

PRACTICAL METHODS OF FORMING SOCIO-CULTURAL COMPETENCE

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Abstract: *This article explores practical methods for developing socio-cultural competence in language education. It emphasizes the importance of integrating cultural knowledge with language skills to enhance learners' communicative effectiveness. The study examines various teaching techniques, including role-play, project-based learning, authentic materials, and intercultural communication activities. It also analyzes the role of teachers in facilitating cultural understanding. The findings indicate that the use of practical, interactive methods significantly contributes to the development of learners' socio-cultural competence.*

Keywords: *socio-cultural competence, language education, intercultural communication, teaching methods, cultural awareness, communicative competence.*

Introduction. In the era of globalization, language learning is no longer limited to the acquisition of grammatical knowledge and vocabulary. It increasingly involves the development of socio-cultural competence, which enables learners to communicate effectively and appropriately in diverse cultural contexts. Socio-cultural competence refers to the ability to understand, interpret, and apply cultural norms, values, and behaviors in communication.

The importance of socio-cultural competence has grown significantly due to increased intercultural interactions in education, business, and everyday life. Language learners must not only understand linguistic structures but also be aware of cultural differences that influence communication. Without such awareness, misunderstandings and communication barriers may arise. [1;66]

Traditional language teaching methods often neglect the cultural dimension of language learning. However, modern pedagogical approaches emphasize the integration of culture into language instruction. This shift has led to the development of various practical methods aimed at enhancing learners' socio-cultural competence. The aim of this study is to analyze practical teaching methods that effectively contribute to the formation of socio-cultural competence in language education.

Literature review and methods. The concept of socio-cultural competence has been widely discussed in language education research. Fantini, A. E. argues that effective

communication requires not only linguistic knowledge but also cultural understanding. Researcher indicates that socio-cultural competence includes knowledge of social norms, cultural values, and communicative conventions. It also involves the ability to interpret and respond appropriately in different cultural situations. [2;77]

Hall, E. T. supports the integration of culture in language teaching. The communicative approach emphasizes real-life communication, while intercultural approaches focus on developing awareness of cultural differences. Studies also highlight the role of authentic materials in exposing learners to real cultural contexts. Additionally, interactive methods such as role-play and simulations are considered effective in developing practical communication skills. [3;91]

This study employs a qualitative and practice-oriented approach to analyze methods for developing socio-cultural competence.

The following key methods are examined:

1. Role-Play and Simulation

Learners participate in simulated real-life situations, such as conversations in different cultural contexts. This method helps develop appropriate communicative behavior.

2. Project-Based Learning

Students work on projects related to cultural topics, such as traditions, customs, and social norms. This promotes deeper understanding and independent learning.

3. Use of Authentic Materials

Authentic texts, videos, and audio materials are used to expose learners to real cultural content.

4. Intercultural Communication Activities

Activities such as discussions, debates, and cultural comparisons are used to develop awareness of cultural differences. [4;82]

Discussion and results. The results confirm that socio-cultural competence can be effectively developed through practical and interactive methods. Role-play and simulations provide opportunities for experiential learning, which is essential for understanding cultural behavior. Authentic materials help bridge the gap between classroom learning and real-life communication. [5;48]

However, the effectiveness of these methods depends on proper implementation and teacher guidance. Challenges include limited access to resources and differences in learners' cultural backgrounds.

The findings show that practical methods significantly improve socio-cultural competence. Students who participated in role-play activities demonstrated better understanding of cultural

norms and improved communication skills. Project-based learning enhanced learners' ability to analyze and interpret cultural information.

The use of authentic materials increased students' exposure to real-life language and cultural contexts. Additionally, collaborative activities improved learners' ability to interact with others and respect cultural differences. [6;58]

Conclusion. In conclusion, socio-cultural competence is a crucial component of language education. It enables learners to communicate effectively in multicultural environments. The study demonstrates that practical methods such as role-play, project-based learning, and authentic materials are highly effective in developing this competence.

It is recommended that educators integrate cultural elements into language teaching and use interactive methods to enhance learning outcomes. Future research should explore new strategies for developing socio-cultural competence in diverse educational settings.

The list of used literature:

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