

Methodological Support for the Development of Students' Socio-Cultural Competence through Authentic Video Materials

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Abstract: *The article describes the effective usage of new and innovative methods of language teaching. Using of various electronic dictionaries in the process of teaching a foreign language helps to acquire language-learning skills.*

Key words: authentic materials, electronic dictionaries, socio-cultural competences

INTRODUCTION.

Today, new requirements are set for teachers of higher education institutions to improve the quality of learning a subject. In this regard, different methods are used in the teaching of English, the main purpose of which is to improve the teaching of English. The e-textbook plays an important role in teaching English, explaining its topics and organizing exhibitions, effective use of modern information technology and modern educational technology tools in the most effective and appropriate places. One of the tools of modern information technology is the organization of teaching English through various animations, programs in this multimedia environment.

This necessitated a system of exercises for selecting, adapting and developing ethnographic texts, as well as teaching students the vocabulary of the subject. The following principles were followed:

- Ensuring the principle of growth of the system of exercises from simple to complex, which serves to develop the socio-cultural competencies of students;
- Ensuring continuity in the range of topics;
- emphasis on authenticity and exhibitionism in the selection of educational materials;
- Exercises and tasks aimed at mastering each topic texts are based on the application of a communicative approach based on modern pedagogical technologies;
- Introduction of tasks comparing different and similar aspects in the preparation of assignments in order to develop students' worldview, increase their socio-cultural abilities;
- to ensure that the language of texts and assignments presented to students is more relevant to the modern life of the country where they are studied;
- didactic compatibility of teaching materials with the principle of cultural compatibility.

Exercises are a special type of learning activities that help students develop relevant skills based on the knowledge imparted. The role of exercises in language teaching is enormous. The language system is a phenomenon characterized by its versatility, the interdependence of its units in terms of structural and functional properties, so the exercises in language education also have a different appearance and structure. Unlike mother tongue education, the main part of the exercises performed in the process of learning another language is focused on the formation of communication skills, and recently some Methodists recommend separating such exercises into speech exercises and language exercises¹.

2. MAIN PART.

E.Passov in his time argued that any exercise has communicative, linguistic and psychological features². According to him, communicative exercises are divided into types of real communicative exercises and conditional communicative exercises. True communicative exercises arise in the process of communication, and conditional communicative exercises require the creation of a conditional communication situation in the process of training³. I.V.Rakhmanov described the system of exercises as language and speech exercises, receptive and reproductive, aspect and complex exercises, training and purely communicative exercises, preparation and control exercises; creative, class and home exercises, solo, double, choir exercises; based on the selected

¹Muratov A.Yu. Using the project method for the formation of intercultural competence. Electronic resource: <http://www.eidos.ru/journal/2005/0523.htm>. Contact information: 22.03.2019.

²Passov E.I. Uprajnenie as a means of training. Ch. II: ucheb. posobie / pod red. E.I. Passova, E.S. Kuznetsovoy. Series «Methods of teaching foreign languages», № 6. Voronezh: NOU «Interlingva», 2002. 40 p.

³Passov E.I. Kommunikativnyy metod obucheniya inoyazychnomu govoreniyu, 2-e izdanie. - M., Prosveshchenie. 1991.- 223c.

material - suggested a classification as dialogic and monologic speech exercises⁴. A.N. Shchukin divided the exercise system into three types: as suggested (control, complex, receptive); by descriptive nature (dialogic and monologue); exercises according to the method of performance (oral / written, in class / at home, individually / collectively)⁵.

M. Djusupov recommends to divide the exercises into three main types:

1. Exercises on the formation of knowledge in language systems;
2. Exercises on the formation of knowledge in the dynamics of language;
3. Exercises that form skills and competencies in speech activities.⁶

In his opinion, these exercises are complex exercises, the first and second types of exercises can be considered as preparatory exercises (initial and elementary) and the third type of exercises can be considered as basic exercises (analytical, situational-communicative and creative)⁷. J.Jalolov, T.Sattorov and A.Soyazarov were the types of exercises that form, develop and improve the system of exercises used in the study of foreign languages. According to them, formative exercises are performed in the acquisition of language material, developmental exercises are performed in the use of language material in speech, and developmental exercises are performed in a foreign language in order to express ideas and comprehend other people's ideas.⁸

J.Jalolov divides the preparation of language materials into 3 stages in the exercises: Selection, Classification, Distribution, Static presentation; Assimilation takes place in 4 stages: acquaintance, presentation, training, application, assessment.

