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DEVELOPING STUDENTS SOCIO-CULTURAL COMPETENCE BY USING READER RESPOND METHOD

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ABOUT ARTICLE

Abstract: The main goal of teaching a foreign language in the process of World higher education is to develop the persuasion of students to enter into intercultural dialogue on the basis of language learning and to educate the representatives of the language being studied, in the spirit of tolerance towards their religion. The current socio-political situation that exists in our society indicates the need to form a new national-cultural worldview. This, of course, requires a competency approach of undergraduate students by independent thinking, having an active civil position, initiative, being able to use information and communication technologies wisely in their activities, consciously choosing a profession, creating healthy competition and universal skills. The main goal of our research work was to experiment and test the importance of the English reading of artistic literature in the development of socio - cultural competence of students of higher education institution. And as the tasks of our research, the following issues are 1) theoretical study of the importance of English fiction in the development of socio-cultural competence of students of the English language direction; 2) analysis of the effectiveness of the use of English fiction in the development of socio-cultural competence; 3) substantiation of the role and importance of socio-cultural discourse analysis; 4) improving the methodology for the development of socio-cultural competence of students by reading English fiction, the parables were outlined.

As a field of experience, it was conducted among teachers of the English language and literature direction of Bukhara State University (Bukhdu), Qarshi State University (QarDU) and students of the second, third stages. Experimental test work was carried out in three main stages, such as substantiating, formative, confirmatory. At the primary stage,existing situations,problems and difficulties in the educational process of selected higher educational institutions were studied, educational and methodological support: educational plan, model program, working curriculum,educational literature, textbooks, manuals were analyzed, English lessons were observed, questionnaires between teachers and students were conducted to develop socio-cultural competence and its significance, the degree of mastery of reading, writing and speaking skills, the obstacles and problems arising in the process, opinions and opinions on this issue were identified, and on this basis the topic of research work was formed. In the formative stage, however, the respondents were separated into experimental and test groups. For experimental work, two groups with equal levels of knowledge were selected, and thus the experimental process began. Effective aspects of the method of socio-cultural discourse analysis were cited in the form of results of the tajtiba-test, while at the confirming, inference stage. Tajtiba-test results noticeable

INTRODUCTION

The demand for a foreign language in the practical and intellectual spheres of public life makes it an important factor in the socio-economic, scientific, technical and general cultural progress of society. The main educational goal of teaching a foreign language is the acquisition of foreign language communicative competence. In this regard, for the first time, in addition to communicative skills and language knowledge, acquaintance with the socio-cultural background of the use of a foreign language acquires communicative importance. This area presents a significant difficulty for students of a pedagogical university. In this article researcher writes about the ways of developing students' socio-cultural competence by using reader respond method

The role of language knowledge in raising the general and professional culture of our society and people in it to the world level is invaluable, and ensuring the education of citizens who make a happy contribution to the development of this society is considered an integral part of the content of education. In addition, this content includes the contribution to mutual cooperation between people regardless of racial, national, ethnic, religious and social origin, taking into account the diversity of

ideological approaches, on the basis of communicative competence in education. formation of socio-cultural competence is also of great importance. According to I.G. Samakhvalova, personal culture is the basis of socio-cultural competence. [1, p 71]

N.A.Ignatenko thinks that, foreign language sociocultural competence is an effective means of shaping the personality of a future teacher. It contributes to the development of the student's personal qualities: a sense of the new, receptivity to new ideas, understanding the psychological state of the interlocutor, empathy for him, tolerance for dissimilarity, other people's opinions, a positive attitude towards foreign culture, its carriers.

The composition of the foreign language socio-cultural competence of the student-future teacher includes:

a. professionally significant personality traits: openness, susceptibility to new ideas, sociocultural observation, respect for the uniqueness of a foreign culture, acceptance of its ideas and values, tolerance, positive attitude towards carriers of a foreign culture, tact, mastery of one's emotional state in intercultural and pedagogical communication;

b. KNOWLEDGE:

- the essence of intercultural communication;

- ethno- psychology: the national system of values, features of the national character of Russians and the people of the country of the language being studied; - the realities of the culture of the country of the language being studied: the way of everyday life and life of the peoples who speak the language, everyday information, traditions and norms of communication that are relevant in the mass everyday consciousness, regional knowledge, knowledge of linguistic and regional colored vocabulary;

- vision of the realities of our culture by the native speaker of a foreign language;

c. SKILLS:

- identify, analyze and compare facts and phenomena of foreign and native cultures;

- choose an acceptable style of speech and non-verbal behavior. II. The formation of foreign language socio-cultural competence of students of a teacher training university is carried out more effectively under the action of the following set of psychological and pedagogical factors. [2, p 262]

In this research work, researchers found to choose reader response theory to enhance students' socio-cultural competence by reading English fictional literature. As we know reader response theory asks the teacher to begin the study of literature with the students' response. Instead of telling about literature, our job becomes helping students discover what a piece of literature can mean. To use this approach successfully we must truly believe that there is not one right interpretation for a piece of literature, but instead, many possibilities.

