Reading Fictional Literature as a Tool of the Formation of Socio-Cultural Competence

Kattayeva Feruza Shakirovna

Doctoral student, Termez State University

Annotation: Speaking about the correlation of the concepts of "socio-cultural competence", "intercultural competence", "ethno -cultural competence", "cultural competence", it can be argued that socio-cultural competence is included in the general cultural competence of the individual and is a specific integrative quality of the individual, which is a synthesis of various socio-cultural competencies (first of all, the ability to communicate in specific social conditions, taking into account cultural and social norms of behavior) and including the readiness of the individual to implementation and participation in socio-cultural activities. This article is devoted increasing student's socio-cultural competence through reading fictional literature.

Keywords: socio-cultural competence, fiction, intercultural competence, problem-based learning technology, behavioral strategies.

Introduction.

Socio-cultural competence can also be considered as knowledge of social objects, trends and their changes, rules for regulating relations in socio-cultural reality through a value-normative system that has developed in certain communities. Firstly, it is necessary to distinguish between competence and skill in order to prevent simplification of the first concept. If a skill is an action in a specific situation, then competence is broader than a set of skills, because it implies the possibility of establishing links between knowledge and situations, it is the ability to find, discover knowledge or action. Secondly, the key components of competence are personal qualities that ensure responsible self-regulating behavior of an individual in society. To enrich student's socio-cultural competence reader response approach were used.

Literature review.

K. Dodge and G. Petit in their scientific work consider competence not as a characteristic of behavior or a sequence of actions, but as a person's perception of himself and his perception by another person. They argue that how a person behaves in a conversation depends on his personal motivation, on how much he knows about what behavior corresponds to a given situation, and on what skills he has in using the appropriate behavior.

Considering the competence approach in the framework of general education, A.V. Khutorskoy introduces the concept of educational competence. In accordance with the division of the content of education, three levels of competencies are built:

1) Key competencies - relate to the general (meta-subject) content of education.

2) General subject competencies - relate to a certain range of academic subjects and educational areas.

3) Subject competencies - private in relation to the two previous levels of competence, having a specific description and the possibility of formation within the framework of academic subjects.

In Germany, professional education often talks about social and personal competence. The first is the willingness and ability to form and live in social interaction: to change and adapt, to develop the ability for rational and responsible

Discussion. The second is the willingness and ability of the individual: to identify,

Comprehend and evaluate the chances of his development, requirements and limitations in the family, in the profession and in public life, to show their talents, to develop life plans. Academic competence is also distinguished, which is interpreted as possession of the methodology and terminology peculiar to a particular field of knowledge, as an understanding of the systemic relationships operating in it and awareness of their axiomatic limits.

Wolfman M. V. identifies the following types of competencies as part of professional competence:

➢ functional (professional knowledge and the ability to apply them)

➢ intellectual (the ability to comprehensively approach the performance

➢ of their duties, to think analytically)

➢ situational (ability to act in accordance with the situation)

➢ social (integration and communication skills, ability to maintain relationships in the professional community)

➢ individual (techniques for the development of personality and individuality within

The profession).

V. I. Sokolova, considering the professional competence of a teacher of additional education, identifies special (knowledge of methods and techniques), personal (ability to constant professional growth, self-realization), communicative (ability to establish relationships with the subject of the educational process) and reflexive (adequate understanding of their professional characteristics, the ability to regulate their professional activities) competencies.

Socio-cultural competence should be considered through three main components:

1. knowledge and skills that ensure effective socio-cultural activity of an individual, including the possession of joint activities, communication techniques, behavior skills in various situations;

2. a combination of certain mental and personal qualities that allow an individual to act independently and responsibly;

3. A high level of spiritual culture that allows you to live in a multicultural society, ensuring the acceptance of different cultures and the possibility of self-expression without denying other cultures.

Structural components of socio-cultural competence:

➢ Motivational value - formation of motivation for striving for achievements, attitudes to social interaction, characterized by values of public and personal order, attitudes to moral norms prevailing in this society.

➢ Operationally meaningful - the scope and nature of knowledge, skills and abilities that allows you to conduct a critical analysis of your own and others' actions, predict their consequences, and carry out communication.

➢ Emotional volitional - the ability to choose a decision, to self-control and self-regulation, willingness to take responsibility, determination of actions.

