

# The Place Of Social And Cultural Means In Teaching Foreign Languages

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**Abstract:** The article discusses how to achieve the effectiveness of foreign language teaching. According to the authors, a foreign language learner should be able to consciously master the phonetics, morphology and linguistics of the studied foreign language and apply them in communication.

**Index Terms:** foreign language, language of education, material and spiritual culture, teaching, learning, subjective-meaning communication.

## 1. INTRODUCTION

Leading educational institutions in the world create the need for high level of competence in the field of foreign language teaching with effective pedagogical technologies, approaches, intensification of information and communication requirements of students recruitment requirements. Accelerated technologies and techniques, methods and means of teaching foreign languages, including effective use of socio-cultural factors, traditionally predicted, deepening and intensification of language, personal emotional and emotional attitudes, were studied in this study. The process of enhancing its impact is seen as a major asset. At the same time, the importance of expanding the content of social-communicative and cultural competencies through the element of creative thinking, the reflection and application of traditional teaching methods and the general mastery orientation in the educational process through renewed integration.

## 2. METHODS

The article is based on the generally accepted methods of history, comparative and logical analysis, sequence and objectivity. Foreign scholars as socio-cultural factors in the study of foreign languages in the studies of A.N. Shimireva, M.I. Gubanov, Z.V. Kretsan, E.From, J.Mariten, J.Furaste, S.Frene, J.Bruner. Acmeological and eduological aspects. A group of scholars of the CIS states the pedagogical features of the effective use of socio-cultural factors in the teaching of foreign languages, in particular, the creativity of students in the teaching of foreign languages (A.R.Gayfutdinova), the problems of teaching foreign languages on the basis of ICT. Chernetskaya, S.S. Avganov, Student Creativity, Basics of Foreign Language Teaching Ermolaeva, S.N.Aliev, The formation of spiritual values in students through foreign language, the culture of language is reflected in such studies as G.U.Ukhmedova, N.N.Mukimova. In the study of a foreign language, a person expands his knowledge as a result of the individual's cognitive activity, learning about the material and spiritual culture created in that language. As a result, human beings are about nations and territories, traditions and values will have new information. Therefore, it is likely that V. Zharov. In the monograph "Pedagogical constructivism and cross-cultism", Taratukhina pointed out that a number of approaches can be used to classify cultures. The use of them in teaching foreign languages is didactic, and it is important to note the following: semiotic approach, existential-cultural approach, cognitive-linguistic approach, functional approach, contextual approach, systematic

approach (Jarov V.K, Taratukhina) Y.V. Pedagogichesky Constructivism in Cross-Cultural Srede - M.: Yanus-K. 2015. - pp. 72 - 86. We believe that these approaches should also be used in teaching foreign languages. This is because each approach has a clear purpose and meaning and ensures the effectiveness of a foreign language learning process. For example, in the context of the semiotic approach, culture is composed of a set of symbols, through which social information is stored and transmitted.

## 3. RESULTS AND DISCUSSIONS

At a time when there is a great deal of destructive forces trying to capture the human mind and thinking in a variety of ways and means. Socio-economic and cultural-political content of language teaching and learning. Occupation. The relevance of foreign language teaching today is primarily related to the expansion of the labor market, and secondly, the emphasis on the professionalism of professionals in different fields as a professional model. Thirdly, the increasing demand for the quality of work (the level of accuracy, the content, the relevance, etc.). It can be explained by this, in turn, is a structural and requires a functional approach. The analysis of the importance of foreign language proficiency and mastering of foreign languages for "human capital", recognized as one of the highest values in modern societies. Human Capital is the combination of knowledge, skills and abilities needed to advance the interests of the individual and society. Its constituent requirements include fluency in foreign languages. According to researcher R. Samarov, "Education has its own history, developed in each region on the basis of the available resources and the impact of existing situations, and it is hermeneutic. Because in the learning process, the subject's basic cognitive processes vary in quantity and quality. As a result, the subject learns not only as a cognitive but also as a subjective perception (subjective cognitive and communicative)" [4], [9] [15] If the interpretation is not in the language of learning, but in English (Chinese, French, German, and German). (b) By doing so, the language picture of the world, by means of a specific language, improves the cultural basis of social development, "Language is an essential tool for shaping human existence and knowledge of the world" [2], [72],[86]. This phenomenon is perceived as a result of cognitive processes, which, according to S. Ter-Minasova, "represent a language landscape of the world" [6], [63], which describes the reality transformer. The purpose of education is based on meeting the needs and needs of each public space. Its mission is to promote the interests of spirituality

