**A sociocultural approach in teaching English**

Dametken Kubeysinova 1, 2, a), Elmira Menlimuratova1, Jigagul Taspanova1, Darmanjan Seitnazarova1, Margarita Saparniyazova1

1Karakalpak state university named after Berdakh, Nukus, Uzbekistan

2 Tashkent state technical university named after Islam Karimov, Tashkent, Uzbekistan

a) Corresponding author: [menlimur1967@gmail.com](mailto:menlimur1967@gmail.com)

**Abstract.** The article discusses the issue of the application of the sociocultural approach in language education, which reveals functional sociocultural literacy. Studying English in Uzbekistan has favorable opportunities for the formation of a sociocultural educational space. The creation of a sociocultural approach is closely related to educational functions. The article talks about the importance of the basic principles that contribute to the effective development of the sociocultural approach. The creation of a sociocultural approach is interconnected with educational functions.

**INTRODUCTION**

The task of teaching English in educational institutions is currently relevant. Every teacher knows that the goal of teaching English is to build communicative competence. It should consist of linguistic competence and a sociocultural approach to teaching English. Without knowledge of the sociocultural background, it will be impossible to create communicative competence. The creation of a sociocultural approach is interconnected with educational functions, such as: practical, developmental and educational.

As for the educational function, it is the most important, since it forms feelings of patriotism and feelings of internationalism in a modern young man. When studying English, a culture of peace is formed in the student’s mind. Students study and compare linguistic phenomena, customs, traditions, art, and the way of life of peoples. The sociocultural approach ensures intercultural communication. The study of the English language has favorable opportunities for the formation of a sociocultural educational space. The application of the sociocultural approach in language education reveals functional sociocultural literacy. In the process of learning English, it is important not only to accumulate information about the country of the target language, but also to get to know people, their peers, and their way of thinking, behavior, and attitude to universal values. Such information contributes to the formation of a fairly holistic picture of the world among students; it is both a linguistic and sociocultural picture of the world.

**MATERIALS AND METHODS**

For the formation of a sociocultural approach, the analysis of the relationship between culture, structure and anomie, proposed by R. Merton, is especially significant. He defines culture as “an organized set of normative values governing behavior characteristic of members of a particular society or group”; social structure - as “an organized set of social relations, in which members of a society or group participate in different ways”; anomie - as a phenomenon that occurs when “there is a serious mismatch between the norms and goals of culture and the socially formed abilities of group members to act in accordance with them” [9, 216]. The value of the sociocultural approach, as N.I. Lapin, consists in the fact that he “clarifies the conjugation” of the stable (characteristic of the civilizational approach) and changeable (characteristic of the formational) components in the development of society, i.e. personality and society, culture and sociality. At the same time, the sociocultural approach, which is more general, can be characterized precisely as a systemic approach, and structural functionalism, focused on a clear differentiation and measurement of the functions and structures of the objects under study, as a system analysis [7, 5]. A.S. Akhiezer believes that the sociocultural approach “indicates a certain shift in the perspective of considering social phenomena, an increased attention to culture, an increasing interest in the relationship between culture and forms of human relations, leads to the rejection of a simplified view of society as just a set of social relations.” Thanks to him, “interest in the “junction” between relations between people and culture is growing, in its transformation into a focus of explanation, understanding of public life in general” [1, p. 29]. T. Parsons believed that for all systems there is an invariant set of four functions: adaptation, achievement goals, integration and latency. He viewed the social system as a system consisting “of a multitude of individual factors interacting with each other in a situation that has at least a physical aspect and an aspect of the external environment; factors that are motivated according to the tendency to “optimize pleasure” and whose attitude to the circumstances ... is determined and carried out in accordance with the system of collective symbols structured by culture” [11, 5]. There are many different nations and peoples in our world that have their own culture and history, which are rich in their own traditions and customs. During intercultural communication, various nations and nationalities try to preserve their traditions and customs. The interpenetration and mutual influence of linguistic worlds and cultures, the intersection of the general and the different, is an approach to teaching languages [16]. We believe that knowledge of a language is the key to mutual understanding, but knowledge of a foreign language does not guarantee the success of intercultural interaction, on the way of which problems such as incomplete understanding, ethnic stereotypes, prejudices, overestimation of the similarity of native and foreign language cultures, as well as their confrontation on the level of individual consciousness.