Sociocultural competence, is an integral personal education that combines a value understanding of sociocultural reality, categorical concrete social knowledge acting as a guide to action, subjective ability to self-determination and norm-making, personal ability to implement social technologies in the main areas of human activity. The cognitive part of socio-cultural competence is a prerequisite for effectively and purposefully in the course of analytical and synthetic activity to operate with the information received, process it, build behavioral strategies on this basis, find ways to overcome difficulties. This component is integrating the intellectual abilities of the individual, versatile knowledge, productive readiness for action and control mechanisms.[1, p 93]

The affective component of a person's socio-cultural competence manifests itself in the form of direct experience, is associated with satisfaction / dissatisfaction with the urgent needs of the individual, his attitude to the phenomena of reality, the presence or absence of the necessary skills in managing his feelings, emotions, states. Consequently, from a pedagogical point of view, the most important condition for the development of competence is the formation of the ability to overcome internal and external obstacles in building their relationships with other people, groups, and the socio-cultural environment. The behavioral component of sociocultural competence requires special attention. It is not by chance that it is given a significant place in the research of domestic and foreign authors. At the same time, it should be emphasized that there is no uniformity of approaches on this issue. In some cases, this component is characterized as the subjective potential of a person's actions, capable of ensuring the safety of his existence among his own kind. In others, it is a person's ability to take adequate actions in everyday life situations, and thirdly, it is competent interaction, prosocial relationships with other individuals or groups. However, in all cases, without exception, it means the ability to act, the ability to critically assess the phenomena of the socio-cultural sphere, to differentiate them in objective, social and value senses, to form one's own judgment, on the basis of which certain actions are performed in a life, professional or socio-political situation.

Thus, if the cognitive component of a person's socio-cultural competence provides for the conscious assimilation of samples of socio-cultural behavior, affective, their appropriation through direct experiences and reflection, then behavioral is the experience of disposing of them in a simulated, and then in a real situation of everyday life. Therefore, a high level of personal socio-cultural competence is provided precisely by the combination of these elements, their interdependent development. Currently, in parallel with the term "socio-cultural competence", the terms "social competence" and "socio-cultural competence" are being studied.

Based on the results of the analysis of the literature on the essence, content and structure of the concept of "socio-cultural competence", we have revealed that, according to most authors, the foundation of socio-cultural competence, determining the effectiveness of the process of social formation, are value relations that influence the formation of personal composition. Developing this idea, V.S. Maslennikova comes to the conclusion that the formation of social and socio-cultural competence should be aimed at the formation of individual personal qualities through the composition of the emerging socio-value relations of the individual. A sociocultural, competent person is able to put his interests on an equal footing with the interests of others, understand the values of others, see people as partners, not enemies, potential allies, associates and comrades.[2, pp 103-109]

A literature lesson is a human–forming process. This a part of taking socio-cultural information. Therefore, first of all, this is a communication lesson, a dialogue lesson, a joint activity of a teacher and a student on the basis of spiritual equality, aimed at forming a child's idea of himself and the people around him. When conducting such lessons, the teacher has a special responsibility: he must be an example of a culture of dialogue, discussion, an intellectual and communicative leader. Each artistic work of the program poses many moral problems. The main way of introducing the student to the work is the trinity of "detail – question – problem". The formation of educational, cognitive and personal competencies occurs through the use of elements of problem-based learning technology, the use of a heuristic method, the development and use of competence-oriented tasks. The basis for the formation of students' persistent interest in reading, the education of a competent reader, we consider the modern reading of the classics, which retains its relevance for the formation of value-semantic and general cultural competencies of the individual.

The answer to the posed question-problem, which acts as an educational task, is organized by the method of individual and collective search, which ensures the formation of communicative and educational and cognitive competencies. Educational tasks are formulated taking into account the level of preparedness, independence of students, educational and cognitive competencies are formed through multi-level tasks. The use of the method of creative reading, methods of research, project methods also contributes to the creation of conditions for the formation of the above-mentioned competencies. The formation of value-semantic and general cultural competencies is carried out, among other things, through the use of interdisciplinary connections. In order to form such aspects of information competence as information search planning, extraction of primary and secondary information, processing of the received information, as well as to activate and intensify the activities of students, elements of learning technology based on reference notes are used.[3, p 101]

Some scientists propose the following model of social competence by highlighting two aspects:

1. Linguistic, which includes: a) Foreign language training (learning a foreign language and culture of the target language through language). b) Sociolinguistic (the use of language in different social situations).

2. Informational which includes: a) Information about culture:

➢ Cultural achievements (music, literature, folklore, artifacts).

➢ Etiquette (accepted norms of behavior at home and in society, firstly, politeness strategies).

➢ Clothes; - Traditions of national cuisine.

➢ Language of non-verbal communication (gestures, facial expressions, etc.).

➢ Sounds issued when expressing surprise, indignation, joy.

➢ Values and customs, (committed daily deeds and actions that characterize life of a country).

➢ System of education, social institutions.

b) Regional geography (information about geographical position of the country, climate, political and economic systems.).

Currently, there are the following methods of formation of sociocultural competence:

1) Comparative method includes various kinds of discussion. Traditions and customs are discussed at classes, which differ greatly from native culture.

2) Method of "critical incidents" aimed at identifying differences in verbal and nonverbal communication. Under this method the trainee is offered a description of the incident in communion, in which the interaction of different cultures is difficult because of cultural differences and lack of understanding of the situation by one of the partners.

