", and can classify some of its peculiarities as follows. The "Chaykhana" is like a 'pub', where mostly men go, drink not only alcohol, but also tea, as well as eat through uzbek national dishes (lagan) foods such as kazan kebab, pilaf and others. A group of men sit around the "Khantakhta", eat pilaf, drinking tea and speak each other, talk "askiya". The words "Khantakhta", " pilaf", "kazankebab", "hangoma" and "askiya" are also described here by the student.

- ***Folklore*** (suggested by Kramsch)

Folk tales (but also proverbs or sayings) are a rich source of values and beliefs of a society. Apart from international fairy tales such as Little Red Riding Hood, there are national fairy tales specific to every culture. Incorporating foreign fairy tales can serve as an interesting comparison with one's own culture. Kramsch claims that "understanding a foreign culture requires putting that culture in relation with one's own". Fairy tales and folk tales are great materials for that. Students can collect fairly/folk tales from various cultures, compare them with their national fairly/folk tales and the find some common or distinctive features.

For example, if we take the English fairy tale "Cindyrella" and read it, we can see that some of the events are similar to the fairy tales "Emerald and Precious", which clearly reflect the Uzbek culture. And then the task that students do is to compare and analyze the factors that reflect the culture within them. In the process of comparison, they witnessed the differences between cultures, while identifying and analyzing universal cultures and national cultures and values. This process develops students 'cultural and social knowledge.

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Proverbs also play a role in the folklore genre, shaping cultural and social competence. According to Khun, proverbs are a part of communication. Students will be able to independently study foreign proverbs, find and analyze the equivalent appropriate to their language and culture. You can see the table 1 below for sample.

English proverb	Uzbek proverb	Meaning
Practice makes perfect	Harakatda barokat	The more you practice, the better you become.
Measure thrice before you cut once	Yetti o'lchab bir kes	Think carefully before doing something.
The grass is always greener on the other side	Oldingda oqqan suvning qadri yo'q.	People always long for what they do not have, they are never happy what they have.
Out of the frying pan into the fire.	Yomg'irdan qochib do'lga tutilmoq.	Going from bad situation to one that is worse.
Don't put all your eggs in one basket.	2 oyog'ingni bir etikka tiqma	Don't put all enery on one thing.

Table 1. Sample for analyzing of cultural proverbs.

- ***Constructing a Cultural Context***(suggested by Kramsch)

Give your student a conversation between two native speakers without an ending. Let them to finish the conversation and then compare their results with the, now revealed, original ending. This exercise can serve as a situational and cultural comprehension check. This type of exercise is also called general speculative activity.

Example: Two friends meet in a cafe:

Tom: Hi Javlon, how are you?

Javlon: Hey Tom, how are you?

Tom: Actually, I've got something for you …

What is going to happen next? How is Javlon going to react?

A supposed (maybe a little embarrassed) answer in Uzbek context could be "Really? But it's not my birthday. You should not buy anything…thanks." A supposed answer in English context could be "Oh, thank you. That's really nice of you!"

In this game, the situation is created by the teacher, or uses a dialogue of two different nationalities on the Internet. Only the initial communication is given to the students, and the students then predict the event. Through this game, too, students show the extent of their impressions of world culture and society as a result of their independent coverage of the situation.

After these games, a survey was conducted to analyze the result more accurately. The survey consists of questions about the state of the game, its relevance to the topic, its focus on knowledge, its usefulness.

D. Data Collection and Analysis

Socio-cultural competence includes knowledge of social and cultural life, the knowledge and experience of own and foreign language culture, the possession of own and foreign language, the ability to recognize and analyze the situation, to give it an adequate assessment, to find ways of solving problems and achieve set goals (Herbrand, 2008).

The distribution of the number of participants explaining the collected data and the ones involved in the analysis are given in the Table 2.

Participants	Names of games		
Groups	Behind the Looking Glass	Folklore	Constructing a Cultural Context
1st group	12	12	12
2nd group	11	11	10
3rd group	12	12	12
4th group	10	10	10

Table 2. Participants on the Socio-cultural competence's games.