First reason for that was Louise M. Rosenblatt's book about the new ways of teaching literature. As Louise M. Rosenblatt thinks, our schools and colleges must prepare the student to meet unprecedented and unpredictable problems. He needs to understand himself; he needs to work out harmonious relationships with other people. He must achieve a philosophy, an inner center from which to view in perspective the shifting society about him; he will influence for good or ill its future development. Any knowledge about humankind and society that schools can give him should be assimilated into the stream of his actual life. Teachers of literature have been too modest about their possible contribution to these demands. Their task, they have felt, is to make their students more sensitive to the art of words, to induct them into our literary heritage. Leaving to others more mundane preoccupations, they had enough to do, it seemed, in busying themselves with purely literary matters. In order that the student may be prepared for the unpredictable demands that life will make on him, our schools and universities must be transformed, as C. S. Peirce said many years ago, from "institutions for teaching" into "institutions for learning." The student should go to school and college, not for the purpose of being taught ready-made formulas and fixed attitudes, but so that he may develop the will to learn. He must gain command of techniques that make possible a constantly closer approximation to the truth, and he must develop the flexibility of mind and temperament necessary for the translation of that critical sense of truth into actual behavior. [6, p 245]

Next step towards choosing this theory was below given authors ideas. Reader-response theory is based on the assumption that a literary work takes place in the mutual relationship between the reader and the text. According to this theory, the meaning is constructed through a transaction between the reader and the text within a particular context. Readers assume multiple roles when responding to a variety of forms of literature. The process of developing responses facilitates active and meaningful reading and increases emotional and intellectual participation in the text, which ultimately provides learners with better comprehension and awareness of the text. The potential value of classroom discussions helps learners to express their emotional reactions, to elicit their responses, to nourish their perspectives for furthering depth of their interpretation, to corroborate their opinions and share their responses for building a social relationship. It is crucial that learners are directed to perform more adequately in response to texts and actively engage in dialogues to pose literal and inferential questions, to explore a range of possible meanings and to foster cognitive development and comprehension. [7, p 78]

Reader response theory cops with criticism (literary criticism) as this is the part of giving own answers, ideas in the form of response. It emphasized the study of reading over the formal features. Actively, it might be used to formulate questions of intention or response.

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classroom by which students or learners likely get immersed in getting meanings of the texts assigned (see Connell, 1996, 2005, 2008). Students in the classroom deserve the equal and powerful chances to self-develop their potentials throug.

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in nonthreatening atmospheres. By so doing, students will posit themselves as active agents of (re)constructing and (re)making new things and meanings of any text being engaged. Furthermore, grounded in Bakhtin's (1981) dialogic perspectives, RRT potentially enables learners to develop expressive utterances as reader responses to texts (see Middendorf, 1992). That premise implies that learners can self-direct learning how to create new meanings through constructing new texts. Consequently, reader response production demands learners to actualize their own intellectual and personal capacities. Under the response-based pedagogy the integration of reading and writing can be meaningfully developed in literature project that possibly entails readers' engaging with texts and connecting their life experiences and world views. elt.ccsenet.org English Language Teaching Vol. 13, No. 7; 2020 119 well-planned courses in order that the more open rooms are provided with in nonthreatening atmospheres. By so doing, students will posit themselves as active agents of (re)constructing and (re)making new things and meanings of any text being engaged. Furthermore, grounded in Bakhtin's (1981) dialogic perspectives, RRT potentially enables learners to develop expressive utterances as reader responses to texts (see Middendorf, 1992). That premise implies that learners can self-direct learning how to create new meanings through constructing new texts. Consequently, reader response production demands learners to actualize their own intellectual and personal capacities. Under the response-based pedagogy the integration of reading and writing can be meaningfully developed in literature project that possibly entails readers' engaging with texts and connecting their life experiences and world views.

