Effective Ways to Develop Students' Socio-Cultural Competence through Authentic Video Materials

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Abstract: The article discusses the issue of developing the content and forms of developing students' socio-cultural competence in online education through authentic video materials and electronic textbooks.

Keywords: authentic materials, electronic text books, socio-cultural competences, online education.

1. INTRODUCTION.

The authenticity of the material presented is important in the development of students' socio-cultural competence. Authentic materials, unlike textual texts, serve to reflect the way of life of linguists, the realities of life: they are not structured about their way of life, but reflect the way of life together with all - cultural, national, verbal, nonverbal means. The presentation of authentic materials through video tools, on the other hand, creates the conditions for linguistic and non-linguistic means to actually be heard and seen, and equips students with extremely important skills for their future professional careers. Hence, in developing students 'competence in a foreign language, the main focus should be on the authenticity of the materials. In the process of foreign language teaching, authentic video materials play an important role in the development of socio-cultural competence of the learner. Students develop listening comprehension and speaking skills based on emotions derived from real-life situations. Moreover, conveying the content of an episode in a clear and understandable way by voicing or translating the feelings of the protagonists is not always successful. For this reason, there is a need for the widespread use of authentic video materials in the educational process. In short, authentic video materials provide a great opportunity to study the daily life and culture of the people of the country where the language is studied.

Among the approaches, methods, principles and directions of innovative and communicative language teaching in the application of the approach to the formation of communicative competence, including socio-cultural competence, we will focus on the practical application of the theory of "multifaceted intelligence", "emotional filter hypothesis".

2. MAIN PART.

Different approaches can be seen in interpreting the concept of authentic material. The concept of authentic material has been widely interpreted by foreign scholars, for example, Ron Oliver and Janice Herrington use the term "authentic learning". According to them, this term is directly related to real life and is aimed at preparing for real situations[1]. In our opinion, authentic learning is the effective development of language skills through direct observation and hearing of real-life situations, as well as preparation for real life.

David Nunan and Ronald Carter, on the other hand, call authentic materials "simple texts not specifically designed for language teaching"[2]. In support of this view, Robert Jordan defines authentic text as "a text not specifically designed for pedagogical purposes"[3] In addition to the above, it should be noted that authentic materials are not really modified for pedagogical purposes, but from the point of view of developing students' socio-cultural competence, it is necessary to classify these materials on the basis of vital communicative needs, interdisciplinary, integrative.

Eric Jacobson proposes to call authentic materials "materials that can be used in audiences and can be used in real life"[4]. According to Ferit Kilichkya, authentic material includes language materials used by language owners and naturally encountered in communication, and reflects the use of real language in society. He emphasizes that the English language presented to the audience should be authentic, i.e. not artificially altered for educational purposes[5]. Since it is not artificial for educational

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[1] Herrington J., Oliver R. An instructional design framework for authentic learning environments // ETR&D. 2000/ V.48 P. 23-48.

[2] Carter R., Nunan, D. The Cambridge guide to teaching English to speakers of other languages. Cambridge University Press. 2001. - 274 p.

[3] Jordan R.R. English for Academic Purposes: A guide and resource for teachers. Cambridge. 1997. - 424 p.

[4] Jacobson E., Degener S., Purcell-Gates V. Creating authentic materials and activities for the adult literacy classroom: A handbook for practitioners. NCSALL teaching and training materials. Boston. 2003. - 138 p.

[5] Kilickaya F. Authentic materials and culture content in EFL classrooms // The Internet ELT Journal. 2004/ V.10(7) P. 111-137.

purposes, that is, the presentation of authenticity through authentic materials ensures that the elements of vital communication are incorporated into the educational process.

Indeed, the authenticity of the material presented is important in the development of students 'socio-cultural competence. Authentic materials, unlike textual texts, serve to reflect the way of life of linguists, the realities of life: they are not structured about their way of life, but reflect the way of life together with all - cultural, national, verbal, nonverbal means. The presentation of authentic materials through video tools, on the other hand, creates the conditions for linguistic and non-linguistic means to actually be heard and seen, and equips students with extremely important skills for their future professional careers. Hence, in developing students 'competence in a foreign language, the main focus should be on the authenticity of the materials.