S. Saidaliev divides exercises into two types: language exercises and preparatory exercises. In his view, linking language exercises with speech practice, ultimately using language as a means of communication, serves to develop skills. Preparatory exercises include not only exercises that provide mastery of language material (phonetic, grammatical, lexical), but also exercises that teach the formation and expression of ideas, the formation of speech mechanisms⁹.

LK Ilieva suggests question-and-answer exercises in order to develop skills and abilities to get acquainted with the topic and new words in the introductory phase. According to him, through practice, students develop skills and the text is strengthened; in the application phase, skills are developed through discussion of the text, exchange of ideas¹⁰.

In her research work on second language education, H.S. Mukhitdinova identified that real communicative exercises which create a situation of live communication, encourage students to go to theaters, museums, shops, markets, and actively participate in extracurricular activities. It is recommended to organize conditional communicative exercises through games, exercises, presentation lessons¹¹.

Thus, exercises and assignments are a systematic and systematic and, in some cases, individual activities that are aimed at acquiring a specific activity in the educational process and serve to improve and strengthen the quality of education.

In proposing new forms of implementation of these steps, the main goal of the communicative approach is based on such criteria as practical mastery of language, teaching to communicate, formation of socio-cultural competence, teaching to reflect culture at the language level and free and active communication. Currently, the biggest shortcoming of the lessons planned for the formation of socio-cultural competence is that the effective form, method and method of working with materials that reflect the culture presented in the course of the lesson are not used. Most educators have not identified ways to properly organize the stages of presenting video materials that reflect the culture. The main purpose of presenting culture-reflecting materials, including authentic video materials, is to show that culture is reflected at the language level, in language structures and to compare structures with one's own culture and mother tongue, and to develop the ability to use these structures in real communication. consists of.

⁴Raxmanov I.V. Nekotorye teoreticheskie voprosy metodiki obucheniya inostrannym yazykam v sredney shkole // Obshchaya metodika obucheniya inostrannym yazykam: Xrestomatiya. - Izd. 3-e pererab.i dop. - M., 1991. - 187 c

⁵Shchukin A.N. Obuchenie inostrannym yazykam: teoriya i praktika: ucheb. pos. for publishers and students. - M., 2004.- 416 c.

⁶Djusupov M., Alibekova K.E., Majitaeva Sh. Special vocabulary and proverbs (lingvokonstrativnye and metodicheskie aspects) MERIYUS. - T., 2013. - 140 c

⁷Djusupov M., Kudakaeva A.Z., Majitaeva Sh. Phraseology of the Russian language: linguistic and methodological problems. -T., Fan. 2008. - 223 c..

⁸Jalolov J. Methods of teaching foreign languages. -T., Teacher's Publishing House, 2012.- 432 p.

⁹Saidaliev S. Essays on foreign language teaching methods. - Namangan. 2004. -238 b

¹⁰Ilieva L.K. Linguodidactic bases of ensuring consistency in foreign language teaching: Diss. ... candidate of pedagogical sciences. - T., 2007. - 150 p.

¹¹Muxitdinova X.S. Improving the scientific and methodological basis for ensuring the continuity of teaching the Uzbek language at the educational stage: Ped.fanl. doctors. ... diss. - T., 2011.- 390 p.

Therefore, the main disadvantages of lessons organized using authentic video materials in the development of socio-cultural competence are:

- authentic video material reflecting the culture in which the language is studied is presented and not comparable to the national culture;
- Conducting question and answer sessions on the comparison of cultures, but the main purpose, ie not to analyze the reflection of culture at the level of language, its structure;
- not to compare the reflection of culture at the level of language, its structures with the structures of the native language.

3. DISCUSSION.

Based on the above considerations, we have proposed the following forms of three-stage presentation of authentic video materials.

As an example, we chose videos that reflect the socio-cultural characteristics of the two nations. A conversation between father and son around the table. Excerpts from the English feature film Whiplash and the Uzbek feature film “Mahallada duv duv gap” (“There is a lot of Talk in the Neighborhood”) about a father and son talking about their son’s future plans around the table.



The main goal is to show language learners how the same communicative state of these two nations is reflected in two cultures and two languages, to analyze the socio-cultural features and language level of these communicative states and, most importantly, to create this communicative state and socio-cultural and linguistic competencies. formation We can do this process through the following steps, and each step is offered a sample exercise based on the videos shown above.

