

Features of Improvement of Social and Cultural Competences of Students

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Article Information

Received: May 10, 2023

Accepted: June 11, 2023

Published: July 12, 2023

Keywords: socio- cultural, intercultural, tourism, communication, socio-linguistic competence, self-development self-development

ABSTRACT

This article analyzes the pedagogical possibilities of improving the intercultural professional qualities of students in the field of tourism based on the formation of knowledge about country studies.

Socio-cultural competences are part of intercultural communicative competences. It is necessary to dwell in detail on the components of socio-cultural competence. First of all, we will focus on the content of socio-linguistic organizers of socio-cultural competences. Scientists describe this organization as making the right choice of linguistic forms and methods of linguistic expression in accordance with the goals and conditions of the communication process (communication situations, aspirations and social roles of communication partners, etc.)

According to scientists, the specificity of socio-linguistic competences is as follows: socio-linguistic competence, reflecting certain information, acquires its own characteristics and G. V. Vorobev, V. V. Safonova, V. P. Sysoev and a number of others According to scientists, it serves as a component of socio-cultural competences.

Research scholars also suggest that there are common core competencies for sociocultural and sociolinguistic competencies, which may include:

cultural and historical heritage;

Its culture, which covers the axiological system of modern society, has a significant impact on the following,

appropriateness of communicants to certain social, political, religious and other communities and their relationship to them,

social rules and norms of interaction in intercultural communication.

the selection of communicative tools and the effectiveness of using linguistic units according to the communication situation.

Foreign researchers associate the concept of "socio-linguistic competence" with the choice of

language forms according to the situation and content of communication.

According to the researchers, is "a set of specific knowledge, subject, skills and competences socio-linguistic competence that allow the implementation of intercultural communication according to its content, the traditional rules of applying linguistic units and non-verbal components of communication accepted in this society, according to a certain situation (field of activity, conditions (place), topic, communicative goals and intentions of communicators represent their communicative, social and psychological roles)". According to other scholars, sociolinguistic competence is defined as "the knowledge and skills necessary to use language in a social context."

Socio-linguistic competence is reflected in polite standards of social relations, expressions of folk wisdom. So, socio-linguistic competence is directed to the social norms of intercultural communication, affects the effectiveness of communication between different cultures and social representatives.

In her research work, C. Ziyaeva understands sociolinguistic competence as the ability to choose language tools in accordance with the conditions of the communicative act, i.e. "the set of social rules that this linguistic community follows", it should be interpreted as an autonomous (independent) competence of communicative competence without including it in sociocultural competence. is appropriate. Sociolinguistic competence has a point of contact with sociocultural competence, because it "causes the formation of one's speech culture, helps the subject to choose tools, taking into account the characteristics of national speech, not only the specific aspects of speech etiquette, but also non-verbal tools accordingly".

Also, S. Ziyaeva proposes to separate the sociolinguistic component, which is called sociolinguistic competence, in the communicative competence of students of the social orientation of teaching. He notes that the sociolinguistic component is studied in two directions in the scientific-methodical literature:

- 1) sociolinguistic competence, together with linguistic and pragmatic competences, is a separate independent component of communicative competence. Sociolinguistic competence, as an independent component of communicative competence, is understood as the use of knowledge, skills and skills of language forms and the use of them in communication situations, communicative tasks, topics, places of communication, social roles of speakers;
- 2) sociolinguistic competence as a component of sociocultural competence is an integral part of communicative competence. In this interpretation, sociolinguistic competence is described as linguistic characteristics of representatives of social strata of different generations, gender, social group and dialect.

The purpose of forming sociolinguistic and socio-cultural competences is as follows. The purpose of forming sociolinguistic competence is to study and master the dependence of the use of one or another language tools on the social situation. Socio-cultural competence envisages the formation of knowledge, skills and abilities of speakers on the correct use of national-cultural features in social and speech situations. So, as the main factor showing the similarity of the concepts of "socio-linguistic competence" and "socio-cultural competence", it is possible to show the existence of certain language-related material - *linguo-cultures* in each of them.

The term *Lingvokulturema* was introduced to science by V.V. Vorobev. *Lingvokulturema* is an interlevel complex unit, which in its content represents a dialectic unity of linguistic and non-linguistic (conceptual or objective) meaning. V. V. Vorobev explains *lingvokulturema* as a set of forms of language signs, their content and cultural meaning. *Lingvokulturema* can also manifest different aspects of its essence in connection with the speech situation and objective reality. The concepts of "non-equivalent word" and "lacuna" are important for both disciplines. If a word in one language has no alternative word in the second language, that word is considered an equivalent word and is said to have a lacuna in the second language. Non-equivalent words usually refer to the culture of the nation (*ethnos*) that speaks that language. Such linguistic units are usually units of

linguocultural studies, which are called "lingucultures". The content of these competencies includes information about the country where the language is being studied, its geographical location, natural conditions, architectural monuments, state structure, traditions, customs, national characteristics of culture, and speech and non-speech characteristics of the speakers of this language.

In the research work, the professional qualities of the students were improved based on the formation of knowledge about country studies, influencing the thoughts and feelings of the interlocutor in a foreign language through the interpretation of universal values during communication.

First of all, it is necessary to describe the professional qualities that are formed and developed in students. According to M.V. Edrenkina, professional training is the process and result of acquiring scientific knowledge, skills, qualifications and necessary personal and professional qualities.

Important professional qualities include responsibility, reliability, accessibility, ability to cooperate, ability to make independent decisions.

K. Markova considers professional development as the emergence of new professional qualities in the human psyche, assimilation of new important professional qualities or changing the predetermined ratio of important professional qualities. The result of the process of professional self-development is the change of knowledge, abilities, directions, personal and professional qualities.

The essence of socio-cultural competences is a reason-value attitude towards universal and national culture, and the task of these competences is to know how to successfully communicate with other peoples and cultures using specific language tools. The concept of socio-linguistic competence is the possession of a set of language tools and the main aspects of the content of their communication, according to the generally accepted rules of language use in accordance with the traditions of a particular society, as well as the specific situation of communication, that is, communicative goals, aspirations, the main characteristics of communicators (their position and situational roles). , refers to the ability to choose elements such as subject and conditions (place).

The formation of socio-cultural competence in tourism students on the basis of a systematic approach to socio-cultural and professional training has shown its effectiveness in the formation of a linguistically interesting person. In the process of improving the socio-cultural competences of tourism students, comparing the cultural facts of their native country and the country of the studied language becomes effective.

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