IV. RESULTS

As for the socio-cultural abilities of the participants, their knowledge and skills about the country-wide sciences, language learning level and culture of the country where the language is studied were formed through games and the importance of games in shaping socio-cultural competence was examined through the survey. The results obtained are shown and shown in Figure 1.
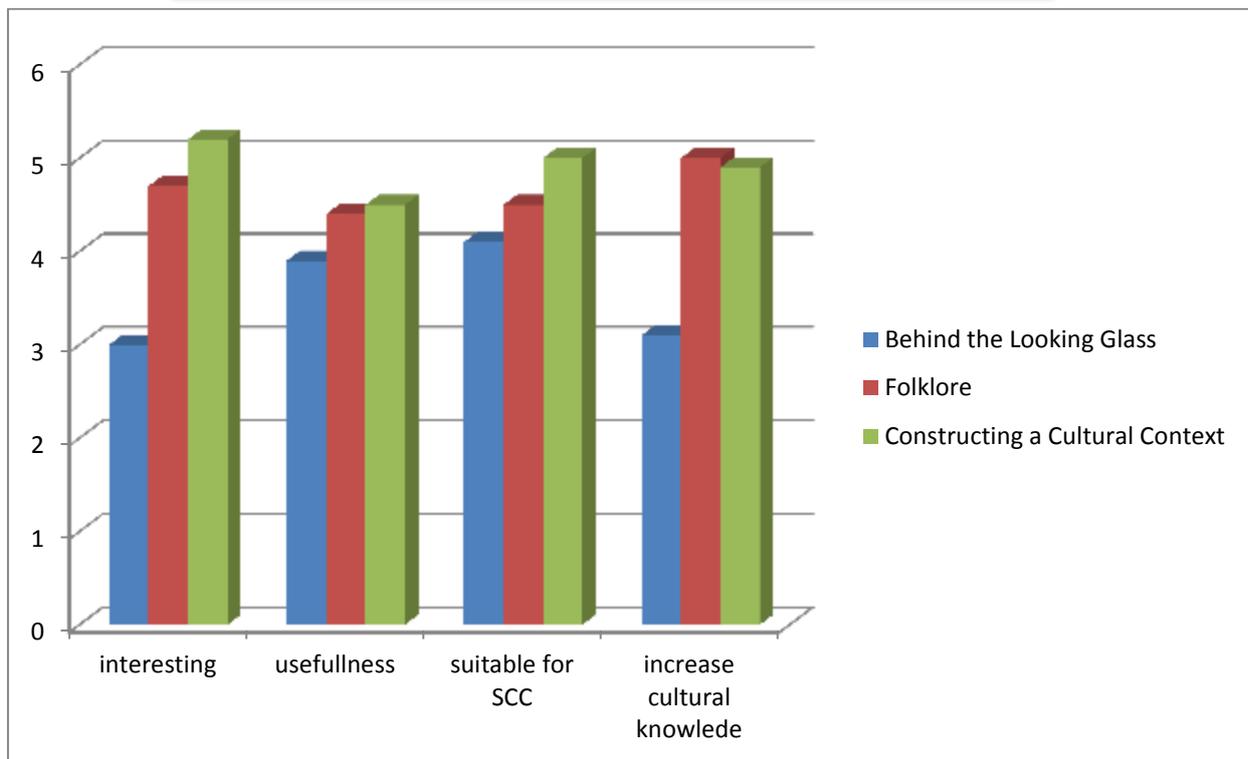
Figure 1. Effectiveness of games for development of Socio-cultural competence.

In this research, we explored the specifics of shaping the social and cultural competence of future English teachers, as well as discussing the challenges that need to be addressed. As a result, there is a need to develop a methodological manual for future English teachers, that bachelor students, enriched with topics based on the formation of socio-cultural competence and containing examples of various interesting activities and games. This is a great achievement not only for linguistic activities, but also for methodological research.

V. DISCUSSION AND CONCLUSION

As a result of this research, the textbook "culture" for bachelor students that will be created as well as that will be useful for both the teacher and the student as a whole. This is the theme of our work "Specific features of the formation of socio-cultural competence of future English teachers" can be a necessary guide in the formation of social and cultural competence of future English teachers and language teaching, as well as in the next research on this topic . As we know that any research and achievements should serve as a basis for future generations. The main goal of this work is to further improve the future and create a favorable environment for the younger generation. All the work done in this regard and all the research, presentations are of great importance for the next generation.

Prospective English teachers need to develop their knowledge and social and cultural competencies.

Thus, socio-cultural competence of foreign language teachers is considered as the possession of and the ability to apply a set of multicultural knowledge, skills and qualities in the process of intercultural communication in the specific conditions of life with the connection of society and tolerance towards people of other nationalities. So, developed sociocultural competence will help a person avoid difficulties communicating with different nations. After all, often difficulties are differences in cultural concepts about any phenomena and subjects. So in the process of teaching a foreign language, the teacher develops a personality student in such a way that at the end of the course a new ready social type of personality.

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