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LINGUO-SOCIAL AND CULTURAL FEATURES OF LEARNING ENGLISH

Abstract: This article discusses the definition of the terms “competence”, “foreign language competence”, “linguistic competence”, and “sociocultural competence”. The article considers structure of linguistic competence. In addition, the article explains the place and role of sociocultural competence in the structure and content of foreign language communicative competence and intercultural competence in teaching a foreign language.

Key words: linguistics, sociocultural aspect, English, communication, language learning.

Language: English

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Introduction

At present time, the main goal of learning English is the formation of communicative competence in students. If speak about English speech competence, it is necessary, first of all, to illuminate the concept of "competence". Within the framework of this article, we will dwell on the definition that was given in the educational manual by A.A.Shoyusupova “Qualification and Competency Assessment” and according to which competency is understood as a complex characteristic of a student’s willingness to apply acquired knowledge, skills and personal qualities in standard and changing situations professional activities [1]. It is important to consider that we are talking about various competencies -

instrumental competencies, GSC - general scientific competencies, PC - professional competencies, SC - system competencies, SC - specialized competencies and others.

Thus, we see that the concept of competence implies the presence of certain qualities, characteristics, knowledge, skills and experience that a person must possess for the successful implementation of any activity in different areas of life.

According to the statistics that I received as an English teacher during my teaching practice at the 17th school of the Samarkand city, in 2019, pupils of grades 9-10 successfully completed assignments in English (Table 1).

Table 1 - the average percentage of tasks (English)

Section	Listening				Reading				Grammar and vocabulary		Writing		Speaking		
	1-3	4-7	7-9	10-15	16-20	21-27	28-30	31-36	37-44	44-46	47-50	1	2	3	4
Tasks															

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Average % of tasks	62.4	65.0	61.0	62.4	71.5	63.4	62.4	65.8	63.4	60.2
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The lack of a linguistic environment often does not contribute to the creation of motivation in learning a language or increasing one's level of a foreign language culture. In this regard, the education system faces the task of increasing the level of competence in the field of knowledge of foreign languages in accordance with the requirements of a modern and developing society.

“The first is to increase the level of preparing of specialists by improving educational technologies ... and the widespread introduction of information and telecommunication tools in the educational process, that is, the creation in the higher educational institutions of a special professionally-oriented learning environment that promotes the progressive development of information interaction between students and teachers through the use of modern teaching technologies. The second is the mastery of graduates of higher educational institutions, especially higher educational institutions of foreign languages such as SamSIFL, UzSWLU, TSIOS, TSUULL with a complex of knowledge, skills and abilities, as well as the formation of such personality traits that ensure the successful fulfillment of professional tasks and comfortable functioning in an information society in which information becomes a decisive factor in high labor efficiency”.

The content of linguistic education acts as a training in foreign language culture, taken in the aspect of sociocultural experience. The structure of linguistic education contains elements of social experience in the knowledge of the culture and language of another people. Revealing the mechanism of the relationship between the content of education and experience, V.V.Kraevski and A.V.Khutorskoy indicate that the development of experience allows us to form “... the ability to carry out complex cultural-like types of actions, which in modern pedagogical literature are called competencies ...” [2].

The fundamental condition for the formation and development of linguistic competence is the creation of a set of exercises aimed to the formation of this competence in oral and written speech in productive and receptive types of speech activity. All research work on the formation of language competence can be divided into three stages:

1. The stage of familiarization and primary consolidation of language material. The purpose of this stage is to familiarize students with new language material, as well as the initial preparing of the studied language material. It is advisable at this stage to better use language exercises: exercises in identification and differentiation, exercises in substitution, exercises in transformation, constructive and translation exercises. A distinctive feature and advantage of language exercises is that they provide an opportunity to get acquainted with a new language phenomenon and partially master it with a minimum expenditure of time and the greatest concentration of attention on this particular phenomenon.