3) The method of "culture capsules". It emphasizes one of the differences in culture, for example, the difference between the customers in British and Uzbekistan.

4) Role-playing game. The teacher gives the task to group to hold a party, which will be attended by representatives of another culture. Students must meet the guests, according to etiquette. They should not forget about the use of jokes, anecdotes, as very often unsuccessful communication caused by a lack of understanding of humor. The teacher and the rest of the trainees shall not only observe but also evaluate critically verbal and nonverbal communication of trainees. The increasing intensity of contacts between peoples and countries determines the change in sociocultural priorities of language education. The task of learning a foreign language is not only as a means of communication, but also as the formation of "cultural and linguistic identity" that determines the appearance of new concepts in the field of teaching foreign languages, namely the concepts of intercultural communication and intercultural learning. [4, p 208]

Sociocultural competence includes three blocks of knowledge:

➢ Linguistic regional geography knowledge

➢ the knowledge of lexical units with the national cultural semantics and ability to apply them in situations of intercultural communication;

➢ Socio-psychological knowledge possession of sociocultural conditioned scenarios, national specific behaviors using communication technology adopted in a given culture;

➢ Cultural knowledge

➢ Knowledge of sociocultural, historical, cultural, ethnic and cultural backgrounds and the ability to use them to reach an understanding with representatives of this culture.

According to the theory of sociocultural training mastering foreign language means deep entering into the individual and collective mentality and culture of another nation and assumes familiarity with views, estimates and experience of cultural community, since every national language is cultural identity image of the world, consisting of elements and phenomena, inherent and essential for people. That is why optimally organized process of foreign language teaching can prepare a person to tolerant perception of other cultures, to empathy and the "blurring" of inappropriate stereotypes. Overall that means to prepare the person ready to adequate intercultural communication. [7, p 578]

The concept of sociocultural competence considers:

1) features of social communication, national and cultural norms of sociocultural behavior and knowledge of speech etiquette and ritual of communication;

2) features of national heritage: art and cultural values;

3) Features of national character of people. Formation of social competence can be achieved not only by means of foreign languages, original literature, media, Internet; movies can also be a significant addition. Solution of sociocultural challenges requires new ways, means and methods of training the choice of which depends on the defined objectives and subject content

training. The new concept of sociocultural education requires development of new generation of textbooks, taking into account the cultural identity of everyday and professional communication of own country and countries of the target language. The most important condition for the development of sociocultural competence is to provide students relevant didactic material on the cross-cultural basis. [5, p 39]

Social intelligence and socio-cultural competence are united by the fact that they:

➢ Provide an opportunity to adapt adequately to the conditions of social change.

➢ Ensure the correct assessment of the situation, the adoption and execution of error-free decisions.

➢ Have quantitative characteristics, levels that can be measured.

The difference consists in functions, mechanisms, content characteristics and ways of improvement; the latter is expressed in the fact that the improvement of socio-cultural competence goes through learning, expansion of knowledge and experience. Social intelligence develops due to the formation of socially desirable personal and communicative properties, improvement of mechanisms of mental regulation, self-control and self-regulation.

From all of the above, the following conclusion can be drawn: the fewer evaluative stereotypes a person has in his mind, the higher and more harmonious his social intelligence, the more accurate and differentiated the perception and understanding, the more adequate the perception of himself and other people. At the

same time, the more social stereotypes (for the development and application of which socio-cultural competence is responsible) a person uses and stores in his mind, the easier it is for him to fit into diverse and typical social situations.

Based on the results of the analysis of the literature on the essence, content and structure of the concept of "socio-cultural competence", we have revealed that, according to most authors, the foundation of socio-cultural competence, determining the effectiveness of the process of social formation, are value relations that influence the formation of personal composition. Developing this idea, V.S. Maslennikova comes to the conclusion that the formation of social and socio-cultural competence should be aimed at the formation of individual personal qualities through the composition of the emerging socio-value relations of the individual. [6, p 432]

The skill of a teacher of higher education is directly related not only to professional knowledge, skills and abilities, but also to the individual characteristics of his personality, reflecting the emotional sphere: empathic and reflexive abilities; developed social intelligence associated with the cognition of behavioral information, and also, the skills of constructive interaction with different people - representatives of different cultures, and the ability to respond adequately in conflict situations. All the listed personality features of a teacher of additional education are characteristics of a developed socio-cultural competence.

In the basic requirements for the personality of a teacher of higher education, the following characteristics can be distinguished:

1) A teacher of higher education should have high (general) mental abilities, be insightful, reasonable, free-thinking, thoughtful analyst, experimenter.

2) The teacher is emotionally stable, sustained, calm, really weighs the situation, resistant to stress.

3) The teacher of higher education has a broad socio-political outlook, creative thinking, the ability to predict, understands himself correctly, adequately assesses his relationships with the outside world, is able to prevent the increase of tension in the community.

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