in the space and will consist of a set of educational measures or actions. It is worth noting that language plays an important role in this process. Because the language of education, at different levels, forms the values and serves to ensure their meaning. Each language, including a foreign language, reflects the structure of the world in a variety of colors, based on national cognitive style. That color palette combines interests, needs, values, experiences, memories, dreams. Therefore, in teaching foreign languages, we must pay particular attention to the enrichment of contexts with national colors of enlightenment so that we do not make the mistake of defining educational interests from various threats. This is because "it is observed that individuals (groups) can" produce "information that will satisfy them and serve their own benefit" [5], [25]. This can in turn lead to various social problems. The "main pillar" of culture is the natural language. Language is the primary modeling system, and all other cultural elements are secondary systems. According to Lotman "they (secondary systems, material culture) are based on the pattern of natural language" [3],[76]. Their function is to store and organize information. Culture, in terms of functionality, shapes the structure and functioning of the environment and is essentially a complement and separator of different samples. In other words, culture is divided into material and spiritual aspects, which determines the materialization of spirituality. Therefore, the cultural picture of the world cannot be described separately, without relying on its language. In our view, a semiotic approach to teaching a foreign language should be practical, and should emphasize that each character has a specific meaning within a particular cultural system. Existential-cultural approach requires differentiation of culture in terms of existence, time, nature, world view, character-archetypes, horizontal/vertical measurement and understanding of the creation of the world. This differentiation of culture ensures that the process of learning a foreign language is, more precisely, the efficiency of the time spent on modeling and solving them. For example although cultural elements such as honesty, openness, solidarity and commitment are important to the Karakalpak culture, their involvement in the teaching of foreign languages as a mental trait makes the content of the foreign language education a scientific and pedagogical one. This requires further study. As a result of the manifestation of nationalism in a micro-cultural (separate) world, the process of perception becomes difficult because it demonstrates the purpose of maintaining national values, national memory, national ethics. This suggests that the interpretation of the level of influence of ethno-cultural factors such as psycholinguistic and sociolinguistic in the teaching of a foreign language is, in effect, a didactic task. The ethno-cultural feature, in turn, requires a foreign language teacher (pedagogue) to carry out comparative-cultural and value-role analysis. This is because it is ineffective to convey them to another carrier (trainee) without distinguishing between general and private differences from the subject (process). Therefore, it is instructive to carry out a structural analysis of the purposes, tasks, types of culture and the peculiarities of national culture and to make their comparative interpretation in a foreign language (ex, the language of instruction). This issue has not been explored specifically in the case of Karakalpak culture in the form of research topics (including