**RESULTS AND DISCUSSIONS**

Traditional approaches do not sufficiently take into account the specifics of language as a reflection of the system of cultural values, on the basis of which specific societies and models of behavior of their members are built, and the specifics of speech activity as culturally determined behavior. Therefore, to ensure adequate training of graduates capable of productive communication, it is necessary to change the focus of training: replace the goal of forming and developing the skills and abilities necessary for predominantly educational communication with a focus on the process - exemplary educational speech in a foreign language - with the goal of preparation for real communication with representatives of other cultures in the everyday and professional sphere with a focus on the result of such communication.

In this respect, the linguistic situation in the country to date can be characterized as not very favorable. The reason for this situation, according to E.I Passov, is the contradiction between the sharply increased need of society to increase the level of “foreign language literacy”, on the one hand, and the ineffective system of teaching foreign languages, which does not ensure the achievement of a specific positive result, on the other [12, 3]. In teaching English, a brief overview of the history of the study of the sociocultural component as part of foreign language communicative competence should be given. In the process of briefly reviewing the history of the study, it is necessary to present the achievements of scholars of two different cultures who are engaged in approaches to the study of language and culture. Thanks to the historical overview, you can get acquainted with the research methods used by scientists and approaches to language learning.

There is a European standard for the study of foreign languages, in which sociocultural competence is defined as an aspect of communicative ability related to those special features of society and culture, which are expressed in the communicative behavior of members of society [8, 49]. Competence is a set of personal qualities (knowledge, abilities, skills, motives) necessary for the productive creative activity of an individual [5]. The emergence of the term “sociocultural competence” in the methodology of teaching foreign languages is associated with the activities of the international organization “Council of Europe for International Cooperation”, and above all, with the works of Jan van Eck and John Trim [4].

The general sociocultural foundations include the following: values and value-semantic orientation of the educational process, the subjective orientation of the construction of individual educational plans and routes of students, sociocultural reflection of students, the design form of organizing sociocultural practice, the complementarity of basic and additional education, the democratic structure of the school community, the relationship of traditions and innovation in school [10].

“Sociocultural” is not just a semantic context, but a real life tissue in which educational phenomena and processes manifest and proceed [18, 53]. We form a sociocultural approach to the tendencies “aiming at the detection and analysis of the patterns of sociocultural changes” [14, 16].

Cultural approach the formation of students 'image of national culture, ethno cultural competence, including students' awareness of the language as a cultural and national phenomenon and the idea of the connection between language and national culture [3, 15].

According to Ter-Minasova, the relationship between language and culture exists, since language forms the personality of a person, a native speaker, through the vision of the world, mentality, attitude towards people, etc., imposed on him by the language and embedded in the language, etc., that is, through the culture of the people, using this language as a means of communication. Language is a powerful social tool that forms a human flow into an ethnos, which forms a nation through the storage and transmission of culture, traditions, and social consciousness of a given speech community [17].

The cultural approach to the teaching of the English language has become historically important, where the idea of the connection between language and culture is considered. The cultural approach to the teaching of the English language has become historically important, where the idea of the connection between language and culture is considered. According to the provisions of the cultural approach, students should be aware of well-known literary works in English, be able to tell, for example, about the great cultural figures and the main cities of the country, as well as get a general idea of the history of the English language country.

Currently, linguistic and regional studies can be considered as sociolinguistics. Sociolinguistics is a branch of linguistics that studies the conditioning of linguistic phenomena and linguistic units by social factors: on the one hand, the conditions of communication (time, place, participants, goals, etc.), on the other hand, customs, and traditions, features of social and cultural life speaking collective.