As this method gives to classroom democratic view, in this step we should remind you John Dewey's idea. It was John Dewey's idea concerning democratic shaping process in literature pedagogy that instilled Rosenblatt's RRT development to corroborate an effort of constructing a democratic classroom by which students or learners likely get immersed in getting meanings of the texts assigned. [3, p 74] Students in the classroom deserve the equal and powerful chances to self-develop their potentials through well-planned courses in order that the more open rooms are provided with in nonthreatening atmospheres. By so doing, students will posit themselves as active agents of (re)constructing and (re)making new things and meanings of any text being engaged. Furthermore, grounded in Bakhtin's dialogic perspectives, RRT potentially enables learners to develop expressive utterances as reader responses to texts. [4, p 34] That premise implies that learners can self-direct learning how to create new meanings through constructing new texts. Consequently, reader response production demands learners to actualize their own intellectual and personal capacities. [5, p 78]

Accordingly, in this research, the researcher studies the amount of attention in teaching English literature using reader respond theory for enhancing students' sociocultural competence. From the other side, one of the important components of teaching is competency based education of each country is its curriculum. In this way, the importance of RRT in competency based teaching, means

not pushing them to read but facilitating them to get important skills and knowledge from interpreting essential components from the English fictions.

It lies in the theoretical substantiation and experimental verification of the pedagogical conditions for the formation of the socio-cultural competence of students of Higher Educational Institution by reading fictional literature using RRT. In accordance with the purpose and hypothesis, the research tasks were set:

1. Based on the analysis of domestic and foreign sources, and also materials of empirical research to assess the need of the individual and society for the required level of socio-cultural competence of students of HEI.

2. To identify the essential and content characteristics of the main concepts of the study and the conditions that affect the increase in the level of the formed socio-cultural competence of the students of HEI and ensure the success of its formation by fictional literature.

3. Develop and put into practice a model for the formation of the socio-cultural competence of the HEI.

4. Develop and test the program project "My personal book corner", focused on raising their level of socio-cultural family competencies by using RRT. elt.ccsenet.org   English Language Teaching Vol. 13, No. 7; 2020 119 well-planned courses in order that the more open rooms are provided with in nonthreatening atmospheres. By so doing, students will posit themselves as active agents of (re)constructing and (re)making new things and meanings of any text being engaged. Furthermore, grounded in Bakhtin's (1981) dialogic perspectives, RRT potentially enables learners to develop expressive utterances as reader responses to texts (see Middendorf, 1992). That premise implies that learners can self-direct learning how to create new meanings through constructing new texts. Consequently, reader response production demands learners to actualize their own intellectual and personal capacities. Under the response-based pedagogy the integration of reading and writing can be meaningfully developed in literature project that possibly entails readers' engaging with texts and connecting their life experiences and world views.

METHODOLOGY

Materials and Procedures

The research is pedagogical (methodological) survey. In solving the tasks set, traditional pedagogy research methods:

- theoretical: theoretical analysis of international and domestic normative and information-recommendatory documents on additional education; comparative analysis of scientific sources and literature on the topic of dissertation research; pedagogical modeling, a method of generalizing best practices on a research problem;

- empirical: pedagogical observation, collection of information through questioning, study of special literature, pedagogical experiment;

- practical: planning and organization, analysis and generalization of the activities of teachers of additional education in the formation of the socio-cultural competence of students of HEI; creation and presentation of information;

- processing of experimental data: quantitative and qualitative analysis of research results.

Data collection tools

For the study, the following data collection tools were used:

1) List of the approved purposes content analysis of teaching English literature and history in HEI.

2) List of the content analysis of "Teaching English literature and history", "Home reading" syllabus in HEI.

3) List of the content analysis of the subjects "Teaching English literature and history", "Home reading" science program, state educational standards, calendar revision plans in HEI.

Tools validity and reliability

The analyzed list compiled by studying the theoretical foundations was checked by supervisor and experts. After reviewing, supervisor gave solutions. After concluding supervisor's opinion, conclusion was compiled.

RESULTS AND DISCUSSION

How much attention is paid to the affective teaching English literature in HEI? To get clear answers for the research question above, the lists of questionnaires were made ready after analysis of "Teaching English literature and history", "Home reading" syllabus, science program, state educational standards, calendar revision plans in HEI were examined and the findings are presented in the table below on my research I have prepared pre-questions about the knowledge of sociocultural competence of HEI students.

• What do you know about the cultural aspects of the language?

• What do you know about the rules of behavior, behavior and etiquette?

• What do you know about non-verbal means of communication?

• What do you know about how to adapt language in a social and scientific way?

• Do you know the characteristics of writing in a foreign language of electronic communications?

• What do you understand in the deeper understanding of intercultural communication?

• What is the respect and tolerance towards representatives of other nations?