2. Stage training language material. The formation of a speech skill presupposes the development of a skill with respect to the exact reproduction of the phenomenon under study in speech situations typical of its functioning and the development of its flexibility by varying the communication conditions that require adequate presentation of the statement. For this purpose, are used conditionally speech imitative, substitution, and transformational exercises. According to E.I.Passov [3], conditioned speech exercises should have the following qualities: 1) be situational; 2) have the communicative task of the speaker; 3) to ensure the unity of content and form, with the primary focus of the student’s consciousness on the content and purpose of the statement; 4) to ensure the relative correctness of their implementation; 5) be economical in time; 6) imitate the communication process in each of its elements.

3. The stage of applying language material in speech. The transition from skills to skills is provided by exercises in which an activated language phenomenon must be used without a language hint in accordance with speech circumstances. The objective of this stage is a focused speech training of language material in the process of real communication to solve specific communicative problems. At this stage, are used speech exercises: question-answer, situational, reproductive, descriptive and compositional.

Table 2 - Exercises aimed at the development of linguistic competence [4]

TYPES OF EXERCISES	EXERCISE CONTENT	
	A BASIC LEVEL	ADVANCED LEVEL
LINGUISTIC		
1. Exercises in identification and differentiation	Combine the sentences on the left and right side of the columns for related statements.	Rewrite sentences keeping their meaning

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2. Substitution exercises	Make sentences from these words	Make sentences using the table.
3. Transformation exercises	Expand the following sentences for the specified pattern, using new words and phrases	Modify the source text by adding new sentences to refine its content.
4. Constructive exercises	Make 5 sentences using the given model and the given word pairs	Complete the following dialogue
5. Transfer exercises	Translate sentences into English	Translate the text into English
CONDITIONALLY SPEECH		
1. Imitative exercises	Accept these statements and justify your consent using the sample	Create a dialogue using the sample and the following phrases and expressions
2. Substitution exercises	Disagree with the statements below using the sample.	Write how your family usually celebrates Christmas using a sample
3. Transformational exercises	Refute the following statements using the pattern.	Refute the following statements using the pattern.
SPEECH		
1. Question and answer exercises	Make 4 questions to the text you read and prepare answers to them	Read the text and give detailed answers to questions
2. Situational exercises	Create a dialogue on the proposed plot using the words and phrases below	Make a dialogue on the proposed situation and then change it in relation to new situations within the framework of this topic
3. Reproductive exercises	Browse the text and write a detailed retelling of it based on key phrases and expressions	Transmit the main content of the text using 5 sentences from the text
4. Descriptive exercises	Tell about your family. Describe family members using the following table	Tell your close friend using the plan below.
5. Discussive exercises	Read the text and discuss it by answering questions	Comment on the following proverb (quote) and give its equivalent in English and / or Russian. Describe the situation using one of the proverbs (quotes)
6. Compositional exercises	Make a monologue statement based on a plan and a list of required phrases	Compose a short story on the topic "Family values in the modern world"

By the content of education, modern didactics refers to the totality of the types of processed cultural experience, the development of which ensures the willingness of students to fulfill the social, professional and other functions expected by society.

In the work "Didactic Foundations of Teaching Methods" I.Ya.Lerner presented the four-element structure of social experience. The first element is knowledge (about nature, society, technology, human and methods of activity), the second is the experience of implementing methods of activity already known to society, the third is the experience of creative activity, the fourth is the experience of the emotional and value attitude of people to the world and to each other [5].

The structure of linguistic experience includes cognitive experience, the experience of implementing methods of foreign language activity (practical experience), the experience of creative activity, the experience of personality relations.

The content of each of the elements of the structure of linguistic experience can be considered on the basis of the analysis of the content of the structure of general competencies that study a foreign language.

The first element - cognitive experience - is the main one and covers the system of knowledge about the world, sociocultural knowledge, intercultural knowledge. Knowledge about the world - regional geographic knowledge, knowledge of the geographical realities of the country, knowledge of basic concepts and relations; sociocultural knowledge - knowledge of everyday life, living conditions, interpersonal relationships, knowledge of the system of values, beliefs and relationships, knowledge of sign language, etiquette. Intercultural knowledge includes knowledge and understanding of the similarities and differences between the cultures of the native country and the country of the language being studied, knowledge and understanding of the regional and social diversity of both countries.