Thus, the study of the English language should take place with the simultaneous study of the culture of the country of the language in the form as it is mediated by the language. Having knowledge of linguistic and regional studies, students acquire linguistic information and information about the culture and science of a foreign country. The tasks of the linguistic and cultural aspect include such actions as teaching students to speak, to process linguistic information, to observe speech etiquette. The specific conditions for training specialists in a second language (limited number of academic hours, lack of theoretical courses, including in linguistic and regional studies and regional studies) make classes in the practice of oral and written speech an insufficient source of cultural knowledge. These features do not allow giving a holistic, systematic view of all the phenomena of language and culture in their relationship. In our opinion, in these conditions, attention should be focused on the development of technologies for linguistic and cultural enrichment of the linguistic consciousness of students and the sociocultural content of educational communicative practice in a second foreign language. In this regard, the independent work of students takes on a huge role. Properly organized independent work contributes to the inextricable connection between home and classroom work, since the effectiveness of classroom work directly depends on the quality of the organization and the development of assignments for independent work, the planning of which should be carried out in the same detail as classroom work [13]. It is possible to propose the use of various methods and techniques of teaching, depending on the goals of teaching, types of speech activity, stage of learning, language material, and age of students [2].

The basic principles of sociocultural education by means of a foreign language include: teaching foreign language communication in the context of a dialogue of cultures; combining training in intercultural communication with the development of the human rights consciousness of students and their preparation for peacekeeping activities; reliance on interdisciplinary cultural knowledge of students; reliance on the intellectual potential of trainees when choosing forms of foreign language educational communication; humanistic psychologization of the learning environment.

Let's define the basic principles that contribute to the effective development of the sociocultural approach. From our point of view, the basic principles include:

1) the principle of personal orientation, involving the use of materials, information, attitudes, representing personal significance for students. Taking into account the personal factor, favorable conditions and a free, relaxed atmosphere of communication in the classroom are provided;

2) the principle of culturological orientation, which finds expression in the cultural saturation of all the material proposed for study, on the basis of which the above skills and abilities are formed;

3) the principle of problem orientation, emphasizing that the presence of a problem contributes to the maintenance and activation of communication;

4) the principle of tolerance, which emphasizes the need to form respect, impartiality to other cultures, to overcome cultural bias;

5) the principle of realism, expressed in a clear and sober presentation, perception and analysis of factual material, on which the development of cultural and regional competence takes place;

6) the principle of correspondence to educational tasks, which means the correspondence of teaching to the educational tasks to be solved: the upbringing of a tolerant, unbiased personality of the future teacher of the English language.

In general, the sociocultural development of those taught by means of foreign languages contributes to the formation of their sociability, speech tact, impartiality in opinions and assessments, readiness for joint activities with people of different views, regardless of their ethnic, racial and social affiliation and religion. It creates the preconditions for the study of the cultures of peoples.

**CONCLUSION**

In accordance with this approach, a student with a formed socio-cultural competence should not only have knowledge and skills, but also orientate himself in different types of cultures and civilizations and the communicative norms of communication associated with them, as well as adequately interpret the phenomena and facts of culture and use these guidelines for the choice of interaction strategies when solving personally and professionally significant tasks and problems in various types of modern intercultural communication [15].

According to V.V.Safonova, the sociocultural approach to teaching foreign languages ​​consists of the following actions:

a) a preliminary study of the sociocultural context of the use of non-native languages, the socio-cultural context of teaching a foreign language in a specific country and a specific national environment is assumed;

b) “globaglization”, “humanization”, “greening” and “cultural sociologization” of the content of language education are required;

c) sociocultural education is an obligatory component of language training. It is necessary to develop the student’s self-awareness as a cultural and historical subject, a native speaker of collective and individual sociocultural characteristics, and his role as a subject of a dialogue of cultures, general cultural and communicative skills to use English as a means of intercultural communication, needs in the sociocultural development of the world, the development of multilingualism and multiculturalism;