• How could person adapt to different cultures and situations?

• What are the shortcomings of the higher education system in teaching English literature?

• Do the subject programs of the higher education system for teaching English literature meet the requirements based on the state educational standards?

• Is the selected literature in the syllabuses based on science programs satisfactory?

In this part target group were second and third course students of HEI. 390 students could answer to my questions and gave brief information with clear examples. But 180 of them were not understand the meaning of the word competence and the ways of people to get them in their life. The rest of them could only answered with words of "maybe". In this case I understood that they know about SCC. After hard working 3 years I got my post-questions results. All of the results were satisfactory. On my research I have used 28 types of English fictional literature to ensure students SCC by using PPR method.

Pre-post question analyzes about using PPR method to enhance sociocultural competence of students of HEI					
	Know or Yes	Don't know or No	I don't consider it being useful.	What method do you think should be adopted in teaching them?	
Q1:	135 360	246 30	9 0	Social method RRM	**Pre-result** **Post-result**
Q2:	120 380	270 10	0 0	Disc/analyz m. RRM	**Pre-result** **Post-result**
Q3:	210 310	140 80	40 0	Cultural method RRM	**Pre-result** **Post-result**
Q4:	270 300	110 90	10 0	Critical analyz m RRM	**Pre-result** **Post-result**
Q5:	156 289	160 101	74 0	Disc/analyz m. RRM	**Pre-result** **Post-result**
Q6:	196 340	190 50	4 0	Disc/analyz m. RRM	**Pre-result** **Post-result**
Q7:	280 360	56 30	54 0	Linguocultural m RRM	**Pre-result** **Post-result**
Q8:	169 300	145 90	76 0	Cultural method RRM	**Pre-result** **Post-result**
Q9:	290 370	100 20	0 0	Social method RRM	**Pre-result** **Post-result**
Q10:	289 300	16 90	85 0	No methods	**Pre-result** **Post-result**
Q11:	205 320	110 70	75 0	No methods	**Pre-result** **Post-result**

After getting my results I made my conclusion about learning steps of student to SCC by using RRM:

1. For the formation of empathy, it is important not only to excite the student's imagination with socio-cultural realities, the exoticism of English-speaking countries. When developing a SCC, it is necessary to provide additional socio-cultural guidelines that, appealing to:

- the emotional sphere of communicants, would affect their personal and professional interests, causing them to think, evaluate and discussion of international cultural phenomena. Since, as noted above, the transfer of communication from the formal to the personal plane is associated with the coloring of stimuli, this goal is served by maximum approximation of the socio-cultural contexts of the situation to real life conditions

2. The implementation of the socio-cultural approach to teaching a foreign language begins with the knowledge of local cultural realities, then slowly shifts towards national realities and ends with the recognition of value. Therefore, introducing students to the unknown world of new meanings, beliefs and priorities, the teacher must introduce into the system a discussion in the classroom of everyday life situations. At the same time, it is important to focus on current events taking place in the structures of society that are of professional interest to listeners.

3. A necessary link in solving the problems that make up the proposed repertoire of communication is the assistance from the teacher in the selection and ways of verbalizing the necessary intentions. However, before including a specific linguistic phenomenon in speech, it is necessary to encourage students to repeat it many times in different sociocultural contexts, gradually removing educational restrictions on the conditions of communication. To create a context for communication close to the conditions of natural communication, both the statuses of the communicating parties and the degree of their socio-psychological distance influence, but most of all relaxed atmosphere of communication. Plunging into the emotionally favorable atmosphere of the lesson, the student acquires, along with the relevant speech skills and abilities, the experience of tactful and benevolent behavior, emotional culture

CONCLUSIONS

The reality of today shows that general indications of the need to develop linguistic and regional studies, regional studies or sociocultural competence remain in most cases only declarative requirements at the higher education level, they are not reflected in the programs of foreign language courses. Powerful - the potential of foreign language sociocultural competence in the education of the future teacher, the development of his humanistic orientation, in the general process of preparing a teacher who meets the requirements of a democratic society, remains virtually unclaimed. To achieve these goals in HEI we must use RRM. Taking into consideration the importance of students' response and involvement in the discussion of a literary text, it is evident that it is crucial to facilitate the responses and students' involvement. From the study, several conclusions can be drawn. One of the conclusions is that the implementation of the reader-response approach in a literature classroom may be beneficial, promote students' participation and their responsiveness towards literary texts. Another benefit is increasing students' awareness that literary texts are relevant and relate to students' lives, beliefs and values. With interpreting text (with responding) students' SCC will be enhanced.

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