In the pre-demonstration phase, the following types of tasks can be assigned to analyze the socio-cultural context and linguistic level of authentic video material:

- determine which register of speech (formal, informal) new words and phrases belong to;
- group words and phrases into thematic groups; (mind mapping)
- analysis of fixed expressions, clichés specific to speech or other style (can be categorized into different socio-cultural contexts)

Typical exercises:

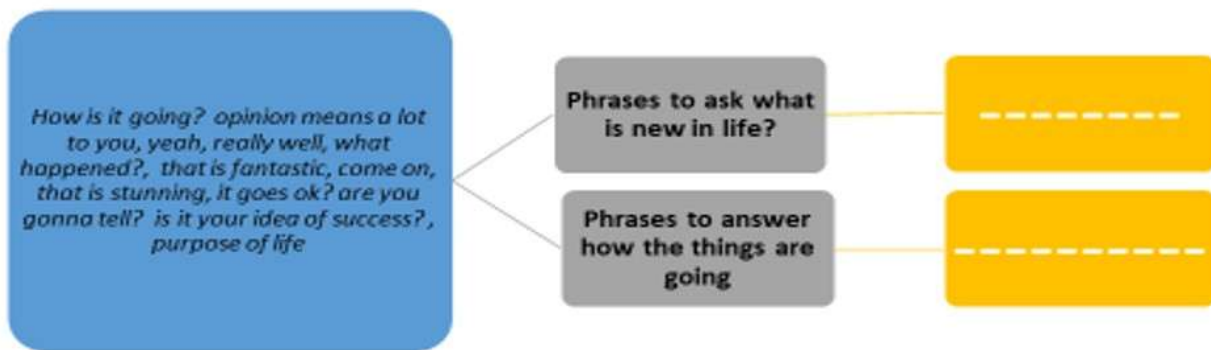
1. Work with new words and phrases:

Define the style of the following words and phrases:

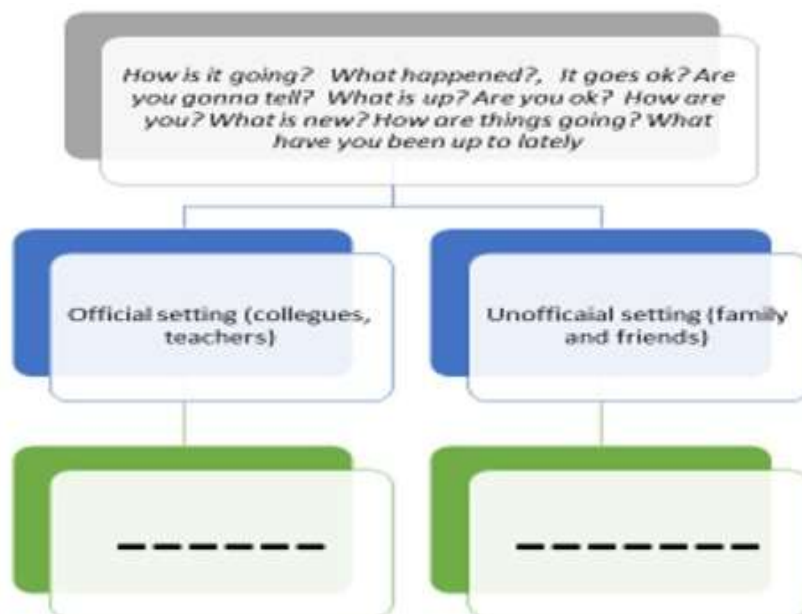
<i>How is it going? opinion means a lot to you, yeah, really well, what happened?, that is fantastic, come on, that is stunning, it goes ok? are you gonna tell? is it your idea of success?, purpose of life</i>	
Official style	Colloquial style

2. Grouping words and phrases into thematic groups; (mind mapping)

Classify the following words and phrases.



What phrases would you use in different social settings (family and friends, colleagues and other official setting) to ask how are things going on in someone's life:



During the demonstration:

A) The process of sociolinguistic observation

- Analysis of the impact of the characteristics of the interlocutors (age, gender, origin, socio-economic status, field of professional activity, etc.) in the choice of linguistic and extralinguistic means;
- Analysis of the characteristics of accent, tone, speed of speech in accordance with the socio-cultural characteristics of the interlocutors (USA, UK, Uzbekistan)

B) The process of socio-cultural analysis

- 1) Identify words of socio-cultural nature, determine in which socio-cultural situations words of socio-cultural nature are used.
- 2) describe the equivalents in the native language and in what socio-cultural situations it is used.
- 3) identification of social situations, analysis of phrases specific to the social situation.

