

DEVELOPMENT OF SOCIO-CULTURAL COMPETENCE OF STUDENTS BASED ON AUTHENTIC VIDEO

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New paradigms and perspectives in FLT are crucial and essential because of the process of globalization and integration in all spheres of life, new strategies in the social-economic development of Uzbekistan, growth of professional and scientific exchanges, international interaction and cooperation. According to the new paradigms, foreign languages education is the development of a person by means of foreign language at the parallel and interconnected learning of language and culture.

Analysis of domestic and foreign methodical literature revealed a great potential to attract authentic video as a means of training, and, in particular, the development of socio-cultural competence.

There is a diverse number of ways of working with video, but there is a contradiction between the large educational opportunities for the use of authentic video and insufficient use in methodical practice of ways of working with it.

Video is an obvious way to bring real world into the classroom. Authentic video, in a way, presents meaningful, real language in context thereby bridging the gap between the real world and the classroom. Because of the visual cues learners would find the language easy to follow and the contexts easy to identify with. The language input in the video has a context as well as visual aid which would facilitate learners' comprehension. Teachers are encouraged to integrate such materials in to their curricula to better prepare students for communication in a globalized world, moving beyond rote memorization and focusing on communicative competence in authentic contexts. This could involve incorporating diverse media such as films, podcasts, news articles, and literature from various cultures, as well as creating opportunities for interaction with individuals from different backgrounds. [1;685] Moreover, through subtitles teachers can help the weaker students. This would reinforce the language heard. The principle here is the language comprehended leads to language acquisition, brings the real world into the classroom. The reality presented in the course book need not be always the immediate reality of the students. This sometimes can lead the students to feel alienated from the course books. However, the variety in the authentic videos available online can plug in this to an extent, especially when teachers handpick videos that suit the learners' environment.

Using video materials in classroom environment can favor students' motivation to learn a foreign language as they present real language, provide students with an aesthetic look at the culture. Undoubtedly, video is very effective in teaching because it:

1. represents authentic environment;
2. gives examples of particular language functions in operation;
3. presents authentic language interaction;
4. shows the nonverbal components of the language:
 - eye movements and facial expression;
 - body language (besides eyes and face, there are multifarious body postures, certain gestures of the neck, hands, limbs);
 - Space language (In general, the distance while talking, many times depends on personal relationship. The distance of space indicates interpersonal relation and closeness of rapport. The distance may be classified into: close or intimate (where bodies can come in contact with each other also);
 - social;
 - flying or avoiding distance;
 - Demonstrates situations that learners are likely to encounter through their day-to-day socio-cultural interaction with native speakers of English. [2;3]

According to a summary of current research and educator surveys, educational video:

- Reinforces reading and lecture material;
- Aids in the development of a common base of knowledge among students;
- Enhances student comprehension and discussion;
- Provides greater accommodation of diverse learning styles;
- Increases student motivation and enthusiasm;
- Promotes teacher effectiveness.

But in spite of all these advantages the role of a teacher in the educational process is still important. We should remember that YouTube materials, like any other tool used in teaching (e.g. textbooks, worksheets, newspaper, charts, bulletin boards, educational visual aids, realia, whiteboard, SMART board, overhead projector, tape-recorder, CD, computer, *etc.*), does not bring improvements in learning itself.

Modern society and continuously becoming complicated production demand from formation of training of the complete, variably conceiving, creative personality capable to operate the innovative activity ready to make independent decisions and to bear for them responsibility, possessing the extensive communicative skills which are components of an important component of the general culture of the person - sociocultural competence. Especially as rendering high-quality services to the population - today this one of the key directions of a state policy.

Formation and accumulation of such competence of the majority of the researchers analyzed by us directly contacts social literacy of the personality. Development by the person of social rules depends on improvement of its indicators; nature of activity in which they are learned and used; improvement of ability to separate correct from false, to perceive and process a certain volume of information.

The technique of work on authentic video is based on vigorous rechemyslitelny activity of students in viewing process also includes:

1. Identification of the contents of video (identification of essence of the contents, critical perception, distinction main and minor).
2. Judgement of the contents of video (association, interpretation, generalization).
3. Work on contents of video (compression, reorganization, selection of the necessary contents).

If to consider language from the point of view of its structure, functioning and ways of mastering by it, the sociocultural layer (a culture component) appears part of language, a background of its real life. According to S. Ter-Minasova, it not simply certain cultural information given by language, and the integral property of language inherent in all its levels. Language accumulates, stores and historically inherits in the semantic space the cultural values expressed by values of its signs – "in lexicon, in grammar, in idiomatic, in proverbs, sayings, in folklore, in art and scientific literature, in forms of written and oral speech".

R. Grishkova allocates two components of sociocultural competence:

- The integrated professional sociocultural knowledge realized in practical skills of communicative behavior;
- background knowledge, without mastering with which not only daily, but also professional communication can not to take place.

T. Kolodko understands knowledge as sociocultural competence, abilities and abilities which are shown in communicative behavior and including:

- Knowledge of verbal and nonverbal features of maintaining the communicative act, ability to put them into practice
- Knowledge of social rituals
- Universal experience (knowledge of culture of the country of the learned language).

Authentic language videos, CDs, newscasts and radio programs can provide invaluable insight into current events and cultural aspects of English-speaking countries for language teachers and learners in other parts of the world. A benefit of recorded material is the ability to be able to rewind and repeat it as many times as necessary in order to affect increased levels of listening comprehension. The impact of the imagery provided in these clips is incalculable. Course books

which are written and marketed for “use in the entire world” simply cannot hold up to this level of cultural knowledge and impact.

References

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