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The second element - experience in implementing methods of foreign language activities (practical experience) - provides practical skills, intercultural skills. Practical skills include the skills of social life, the skills and abilities of everyday behavior, professional skills, and skills related to leisure activities. Intercultural skills and abilities imply the ability to correlate one's own and a foreign language culture, receptivity to different cultures, the ability to act as an intermediary between representatives of one's and another foreign cultures, and the ability to overcome established stereotypes.

The third element - the experience of creative activity - implies an understanding of the mechanisms of the language and the communication process, general phonetic skills, educational skills and heuristic skills.

The experience of personality relations - the fourth element of the structure of linguistic experience - is characterized by the possession of a system of motivational-value and emotional-volitional relationships, beliefs, views, personal qualities. This includes managing the emotional state in the context of intercultural communication, observing intercultural etiquette, organizing relationships within the community and maintaining legal relationships between community members, organizing self-knowledge and self-improvement processes, and satisfaction with the results of one's own activities. There are certain connections between the elements of linguistic experience, each preceding element is a condition for the functioning of subsequent ones. Without declarative knowledge, neither the reproduction of methods of foreign language activity, nor their creative application. The ability to realize the acquired experience in foreign language activities is considered as a manifestation of linguistic competence, the main components of which are: - cognitive - knowledge of vocabulary, grammatical constructions, the ability to actively use the dictionary; - activity - the ability to put the acquired knowledge into practice; - creative - the ability to participate in intercultural communication; - axiological - the ability to professional self-improvement through the receipt and evaluation of information from foreign sources using computer-information technologies, value attitude to their foreign language activities.

Thus, it is obvious that the linguistic and sociocultural aspects are very closely intertwined. For successful communication it is necessary to possess not only the linguistic means of the interlocutor (phonetic, lexical, grammatical - the linguistic aspect), but also general knowledge about the world. This knowledge is called background knowledge - the sociocultural aspect.

It is believed that, in general terms, teaching foreign languages should imply an introduction to the linguistic consciousness of a people - a native speaker.

In the process of foreign language education, the ability to live and interact with representatives of other cultures is formed. The effectiveness of communication between representatives of different cultures depends on several factors. Firstly, it is overcoming the language barrier. The development of lexical and grammatical material is organized in the conditions of integration of all types of speech activity (vocabulary, phonetics, grammar). However, the language barrier is not the only obstacle to understanding. Secondly, the process of intercultural communication depends on overcoming the cultural barrier. The components of culture that bear a nationally specific color include, at a minimum, the following:

- traditions (or sustainable cultural elements), as well as customs defined as traditions and rituals;
- everyday culture, closely connected with traditions, as a result of which it is often called traditional-everyday culture;
- everyday behavior (habits of cultural representatives, norms of communication accepted in some societies, as well as the mimic code associated with them;
- "national pictures of the world", reflecting the specifics of perception of the world, national characteristics of thinking (ie mentality);
- artistic culture, reflecting the cultural traditions of a particular ethnic group.

The sociocultural aspect of learning a foreign language is also directly related to the study of vocabulary with the national-cultural component of semantics, which is included along with equivalent vocabulary in the corpus of any language. The behavior of people is subject to certain rules and regulations. Standards of behavior are part of those cultural realities, the study of which is important for teaching communication in a foreign language.

However, emphasis should be placed on the fact that in the formation of sociocultural competence an important condition is the provision of a communicative-pragmatic space. This space should be the key to understanding a foreign culture, the reflection of which can be found in fiction. The use of foreign writers' literary texts in the learning process makes it possible to trace the basic mentality of the representatives of English-speaking countries. In this regard, in order to form sociocultural competence, the study of authentic works of art seems to be a priority. [6]

Summing up, we can say that languages should be studied in indissoluble unity with the world and culture of peoples speaking these languages.

Thus, sociocultural competence is knowledge about the sociocultural specificity of the country of the language being studied, improving the skills to build your speech and non-speech behavior is adequate to this specificity, the formation of skills to highlight the

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general and specific in the culture of the native country and the country of the language being studied.

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