d) the result of sociocultural education (sociocultural competence), which provides an opportunity to navigate in the sociocultural markers of an authentic linguistic environment, to predict possible sociocultural hindrances in the conditions of intercultural communication and ways to eliminate them, sociocultural knowledge of countries and peoples, sociocultural self-education in any other spheres;

e) the basis for sociocultural education by means of the English language is sociocultural marked regional studies. Foreign language is a means of communication, an instrument of knowledge of world culture, national cultures and social subcultures of the peoples of the countries of the studied language;

f) a system of problematic sociocultural tasks is used: cognitive-search, cognitive-research tasks, communicative and communicative-cognitive role-playing games, cognitive research educational projects, educational discussions. Attention should be paid to sociocultural impartiality, the degree of communicative and sociocultural complexity;

g) it is supposed to rely on a didactically oriented sociological analysis of the linguistic environment for teaching and learning English, the sociocultural characteristics of languages and cultures, the range of social functions of the English language in a particular living environment, sociocultural and communicative needs of students, the level of sociocultural education [6, 63].

Thus, when teaching English effectively, we must adhere to a sociocultural approach.

**REFERENCE**

1. S. Akhiezer, “Philosophical foundations of sociocultural theory and methodology,” *Problems of Philosophy* **9** (2000).
2. E. G. Azimov and A. N. Shchukin, *Dictionary of methodological terms: Theory and practice of teaching languages* (Saint Petersburg, 1999), 472 pp.
3. A.D. Deykina, “Russian language as an academic subject in the general educational space of native culture,” in *Cultural approach: Its implementation in school and university courses of the Russian language*, Proc. All-Russian Sci. Conf. dedicated to the 100th anniversary of Academician A. V. Tekuchev, Moscow State Pedagogical University, Moscow, 2003, pp. 10–15.
4. A.V. Khutorskoy, “Key competencies as a component of student-centered education,” *Public Education* **2**, 58–64 (2003).
5. J. van Ek and L. M. Trim, *Threshold Level 1990* (Council of Europe Press, Strasbourg, 1991).
6. K. E. Kurdyavka, *General methodological and specific methodological principles of selection and organization of sociocultural material in modern educational and methodological complexes* (Moscow, 2016).
7. N. I. Lapin, “The problem of sociocultural transformation,” *Problems of Philosophy* **6** (2000).
8. K. S. Lawrence, *National Standards in Foreign Language Education Project: Standards for foreign language learning—Preparing for the 21st century* (Allen Press, 1996), 94 pp.
9. R. K. Merton, *Social theory and social structure* (Khranitel, Moscow, 2006).
10. V. V. Nikolina and O. E. Fefelova, “Sociocultural practice in modern education,” *Modern Problems of Science and Education* **4** (2016).
11. T. Parsons and E. Shils (eds.), *Toward a General Theory of Action* (Harvard University Press, Cambridge, 1951).
12. E. I. Passov, *Communicative method of teaching foreign language speaking* (Moscow, 1991), 224 pp.
13. M. P. Pushkova, *Pedagogical foundations of the development of sociocultural competence of a future teacher in the process of foreign language learning* (Candidate of Pedagogical Sciences dissertation, Irkutsk, 2001), 190 pp.
14. Yu. M. Reznik, “Sociocultural approach as a research methodology,” *Questions of Social History* **II** (1), 305–328 (2008).
15. V. V. Safonova, “Problems of sociocultural education in language pedagogy,” in *Cultural aspects of language education* (Evroshkola, Moscow, 1998), p. 63.
16. V. F. Shapovalov, *Philosophy. Communication. Man* (Moscow, 2011).
17. S. G. Ter-Minasova, *Language and intercultural communication: Textbook for students and postgraduates* (Moscow, 2000).
18. A.M. Tsirulnikov, *School network and management vertical: The network approach in Russian education* (Moscow–Saint Petersburg, 2003), 254 pp.