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ИЖТИМОИЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

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ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2023

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Аброр – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликов Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаххаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Рахман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич –филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуротовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси

Президенти ҳузуридаги Давлат бошқаруви академияси;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа октори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шохида Зайниевна – педагогика фанлари доктори, доцент.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Васила Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбаҳор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атақулович –сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич –сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхати (Рўйхатга) киритилган.

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Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: scienceproblems.uz@gmail.com
Телеграм канал: https://t.me/scienceproblems_uz

МУНДАРИЖА

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DEVELOPING STUDENTS SOCIO-CULTURAL COMPETENCE BY USING SOCIO CULTURAL DISCOURSE ANALYSIS METHOD

Abstract. The process of interpersonal communication is important in the process of growing young people in the educational process to create the necessary conditions for the implementation of their capabilities as a professional, mature specialist. This article draws conclusions of the importance of the English reading of artistic literature in the development of socio - cultural competence of students of higher education institution.
Keywords: socio-cultural competence, method, socio-cultural discourse analysis, tool, element.

Каттаева Феруза Шакировна
ТерГУ, докторант

РАЗВИТИЕ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ С ИСПОЛЬЗОВАНИЕМ МЕТОДА СОЦИОКУЛЬТУРНОГО ДИСКУРСА АНАЛИЗА

Аннотация. Процесс межличностного общения имеет важное значение в процессе взросления молодежи, в образовательном процессе для создания необходимых условий для реализации ее возможностей как профессионального, зрелого специалиста. В данной статье освещаются выводы о значении чтения художественной литературы на английском языке в развитии социокультурной компетентности студентов высших учебных заведений.
Ключевые слова: социокультурная компетентность, метод, анализ социокультурного дискурса, инструмент, элемент.

Kattayeva Feruza Shakirovna
TerDU, tayanch doktoranti

TALABLARNING IJTIMOIY-MADANIY KOMPETENSIYASINI RIVOJLANTIRISHDA IJTIMOIY MADANIY DISKURS TAHLIL METODIDAN FOYDALANISH

Annotatsiya. Ta'lim-tarbiya jarayonida yoshlarning kasbiy, yetuk mutaxassis sifatida o‘z imkoniyatlarini ro‘yobga chiqarishi uchun zarur shart-sharoitlarni yaratishda shaxslararo muloqot jarayoni muhim ahamiyatga ega. Ushbu maqola oliy ta'lim muassasasi talabalarining ijtimoiy-madaniy kompetensiyasini rivojlantirishda badiiy adabiyotlarning ingliz tilida o'qishning ahamiyati borasidagi xulosalarni yoritadi.
Kalit so‘zlar: ijtimoiy-madaniy kompetensiya, metod, sotsial-madaniy nutq tahlili, vosita, element.

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Introduction. The concept of "socio – cultural discourse analysis" in the development of socio – cultural competence of students through the reading of English fiction on the basis of teaching a foreign language is interpreted as a 'process of exchange 'during the analysis of the general and specific (social and cultural) components, properties between text and meaning in the process of reading fiction. In it, mainly the activity of the text as a form of social thinking, as opposed to its linguistic function, is analyzed and illuminated. To study the role and significance of discursive analysis in the development of socio – cultural competence of students through the reading of English fiction, it is necessary, first of all, to clarify the fundamental essence of this concept. The term discourse in Latin means 'discourse'–conversation, while the term analysis means discussion. Discourse analysis covers various branches of science of linguistics, such as linguistics, sociolinguistics, philosophy, psycholinguistics and cognitive psychology, literary studies, ethnography, sociology. The term first began to be used in linguistics in 1952 in a paper by linguist Zellig Harris entitled "discourse analysis". There are five main types of analysis of discourse analysis, which are structural analysis, cognitive analysis, socio - cultural analysis, critical analysis, and synthetic analysis [1, p 71].

Socio-cultural discourse analysis analyzes the social function, cultural factors of speech at an international level. English pedagogue professor N. Mercer describes the sociocultural discourse analysis approach as "an approach that explains how much people benefit from conversations [2, p].