foreign language teaching methodologies). It is necessary to become familiar with the diversity and diversity of the constituent culture, which is being studied as an important didactic task in teaching foreign languages. This requires the learner to gather information about his / her own national culture and culture of the foreign-speaking nations, to understand, analyze, summarize, and classify cultural elements. This requires the formation of a high level of culture of intercultural communication with the students, using social and cultural means effectively. Meanwhile, German sociolinguistics The scholar Els Oksaar makes the following statement: "The mistake of communicating with a foreign interlocutor is worse than any grammatical or lexical mistake". That is, a grammatical or lexical error can be immediately corrected and corrected in the course of the interview, but ignorance of the cultural standards of the foreign interlocutor can lead to misunderstandings, misinterpretations, and even deterioration or termination of relationships. American culturologists Alfred Kreber and Claude Clackson have discovered and analyzed more than 150 meanings of the word "culture", suggesting that the term is used in almost every aspect of life, but comparative studies of the cultures of the peoples of the 60s and 70s of the last century conducted by the Dutch sociologist Gert Hofstede. As a result of their research, the anthropological meaning of the concept of "culture" has been defined as the main object of intercultural communication. In other words, culture is the unification, way of thinking, thinking and behavior of each nation, social or ethnic group within a set of norms. He compares each model of folk culture to the onion, which has several, invisible and invisible layers, and both languages and people will have a first-hand view of the culture of the speaker during their first intercourse, which can be observed at a glance, treatments, hairstyles, and so on. However, the values, national heroes, symbols, and cultural norms of this nation cannot be seen at a glance. Because each nation has its own cultural norms, the norms of one nation do not conform to the norms of another, which can lead to misunderstanding and misinterpretation of intercultural communication. In the framework of the author's research, German-Uzbek meetings were conducted to identify similarities and differences in the Uzbek-German intercultural dialogue, and verbal and nonverbal differences in the probability of initial discrepancies were identified. Here are some examples: Leading Uzbek businessmen will visit Germany. The program of the visit included a meeting with a well-known German businessman. Our businessmen hoped that the famous businessman would be greeted with special preparation, hospitality and celebration during the meeting (because, according to our cultural norms, the guest is expected to be respected, which means respect for the guest). However, Uzbek businessmen get off the bus, cross the construction site and enter the office. They enter the conference room, they are presented with a pencil, and the German businessman talks about his achievements and business growth, but he doesn't surprise our business people. Note: what's the problem here? The main problem is ignorance of other cultural norms. According to the authors' polls, the most important thing for the German people to achieve as an interviewer is their own successes in life, and in our culture it is important to show hospitality at the first meeting. If the process of learning a foreign

language is conducted using traditional, modern and active teaching methods and techniques using audio and video materials, the effectiveness of the learning performance (including the score on the success test) will be ensured. In this process, it is desirable that learning materials be taught in a communicative and communicative manner. At the same time, subjective meaningful communication is a means for the learner of a foreign language to practice the vocabulary they have mastered. As a result, the linguist develops his or her attitude not only to social processes but also to cultural phenomena. A. Batarshv commented that "communication not only fulfills various functions but also affects the formation of the individual" [1], [48]. Therefore, students should formulate the goal of learning a foreign language properly and focus on the spiritual maturity of the person. This, in turn, requires the use of a national-cultural factor in the teaching of a foreign language as a complex. When teaching a foreign language, it is important that language learners use the spiritual legacy they have created in their own language to apply them in domestic and social relationships, and to comment on the foreign language studied. For this purpose, using educational and developmental trainings, the individual interpretation of concepts explaining the components of national culture will be effective. To do this:

- First, it is recommended to develop an explanatory dictionary of key words and phrases. It is necessary to carry out a comparative analysis of the texts which are to be translated and used in the teaching of foreign languages from the samples of our national literature;
- Secondly, it is necessary to develop modern variants of methodical manuals in foreign language teaching, carrying out phonetic and linguistic analysis of texts, taking into account their nationality.

#### 4.CONCLUSION

The importance of the following socio-cultural national-moral factors in the teaching of foreign languages:

- the main purpose of upbringing socially active person, to pay attention to the scientific, historical and nationality of the educational process, to organize the pedagogical process on the ideas of humanism, democracy and equality for educational subjects;
- Ensuring the continuity of national and universal spiritual values, broad development of the processes of socialization and individualization of students;- Organization of the educational process on the basis of democratic principles, ensuring its organization on the principles of democracy, freedom, openness, freedom and equality;
- Creation of the necessary pedagogical conditions and educational environment for personal improvement in the educational process, to draw students' attention to the issues of the role of students in the development of civil society;
- Adherence to the continuity and continuity of the development of national ideas and ideals, assistance to students in achieving the criteria of competitiveness as professionals, achieving the active application of the principles of national self-awareness, multiculturalism, diversity of cultures in life.

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