A comparative comparison of these forms can be made on the basis of the following tables. Students will be provided with a worksheet and will be able to work independently, and these analysis sheets can also be used as an assessment:

ANALYSIS WORKSHEET (comparative language in cultural context)		
	English	Uzbek
Cultural context		
Language Structures		
Pronunciation		

Grammar (grammatical structures)		
Context (taboo topics etc.)		
Paralinguistic means (gestures, mimicry etc.)		

Students complete this table with a comparative analysis of the reflection of culture at the language level and in its structures. The above analysis sheet is prepared as an example, in which it is recommended to study the reflection of culture at the language level when working with video materials in the formation of socio-cultural competence, ie by comparing it with their own culture and language.

Typical exercises:

A) The Process of Socio-Linguistic Analysis

In the boxes below please write down extralinguistic (body language, gestures, eye contact etc) and linguistic (phrases and expressions on asking how the things are going, particularly pay attention how phrases differ when father is speaking and when son is speaking) peculiarities of the conversation shown in videos, compare differences in cultures:

B) The Process of Socio-Cultural Analysis

Typical exercises:

ANALYSIS WORKSHEET (Comparative Language in Cultural Context)		
	English (Whiplash)	Uzbek (Маҳаллада дув дув гап)
Cultural context	Family dinner, conversation between father and son, asking how things are going	Оила дастурхон атрофида, ота ва ўғил суҳбати, ҳол ахвол ва режалар ҳақида сўраш
Language Structures	How is it going? opinion means a lot to you, yeah, really well, what happened?, that is fantastic, come on, that is stunning, it goes ok? are you gonna tell? is it your idea of success? , purpose of life	Уғлим овқатингни емайсанми? Бошинг бир умр ғурбатдан чиқмайди...
Pronunciation	Quick speech, assimilation of sounds, stress to words	Секин нутқ, товушлар ассимиляцияга учрамаган
Grammar (grammatical structures)	Questions, elliptical sentences, omissions of auxiliary verbs, short sentences	Кўшма гаплар, туганланмаган гап, сўроқ гап

Context (taboo topics etc.)	No discussion about marriage or private life, mainly about career	Оила куриш хақидаги суҳбат, аммо ўғил тоионидан бу суҳбатни давом эттириш маданиятга ва урф одатларга зид
Paralinguistic means (gestures, mimicry etc.)	Hand gestures is used, and eye contact while speaking with each other	Ўғилнинг отага тик боқмаслиги ва ҳоказо

Post-demonstration stage:

Today, the main purpose of the communicative approach is to prepare language learners to communicate, that is, to a real communicative situation, taking into account the communicative, interactive, perceptual features of the communication process. At this point, it is very important to create a real communicative situation in the learning process. With this in mind, we proposed the creation of a communicative situation as an additional form of stages of demonstration of authentic video material. Working with authentic video material: 1) before the show; 2) demonstration process; 3) covering the post-demonstration stages, it can be seen that in most cases the post-demonstration stage reflects a certain state of culture in the bilingual structure. These include: Debate method, pinboard method, Briefing method, FSMU (idea, reason, example, generalization) technology, boomerang technology, organizer and cluster method, classification tables, conceptual table, Venn diagram, Lily drawing, Fish skeleton and so on.

In two columns write down the phrases and questions you may use while asking people how the things are going on:

Ask your friend how the things are going on

- -----
- -----

Ask your teacher about news in his/her life

- -----
- -----

Typical exercises:

Communicative mode (simulations):

In the third stage, it is possible to create a real communicative situation through simulation and role-playing games. Simulation games and role-playing games help to develop the ability to actively use language by engaging in communication in specific speech activities. At this last stage, the development of communicative competence in creating a situation of communication allowed to distinguish the student's mastery on the basis of the following situations:

- Situation 1. The student has an overview of the specifics of the two cultures
- Situation 2. The student is able to compare the characteristics of the two cultures.
- Situation 3. The student is able to apply the specifics of the two cultures directly in the conversational process.

This stage can be called the stage of creating the final communicative situation. At this stage, students can evaluate each other (peer assessment) and this is where communicative assessment takes place.