From the point of the linguistic view Z. Harris's, " discourse analysis is a way of analyzing speech's meaningful properties beyond the limits of sentence law rules [3, p 262]. That is, to improve the socio-cultural discourse analysis skills of students it means not only to analyze the rules of the language law in the text, the form and meaning of the expression of words and sentences, but also to analyze all kinds of social cultural factors related to speech. In this case, a discursive (communicator, interlocutor) person as a subject of knowledge in the analyzed work is considered not only a person who transmits information through thoughts, but also a person who conducts virtual activities in the created social situations. The method also teaches a way to create an alternative type of communication in learners by analyzing the dialectical relationship between speech (textual language) and context and the social characteristics of the language (gender, nationality, religion, classes, ethnics, age, social status).

In our research work, we found to choose socio cultural discourse analysis to enhance students' socio-cultural competence by reading English fictional literature. As we know socio cultural discourse analysis is the best way of analyzing text. Instead of telling about literature, our job becomes helping students discover what a piece of literature can mean. This method will truly help to understand the cultural massages of the writer.

English sociolinguist and founder of discourse analysis scholar James Gee argues that there are four analytical tools in textual analysis that name "reflexivity", and calls them social language, quoted meaning (situational meaning) cultural meaning (cultural models), and Discourse (with capital "D") [4, p 245]. The first type of quoted meaningful text analysis is the figurative patterns, images that, in the process of communication (home reading), will be drawn as a result of words that are embodied and assembled in our imagination on the basis of our acquired life experiences. English psychologist and cognitive scientist Laurence Breslau notes that this meaning is variable, which he calls units of communication that do not have a fixed meaning during negotiations in socio – communicative situations.

In contrast, scholars such as D'Andrade, Strauss, and Holland, Quinn, define cultural meaning (model) as “the result of informal theories created by people belonging to certain social and cultural groups, "mental stories" caused by views, or the expression in speech of a set of socio-cultural images that are mutually exclusive to each other [5].”

Based on these ideas, we, in organizing the content of teaching English to students of the 2nd and 3rd stages of foreign language and literature (English language) educational direction, mainly defined the following tasks:

1. Compliance of the educational areas of foreign language and literature with the established requirements of the curriculum, plan and educational materials;
2. Taking into account the implementation of socio-cultural components of communicative competence within the framework of the established goals and objectives in the content of teaching, in the process of learning English by students of the educational direction of foreign language and literature (English language) through the reading of fiction;
3. To analyze of teaching system of HEI by competency approach in the materials being applied.

Based on these ideas, we, in organizing the content of teaching English to students of the 2nd and 3rd stages of foreign language and literature (English language) educational direction (TerDU,Bukhdu, QarDU), mainly defined the following factors:

1. Compliance of the educational areas of foreign language and literature with the established requirements of the curriculum, plan and educational materials;
2. Taking into account the implementation of socio-cultural components of communicative competence within the framework of the established goals and objectives in the content of teaching, in the process of learning English by students of the educational direction of foreign language and literature (English language) through the reading of fiction;
3. Existence of competency approach in the materials being applied;elt.ccsenet.org English Language Teaching Vol. 13, No. 7; 2020 well-planned courses in order that the more open rooms are provided with in nonthreatening atmospheres. By so doing, students will posit themselves as active agents of (re)constructing and (re)making new things and meanings of any text being engaged. Furthermore, grounded in Bakhtin’s (1981) dialogic perspectives, RRT potentially enables learners to develop expressive utterances as reader responses to texts (see Middendorf, 1992).

That premise implies that learners can self-direct learning how to create new meanings through constructing new texts. Consequently, reader response production demandslearners to actualize their own intellectual and personal capacities.

Under the response-based pedagogy the integration of reading and writing can be meaningfully developed in literature project that possibly entails readers’ engaging with texts and connecting their life experiences and world views.

Methodology. The research is pedagogical (methodological) survey. In solving the tasks set, traditional pedagogy research methods:

- theoretical: theoretical analysis of international and domestic normative and information-recommendatory documents on additional education; comparative analysis of scientific sources and literature on the topic of dissertation research; pedagogical modeling, a method of generalizing best practices on a research problem;

- empirical: pedagogical observation, collection of information through questioning, study of special literature, pedagogical experiment;
- practical: planning and organization, analysis and generalization of the activities of teachers of additional education in the formation of the socio-cultural competence of students of HEI; creation and presentation of information;
- processing of experimental data: quantitative and qualitative analysis of research results.