According to Russian linguists, "authentic materials are materials that are not adapted to the learning objectives and level of language proficiency of students. It reflects the national characteristics of the structure and function of a typical text"[6] [79; p. 25]. In particular, N. V. Barishnikov. , "authentic texts are original texts written by language owners for language owners ... This category is usually interpreted as a semiotic environment that provides a multi-level holistic doctrine as a result of reflecting a particular piece of originality with the help of a specific character system ...". According to Jerry Gebhard's description, authentic materials contain everything necessary for communication. They can be presented in the form of newspapers, magazines, television or radio programs, movies, songs, advertisements[7] .

Apparently, all authors consider authentic materials as a special layer that is not designed for pedagogical purposes, reflecting the current stage of development of existing norms and rules of language, and believe that most of the materials used in foreign language teaching should be authentic[8]. However, this does not mean that working with non-authentic materials in foreign language classes should be completely abandoned. According to Ianiro Sally, the first step is to identify the needs and goals of students to learn the language and culture. Students are asked to involve themselves in the process of selecting the authentic materials needed for the lesson and to bring to the audience recipes, newspapers, labels and other materials that are not directly related to the learning process[9] . To do this, teachers must first explain to students how important the authentic materials selected are in the study of the culture of the country where the language is being studied. It is much easier to find and use authentic materials, especially the internet, which is a rich source of various materials in this regard.

Sherman believes that one of the most effective ways to contextualize the learning process and bring real life to language teaching materials is to use authentic videos[10].

J. Harmer on the technique of using video materials in the classroom:

- Silent viewing of video materials; in which students are encouraged to focus on non-linear means.

- Freeze framing of the video, which requires students to estimate the duration of the film;

- Partial viewing, in which the main part of the screen is covered with a cloth or paper and the video is displayed;

- makes recommendations such as image or sound (Picture or speech, ie half of the class listens to the video while sitting face to face on the screen) and emphasizes that such methods in foreign language teaching arouse great interest and motivation in learners[11].

The use of authentic video materials can help solve the following problems:

- increase interest in learning;

- creating a comfortable learning environment;

- helps to deepen education;

- Increases student activity;

- creates conditions for independent work of students[12].

It seems that in the process of foreign language teaching, authentic video materials play an important role in the development of socio-cultural competence of the learner. Students develop listening comprehension and speaking skills based on

[6] Azimov E.G., shchukin A.N. Authentic text // New dictionary of methodical terms (theory and practice of language teaching). M., 2009. - 176 p.

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emotions derived from real-life situations. Moreover, conveying the content of an episode in a clear and understandable way by voicing or translating the feelings of the protagonists is not always successful. For this reason, there is a need for the widespread use of authentic video materials in the educational process. In short, authentic video materials provide a great opportunity to study the daily life and culture of the people of the country where the language is studied.

3. DISCUSSION.

The distance learning process requires the effective use of modern information technology. Based on this, during our research, a platform of visual assignments was created that is easy for students to use and technically convenient, that is, easy to upload to the media. In order to develop students' socio-cultural competence, a set of multi-choice tasks was prepared, tested in experimental groups, which determine the initial level of knowledge of students in three areas: the history of the country where the language is studied, the lifestyle of the people, national traditions.

The first task: Uzbek men shake hands and ask about each other's health and work. The correct answer is determined by left-clicking the right or false buttons (see Figure 1).

