

USING AUTHENTIC SONG IN DEVELOPING THE SOCIOCULTURAL COMPETENCE OF TECHNICAL UNIVERSITY STUDENTS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

Zukhra Allaberdievna Zulfiqorova

The senior teacher of the foreign languages department, Karshi University of Economics and Pedagogy, Uzbekistan

Abstract: *In this article, authentic song is analyzed as one of the most interesting types of work in foreign language lessons at a non-linguistic (technical) university. An important task in the process of working with an authentic song is to stimulate students' interest in the subject "foreign language". Traditional methods of teaching a foreign language, in particular the grammar-translation method, are aimed at developing lexical, grammatical skills, as well as speaking and reading skills based on authentic specialized texts and often contribute to reducing students' interest in learning a foreign language.*

Key words: *foreign language teaching, sociocultural competence, authentic song, specific interests of girls and boys, communicative exercises.*

Introduction:

Today it is generally accepted that mastering a foreign language as a means of communication is impossible without knowledge of the sociocultural characteristics of the country of the language being studied. Communicative and linguistic-cultural approaches to teaching a foreign language are interdependent and inextricably linked. The linguistic and cultural aspect of teaching foreign languages contributes to the development of basic skills that ensure speech activity [10,27]. Communicative competence is a body of knowledge about the system of a language and its units, their structure and functioning in speech, about ways of formulating thoughts in the language being studied and understanding the judgments of others, about the national cultural characteristics of native speakers of the language being studied. This is the ability of a language learner to communicate through various types of speech activity in accordance with the communicative tasks being solved, to understand, interpret and generate coherent statements [1, 79].

Main part:

According to modern research in the field of pedagogy, as well as methods of teaching foreign languages, the situation regarding teaching foreign languages in non-linguistic (in particular technical) universities is quite contradictory. On the one hand, students of these universities show interest in a foreign language. This is, first of all, due to the social order of society, which needs specialists who are fluent in a foreign language. On the other hand, in a number of cases, in the process of teaching a foreign language at a non-linguistic (technical) university, there is a decrease in interest in this

discipline. There are a number of factors that explain this phenomenon. One of them is training using the grammar-translation method, focused exclusively on the formation of lexical and grammatical skills, as well as on reading and translating career-oriented monologue texts [3].

The goal of teaching foreign languages is not the accumulation of a certain number of grammatical rules and vocabulary, but the formation of communicative competence sufficient for communication both at the everyday level and in the field of professional interests. The problem of teaching a foreign language at a technical university was dealt with by E.K. Yussef. The author notes that in non-linguistic universities a foreign language is perceived as an ordinary academic subject, and not as one of the conditions for personal development; accordingly, there is no single formulated goal of teaching a foreign language and various programs depending on the level of functional literacy (proficiency in all types of speech activity, level formation of linguistic and communicative competence) and personal interests of the student. In other words, the author points out the contradiction between the professional goal of a student's education (technical orientation) and the humanitarian goals of developing a linguistic personality, between the specifics of linguistic education and didactic models of higher technical education, between the attitude towards the student as an object of upbringing and education and the student's attitude towards himself as to the subject of life. The author sees a way out of this contradictory situation in the implementation of a student-oriented approach when teaching students of a technical university a foreign language [14, 19].

L.V.Garibova believes that a very important aspect of developing a positive attitude towards the subject "Foreign Language" in a non-linguistic university is the cultural approach. The author notes a certain relationship between the categories "culture" and "activity", culture predetermines activity, a person's mastery of culture contributes to his mastery of methods of practical activity, thus, the mastery of a foreign language culture determines the practical activity of students in a foreign language, which ultimately contributes to the improvement and development of their interest in a foreign language. Along with this, the author notes that students of non-linguistic specialties should develop regional studies competence, depending on the topic and emotional interest of the students [3]. According to E.V. Kompantseva, sociocultural competence is an important component of communicative competence and includes the following components:

- Linguistic and cultural component (lexical units with national and cultural semantics and the ability to apply them in situations of intercultural communication);
- Sociolinguistic component (linguistic characteristics of social strata, representatives of different generations, genders, social groups);