Data collection tools. For the study, the following data collection tools were used:

1) List of the approved purposes content analysis of teaching English literature and history in HEI.

2) List of the content analysis of "Teaching English literature and history", "Home reading" syllabus in HEI.

3) List of the content analysis of the subjects "Teaching English literature and history" science program, state educational standards, calendar revision plans in HEI.

Tools validity and reliability

The analyzed list compiled by studying the theoretical foundations was checked by supervisor and experts. After reviewing, supervisor gave solutions. After concluding supervisor's opinion, conclusion was compiled.

Results and discussion. How much attention is paid to the affective teaching English literature in HEI? To get clear answers for the research question above, the lists of questionnaires were made ready after analysis of "Teaching English literature and history" syllabus, science program, state educational standards, calendar revision plans in HEI were examined and the findings are presented in the table below on my research I have prepared pre-questions about the knowledge of sociocultural competence of HEI students.

- What do you know about the cultural aspects of the language?
- What do you know about the rules of behavior, behavior and etiquette?
- What do you know about non-verbal means of communication?
- What do you know about how to adapt language in a social and scientific way?
- Do you know the characteristics of writing in a foreign language of electronic communications?
- What do you understand in the deeper understanding of intercultural communication?
- What is the respect and tolerance towards representatives of other nations?
- How could person adapt to different cultures and situations?
- What are the shortcomings of the higher education system in teaching English literature?
- Do the subject programs of the higher education system for teaching English literature meet the requirements based on the state educational standards?
- Is the selected literature in the syllabuses based on science programs satisfactory?

In this part target group were second and third course students of HEI. 395 students could answer to my questions and gave brief information with clear examples. But 180 of them were not understand the meaning of the word competence and the ways of people to get them in their life. The rest of them could only answered with words of "maybe". In this case I understood that they know about SCC. After hard working 3 years I got my post-questions

results. All of the results were satisfactory. On my research I have used 28 types of English fictional literature to ensure students SCC by using SCDA method.

Questions	Testing group		Control group	
	395 students - %			
1. Q1				
Yes	180	45%	185	47%
No	145	37%	166	42%
I don't know	70	18%	44	11%
2. Q2				
In tradition	47	12%	50	13%
On holidays	34	9%	41	10%
In everyday life	14	3%	16	4%
Tilda	89	22%	92	23%
In spiritual values	145	37%	153	39%
In mentality	48	12%	34	9%
In the worldview	18	4%	9	2%
3. Q3				
Yes	135	34%	210	53%
No	115	29%	76	19%
I don't know	145	37%	109	27%
4. Q 4				
Yes	155	39%	265	67%
No	144	36%	93	23%
I don't know	96	24%	37	9%
5. Q 5				
Yes	158	40%	270	68%
No	151	38%	76	19%
I don't know	86	22%	49	12%
6. Q 6				
Yes	145	37%	280	71%
No	148	37%	75	19%
I don't know	102	26%	40	10%
7. Q 7				
Yes	146	37%	275	70%
No	138	35%	56	14%
I don't know	111	28%	64	16%
8. Q 8				
Yes	144	36%	278	70%
No	135	34%	60	15%
I don't know	116	29%	57	14%
9. Q 9				
Yes	143	36%	281	71%
No	132	33%	57	14%
I don't know	120	30%	57	14%
10. Q 10				
Yes	155	39%	280	71%
No	138	35%	75	19%
I don't know	102	26%	40	10%
11. Q 11				

Yes	168	42%	284	72%
No	147	37%	78	20%
I don't know	80	20%	33	8%
12. Q 12				
Charlotte Bronte «Jane Eyre»	38	10%	13	3%
Margaret Mitchell «Gone With the Wind»	8	2%	12	3%
F. Scott Fitzgerald "The Great Gatsby»	6	1%	10	2%
James Joyce «Ulysses»	3	0,7%	12	3%
Mary Shelley «Frankenstein»	6	1%	10	2%
George Orwell «Animal Farm»	46	12%	18	4%
Ernest Hemingway «The Old Man and the Sea»	18	4%	25	6%
Jane Austen «Pride and Prejudice»	12	3%	15	4%
Jack London «Call of the wild»	7	2%	18	4%
Flannary O'Connor. "The complete stories"	13	3%	21	5%
Flannery O'Connor. "Revelation"	9	2%	12	3%
Charles Dickens "Oliver Twist"	21	5%	25	6%
M.Tvenning "The Adventures of Huckleberry Finn" (*Tom Sawyer's Comrade*)	17	4%	28	7%
J. Reed. "Ten Days That Shook the World"	11	3%	14	3%
T. Dreiser. "An American tragedy"	32	9%	45	11%
J. London. "Martin Eden"	20	5%	26	6%
T. Morrison. "The bluest eye"	5	1%	17	4%
P. John Dos. "U.S.A." trilogy	9	2%	16	4%
O.Henry "Short stories"	114	29%	33	8%