Figure 1. View of an online test aimed at teaching the socio-cultural characteristics of the Uzbek people
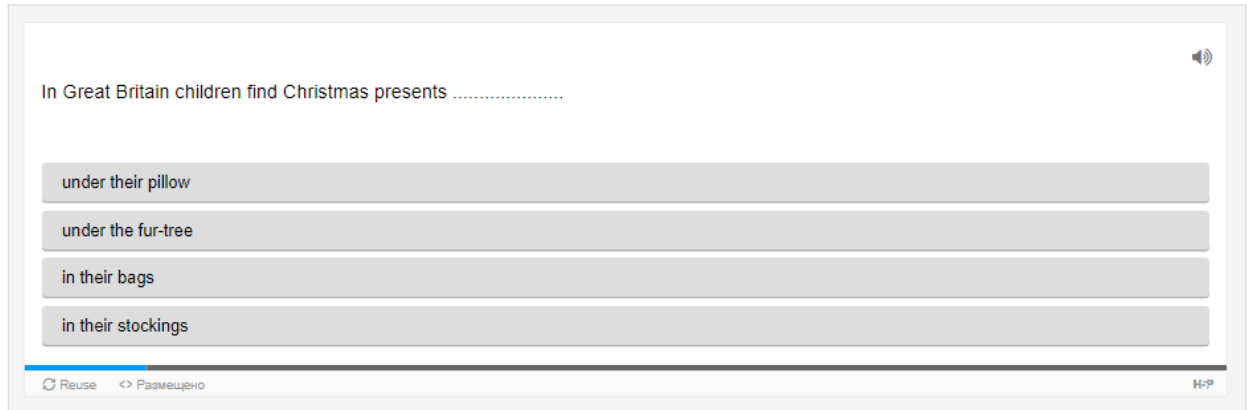
In this view, there are three selected areas of the peoples of the United Kingdom and the United States: the history of the country where the language is studied, the way of life of the people, the national traditions:

Task Two: In the UK, children find Christmas presents ... under pillows, under Christmas trees, bags, inside socks) The correct answer is determined by left-clicking on one of the options (see Figure 3.3):

Figure 3.3. Online test questions aimed at teaching the customs of the UK population
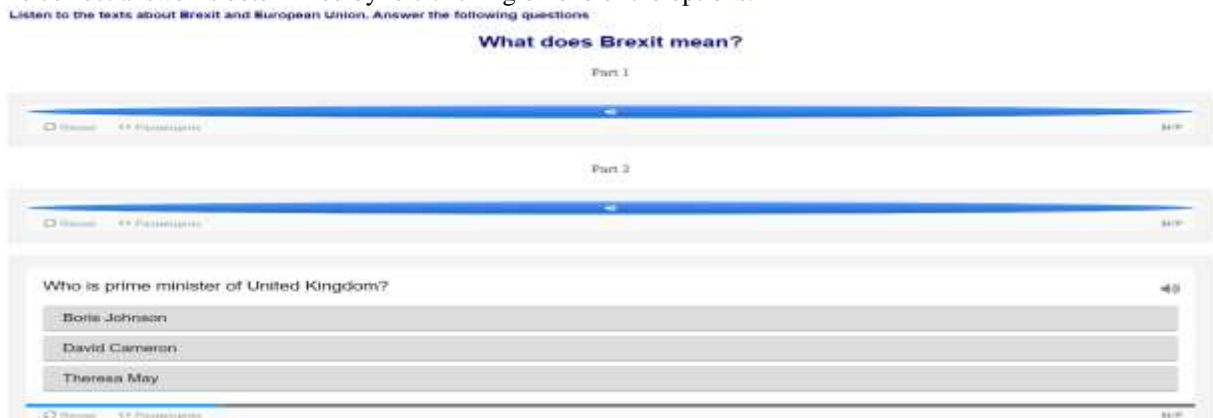
The third task. Concerning the daily life of the U.S. population: Which of the following is taboo in America? (Talking about work, arguing, spitting) The correct answer is determined by left-clicking on one of the options (Figure 2).

CUSTOMS AND TRADITIONS

In Great Britain children find Christmas presents ....

under their pillow

under the fur-tree

in their bags

in their stockings

Figure 2 Online test questions aimed at teaching the daily lifestyle of the U.S. population

Listen to the texts about Brexit and European Union. Answer the following questions.
Listen to a text about the UK and Brexit. Answer the following questions.
The correct answer is determined by left-clicking on one of the options.