– Socio-psychological component (mastery of socio- and culturally determined scenarios, nationally specific patterns of behavior using communication techniques adopted in a given culture);

– Cultural component (sociocultural, historical, cultural, ethnocultural background) [5,191]. To develop sociocultural competence among technical university students in the process of learning a foreign language, in addition to the student-oriented approach, it is necessary to take into account the specific interests of girls and boys. In the studies of O.A. Zhbikovskaya, N.A. Smirnova notes that the goal of introducing and implementing a gender approach, in particular in foreign language classes, is to abandon the archaic dichotomy of “weak dependent woman” - “strong decisive man” and move to a comprehensive analysis of socio-gender roles. The authors consider it necessary to use modern teaching technologies using interactive methods (trainings, business games, discussions, mini-studies) taking into account the gender characteristics of students [12,229].

In our opinion, one of the most important means that significantly increases the interest of students, in particular at a technical university, in learning a foreign language, as well as contributing to the effectiveness of teaching a foreign language in general, is an authentic song. E.A. Volosnikova formulated a number of methodological advantages of using songs in foreign language classes: - songs, as one of the types of verbal communication, are a means of more durable assimilation and expansion of vocabulary, as they include new words and expressions. In songs, already familiar vocabulary is encountered in a new contextual environment, which helps to activate it [11].

The songs have poetic words. This contributes to the development of students' sense of language and knowledge of its stylistic features; – grammatical structures are better absorbed and activated in songs.

In some countries, songs are published to teach the most common constructions (authentic song lyrics). They are written in a modern rhythm, accompanied by text with explanatory comments, as well as tasks (the purpose of which is to check understanding and discuss the content); – songs contribute to the aesthetic education of students, team unity, and a more complete disclosure of everyone's creative abilities.

Thanks to music, a favorable psychological climate is created in the classroom, psychological stress is reduced, language activity is activated, emotional tone is increased, and interest in learning a foreign language is maintained; songs stimulate monologue and dialogic statements, serve as the basis for the development of students' verbal and mental activity, and contribute to the development of both prepared and unprepared speech.

In order to develop sociocultural competence among girls and boys - students of a technical university - in one of the classes, a number of communicative exercises were proposed, aimed at working with a song. Sting's song "An Englishman in New York" was

used. By developing communicative exercises for this authentic song, we solved the important task of developing a positive attitude towards the culture of the countries of the language being studied and its representatives. Working with an authentic song was divided into several stages:

1. Students listened to the song twice, after which they filled in the missing words and expressions. This exercise was aimed at further improving listening skills.

2. Students formed teams, analyzed the song and found differences between the countries of the language they were learning - Great Britain and the USA. This communicative exercise was aimed at developing in girls and boys the skills of comparative analysis of the countries of the language being studied in order to familiarize them with a foreign language culture. Proper names, geographical names, realities of the country of the language being studied are often encountered,

3. What does the title of the song suggest?

4. What do these words have in common?

- modesty

- propriety

- sobriety

- gentleness

5. What do these phrases mean? Can you explain with daily life examples?

- Be yourself no matter what they say.

- "Manners make the man"

- "At night a candle's brighter than the sun"

- Takes more than combat gear to make a man.

6. Which of these two sayings do you agree more with and why?

- "Be yourself no matter what they say".

- "When in Rome, do as Romans do"

7. What are some of the challenges of being yourself in a foreign country?

Why is it good to be yourself sometimes?

8. According to the song, the singer is "An Englishman in New York". What would you be if you were the singer? For example, "A Japanese man in New York"?

9. If you were "A _____ in New York, what would be your greatest challenges?"

Conclusion:

An authentic song is offered to students of non-linguistic (technical) specialties as additional exciting material in foreign language classes. An authentic song reflects the specifics of the country of the language being studied, in particular, the peculiarities of everyday life, lifestyle, and the characters of the people. In this regard, students have the opportunity to become familiar with the culture of the country of the language they are studying, to feel like a part of it, which ultimately contributes to the development of their sociocultural competence. We also took into account the gender specific interests of

students so that girls and boys have equal chances to open up and perform well in foreign language lessons.

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