Typical exercises:

Produce the Following Simulations			
<i>Father and son at dinner table (England), father is concerned about his son's preparation for college</i>	<i>Father and son at dinner table (USA), father is concerned about his son's career choice</i>	<i>Father and son at dinner table (Uzbekistan), father is concerned about his son being out late with his friends</i>	<i>Brothers at dinner table (England) talking about future plans on vacation</i>
<i>Conversation between professor and student about professor's plans on conference organization (England)</i>	<i>Conversation between professor and student about further plans on internship (Uzbekistan)</i>	<i>Two friends talking about news in their lives (USA)</i>	<i>Two friends talking about news in their lives (Uzbekistan)</i>

We can also use flipped classroom technology as another unconventional and effective stage and form of displaying authentic video materials:

Flipped classroom (Reverse classroom) is an educational technology that has been widely used in recent years and is aimed at motivating students to work independently and interest in the learning process, this technology is very effective in shaping students' independent learning skills, especially in the credit module system. At the same time, the student who has pre-analyzed the authentic video material is ready for the learning process, thus saving time allocated to the learning process and ensuring that students have enough time and opportunity to independently master and analyze the learning material. For example, students will be asked to compare and analyze English and Uzbek poetry for the next lesson. It is possible to use videos of poems performed by famous artists.

<https://www.youtube.com/o1W7VK6Yo4s> (in English)

https://www.youtube.com/playlist?list=PL_uzL1wb82Wh7WvoXyDaWi2DirxKNUJT2 (in Uzbek)

In the process of analysis, the student must necessarily compare the two cultures and the reflection of the culture in the language structure. For example, when analyzing the phonetic structure, comparing the specific tone and rhythmic features in Uzbek and English when reading a poem.

The results of this comparative analysis were discussed in the classroom (discussion method, pinboard method, Briefing method, FSMU (opinion, reason, example, generalization) technology, boomerang technology, organizer and cluster method. , based on technologies such as classification tables, conceptual tables, Venn diagrams, lotus flower drawings, fish skeletons, etc.), students can read poetry on their own. This technology is especially effective in the online learning process and in shaping students' independent learning skills in a credit module system.

It basically used communicative exercises created by V.A. Buxbinder and E.A. Lagay. In his research, V.A. Buxbinder distinguished between types of informational, operational, and motivational exercises. They can also be called exercises to impart knowledge, skills and competencies¹². In the research work of E.A. Lagay, exercises are divided into 3 types: receptive exercises (preparatory, analytical and imitative), reproductive exercises (synthetic, semi-constructive), productive exercises (constructive and transformational)¹³.

At the stage of higher education, the independent work of students outside the classroom allows for the practical implementation of such exercises and creates the most striking examples of communicative exercises - a situation of live communication.

4. CONCLUSION.

The lack of an exercise system is due to the large number of exercises and assignments, which in turn take a long time to complete, and the fact that the exercises are not selected according to the student's level of knowledge, which is the main reason why a set of exercises designed for learning foreign languages does not work. The problem of creating conditions for language teaching in practical and theoretical terms is still very important today. This can be explained by the fact that to date, foreign language teaching methods do not have a perfect system of goal-oriented exercises. The more effective some of the exercises used in teaching a foreign language are, the more successful they will be in teaching the language. J. Jalolov gives the following opinion

¹²Буксбиндер В. А. О системе упражнений // Общая методика обучения иностранным языкам: хрестоматия. –М., 1991. С. 92–99.

¹³Лагай Э.А. Лингво методические осуну обучения учащихся билингов 5-6 классов средств выражения определенных отношений в русском языке: Дисс. ... канд.пед.наук. - Т., 2005. – 196 р.

about the system of exercises: "It is no exaggeration or mistake to say that learning a foreign language is a process of doing exercises. This is the dynamic side of the exercise. Its static aspect is that it is organized as a textbook in the textbook."¹⁴

One of the key factors in organizing language learning with conscious and consistent perception is to create as natural a speech situation as possible during the lesson. The language material that is mastered in a natural speech situation is naturally absorbed by the students. As a result of creating a natural speech situation through live communication, socially oriented learning is achieved, i.e. students develop a desire to meet the need to interact in a particular social situation. Communicative exercises usually consist of exercises aimed at strengthening grammatical knowledge, and such exercises can be divided into monolingual or bilingual exercises. Monolingual exercises are exercises aimed at strengthening grammatical rules and building grammatical skills. Bilingual exercises mainly include translation exercises. A mixture of bilingual translation exercises can also be used in the process of performing monolingual exercises¹⁵.

A student doing a non-communicative exercise also performs a verbal action because any speech is done in a specific speech situation, depending on the context. The development of certain speaking skills occurs in the process of mastering grammar and gradually becomes a speaking skill, but in teaching grammar, "theoretical

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¹⁵Muratov A.Yu. Using the project method for the formation of intercultural competence. Electronic resource: <http://www.eidos.ru/journal/2005/0523.htm>. Contact information: 22.03.2019.