Listen to the texts about Brexit and European Union. Answer the following questions

What does Brexit mean?

Part 1

Part 2

Who is prime minister of United Kingdom?

Boris Johnson

David Cameron

Theresa May

Figure 3. Assignments based on news on political fronts are a type of online assignment

A new feature of the Power Point program is a new task in the form of an interactive presentation aimed at describing the working and holiday days of the British population. The interactivity of this presentation is explained by the fact that during the presentation students are given a variety of tasks that reinforce the content of the slides. The following pages of the presentation slides provide reinforcing exercises and assignments. When the correct answers are entered in the cells, a view is created and evaluated on slide 3 (see Figure 4):
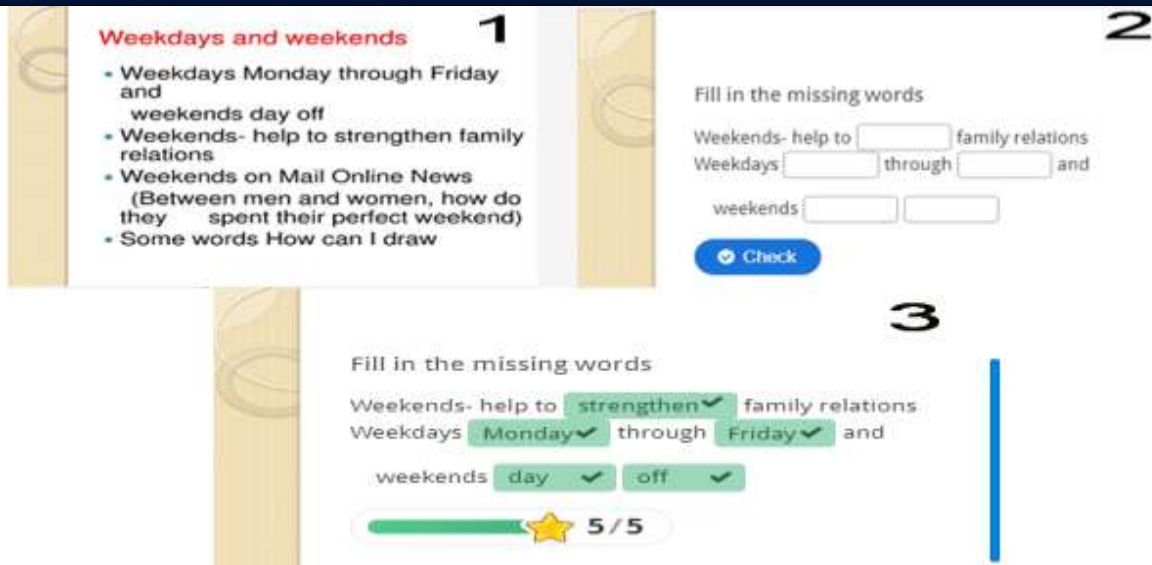
Figure 4. An online assignment in the form of an interactive presentation

The type of assignment designed to develop students' socio-cultural competence by teaching the way of life of the people is given as follows. An authentic video clip is used for students to feel the situation directly and deeply. It describes a Chinese girl and a British man who decided to get married and invited the girl to their house to meet family members. It depicts the process of a conversation between a guest boy and the Chinese girl's family members over dinner. See the picture. Figure 1 shows the initial view of the authentic interactive video. Figure 2 is the initial episode of the video. The guest reflected on the introduction of the young man and the Chinese girl into the house and the introduction of the girl's parents. Figure 3 presents questions aimed at reinforcing the content of the episode (see Figure 5):

Q: Who are the heroes of the film?
Answer options:
1. Chinese family and American guest
2. English family and Chinese guest

Figure 5. An online assignment aimed at teaching the lifestyle of the country where the language is being studied through authentic video material

In the development of socio-cultural competencies of students in this area, special attention was paid to the development of a system of effective exercises and assignments and new methods created in the framework of our research.

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 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.[13]

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 exercises[14].

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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