After getting my results I made my conclusion about learning steps of student to SCC by using SCDA:

1. For the formation of empathy, it is important not only to excite the student's imagination with socio-cultural realities, the exoticism of English-speaking countries. When developing a SCC, it is necessary to provide additional socio-cultural guidelines that, appealing to:

- the emotional sphere of communicants, would affect their personal and professional interests, causing them to think, evaluate and discussion of international cultural phenomena. Since, as noted above, the transfer of communication from the formal to the personal plane is associated with the coloring of stimuli, this goal is served by maximum approximation of the socio-cultural contexts of the situation to real life conditions.

2. The implementation of the socio-cultural approach to teaching a foreign language begins with the knowledge of local cultural realities, then slowly shifts towards national realities and ends with the recognition of value. Therefore, introducing students to the

unknown world of new meanings, beliefs and priorities, the teacher must introduce into the system a discussion in the classroom of everyday life situations. At the same time, it is important to focus on current events taking place in the structures of society that are of professional interest to listeners.

3. A necessary link in solving the problems that make up the proposed repertoire of communication is the assistance from the teacher in the selection and ways of verbalizing the necessary intentions. However, before including a specific linguistic phenomenon in speech, it is necessary to encourage students to repeat it many times in different sociocultural contexts, gradually removing educational restrictions on the conditions of communication. To create a context for communication close to the conditions of natural communication, both the statuses of the communicating parties and the degree of their socio-psychological distance influence, but most of all relaxed atmosphere of communication. Plunging into the emotionally favorable atmosphere of the lesson, the student acquires, along with the relevant speech skills and abilities, the experience of tactful and benevolent behavior, emotional culture.

Conclusions. The following conclusions, which was called the role of " the importance of English fiction in the development of socio-cultural competence of HEI students:

1. The theoretical foundations of communicative competence were studied through scientific sources. Students who possess communicative competence promote the formation of a cognizant personality or, in other words, a competent personality. The direction of the English language includes the requirements of students for the development of linguistic, sociolinguistic and pragmatic competencies, which, according to the CEFR program, graduate students are required to occupy, are part of the communicative competence.

2. Teaching the literature of the country, the language of which is being studied, serves as the basis for the development of socio-cultural competence. This has found evidence in our research papers of the need of students of foreign language and literature direction to profoundly master the subject of “education” and improve the skills of Independent Education.

3. The importance of fiction and authentic texts in it lies in imagining this world on the example of a socio-cultural image and promoting tolerance and an open attitude towards a culture other than oneself while having a deep understanding of one's culture. Now, one of the novel approaches to teaching a foreign language is not the communicative purpose of authentic texts in which, analyzing cultural components, it is educating students with cross-cultural tolerance, tolerance and socio-cultural competence. In our research work, we used fiction as a selective resource, reflecting the culture of England and America in the development of socio-cultural competence of students.

4. In order to promote culture and ensure the inheritance from generation to generation to generation, the development of culture is carried out through the correct interpretation of the text, taking into account the fact that the text was created in the process of communication. The text is a unit of communication, knowledge of the culture of the language under study in combination with knowledge of the laws and regulations of the language for the correct analysis of the text. It is difficult to correctly interpret the text without knowing the culture. The only key to the successful implementation of the goal of philologist students of a higher educational institution in the process of learning a foreign language through fiction created in the same language, aimed at the correct development of the ability to communicate among the above

cultures, is the implementation on the basis of a socio-cultural approach in the selection and organization of educational content.

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№ 8 (3)-2023

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