
The Formation of Socio-Cultural Competence

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Abstract: This article is about the formation of socio-cultural competence in a university environment. The period of study at the university is a significant life stage for the student, when ample opportunities are provided for disclosing, self-improvement of inclinations and abilities, disclosing individuality, expanding the experience of various activities. Students of different nationalities study in a modern university, but often, students, entering into socio-cultural interaction with representatives of other cultures, experience difficulties in understanding communication due to the lack of ability to use information, passing it through their cultural experience. This contradiction makes the problem of socio-cultural competence as one of the components of the general culture of the individual urgent.

Key words: socio-cultural, competence, self-improvement, teaching, concept.

INTRODUCTION

In scientific works, the concept of sociocultural competence is considered on two levels. Firstly, this is the level of competence, interpreted as a given social requirement for the preparation of students, which is necessary for effective productive activity. Secondly, this is the level of competence, which is considered as a set of personal qualities necessary for the creative activity of an individual.

LITERATURE REVIEW AND METHODOLOGY

The formation of socio-cultural competence in a university environment is one of the main goals of teaching foreign languages and acts as a part of communicative competence along with speech, language, compensatory, educational and cognitive. The concept of "sociocultural competence" emerged from the work of Yan Van Eck and John Trim. According to their works, social competence is one of the components of communicative competence, understood as the ability to adequately interact in situations of everyday life, to establish and maintain social contacts using a foreign language. A similar interpretation of this concept is given by V.V. Safonov, P.A. Sysayeva, G.V. Elizarova, G.A. Vorovyov, who considered it as one of the components of communicative competence. Namely, sociocultural competence is a set of certain knowledge, skills, abilities, abilities and qualities formed in the process of formal or informal language training for intercultural communication.

V.V. Safonova highlighted the importance of the formation of socio-cultural competence for the development of the student's personality. The university, forming a student's socio-cultural competence, not only teaches knowledge and skills, but gives the ability to navigate in different cultures, civilizations and the communicative norms of communication correlated with them. Develops the ability to adequately interpret the phenomena and facts of culture or use them when choosing an interaction strategy for solving personally and professionally significant tasks and problems in various intercultural communication. Ideas of V.V. Safonova received recognition in

the theory and methodology of teaching foreign languages, and further research on the concept of sociocultural competence was carried out in the traditions of the sociocultural approach.

Where the main thing is the formation of a communicative "dialogue" with other peoples and cultures, implying possession of both the system of values of the culture of the target language and the system of values of the native culture. The concept of "sociocultural competence" contains the following components:

- linguistic and cultural.
- culturological.
- sociolinguistic.
- socio-psychological.

The information and communicative component of sociocultural competence involves not only the development of traditions, images and styles of behavior, the world of symbols, ideas and values, but also the formation of a person's knowledge that gives a vision of things in a certain form and semantic context, which allows in the very formation of experience to organize, dismember information on images, forms, levels, according to the integrity of the world. The conditions of the modern world require a university graduate to have a culture of thinking, which implies the ability to generalize, analyze, perceive and understand the meaning of information in the developing modern information society; the ability to work with information in global computer networks. Accordingly, therefore, in our opinion, consider

socio-cultural competence as a general cultural competence, which is necessary for the successful formation, development and self-affirmation of an individual in the socio-cultural information space.

At the same time, its informational component presupposes reliance on the content of education, on cultural norms and values, on the organization of conditions for the actualization of the creative and meaning-creating activity of students.

Based on the socio-cultural approach, which substantiates the need to form a person's value attitude to the world around him, which is the basis for familiarizing with culture and the need to organize such an educational process and educational environment, in which the formation of a personality is associated with the values of universal human culture, with understanding own value. The system-forming and integrative component of socio-cultural competence in the context of a multiform society should be the student's semantic experience. Given the information component of sociocultural competence, researchers distinguish the following components of this concept:

- cognitive – informational.
- meaning-making – axiological.
- communicatively active.

Sociocultural competence formed on the basis of mechanisms sense formation, involves the active use of personal semantic experience. The student mastering socio-cultural information in the educational process of the university, transforming it into personal experience, in stages:

- perceiving information.
- assimilating, understanding information.
- evaluating, comparing it with personal experience.
- investing the acquired experience in the productive forms of their activities.

A holistic, competent personality is formed in the educational process higher education institution through the mechanisms of independent comprehension of experience based on the interaction of

the projective and reflexive sides of interpretive activity. In this case, the following general pedagogical methods are used:

- hermeneutic methods, which involve reflective comprehension and actualization of the student's subjective experience.
- A method of modeling personally significant sociocultural situations, which develop communication skills, the ability to select, systematize, analyze information.
- the method of projects, which forms the ability to receive information.
- a method of research creative activity aimed at developing the ability to use research methods.
- a method of problem learning, which contributes to the development of creative thinking, develops the ability to establish cause-and-effect communication, put forward hypotheses, draw conclusions and conclusions.

CONCLUSION

In conclusion, we repeat that understanding the mechanism of the formation of sociocultural competence in the educational system implies the presence of a personal positions and a high degree of creative activity. In other words, it is a set of ethical knowledge, abilities and skills, personal qualities of an individual, a system of personal characteristics that form a high level social understanding. So, sociocultural competence forms in a personal understanding not only sociocultural knowledge and skills, but also meaning-making and communication components of interaction.

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