



Technologies For Improving the Linguodidactic Opportunities Of Developing Students' Skills To Adapt To Socio-Cultural Changes (In The Example Of Teaching Russian Language)

Vorisova Barnokhan Olimjon kizi
doctoral student of Kokan SPI

Abstract. This article discusses the technologies for improving the linguistic and didactic possibilities of developing the skills of adapting to socio-cultural changes in students. The process of becoming aware of the social and speech etiquette of Russian speakers, their customs, rules of behavior, social stereotypes, national and cultural features of history and culture, and the use of this knowledge in communication is a two-way activity.

Keywords. Pedagogue, socio-cultural changes, intercultural intersection, language didactic video materials, distance learning.

Технологии Совершенствования Лингводидактических Возможностей Развития Навыков Студентов Адаптироваться К Социокультурным Изменениям (На Примере Обучения Русскому Языку)

Ворисова Барнохан Олимджон кизи.

Базовый докторант Кокан ГПИ.

Абстрактный. В данной статье рассматриваются технологии совершенствования лингводидактических возможностей развития у студентов навыков адаптации к социокультурным изменениям. Процесс осознания социального и речевого этикета русскоязычных, их обычаев, правил поведения, социальных стереотипов, национально-культурных особенностей истории и культуры и использования этих знаний в общении является двусторонней деятельностью.



Ключевые слова. Педагог, социокультурные изменения, межкультурное пересечение, лингводидактические видеоматериалы, дистанционное обучение.

Introduction. Globalization of the information system on a global scale and the expansion of the internationalization process require further optimization of foreign language teaching. Studying the didactic and psychological factors of the development of the professional and socio-cultural competence of Russian language specialists in improving the effectiveness of socio-cultural strategies, the use of electronic educational resources in the processes of distance education, digital economy and other social exchange of ideas is relevant today in all fields. remains.

Discussion and results. In the development of students' socio-cultural competence, it was necessary to select authentic material texts, adapt them to the topics, and develop a system of exercises and tasks that teach students the lexicon of this topic. Since authentic video materials were selected as the object of our research, we considered it appropriate to organize the exercises and assignments in three main stages: before the demonstration, during the demonstration, and after the demonstration, connecting the recommended typology of exercises directly with the stages of the video materials demonstration process. During the presentation of authentic video materials, students perform certain exercises and tasks that are located between episodes. This helps the students to feel and understand the content of the videos deeply. Communicative exercises created by V.A. Buxbinder and Ye.A. Lagay were used as a basis for developing the types of exercises and tasks used in these stages. V. A. Buxbinder in his researches distinguished the types of informational, operational and motivational exercises. They can also be called knowledge, skills and competence training. In Ye.A.Lagay's research, exercises are divided into 3 types: receptive exercises (preparatory, analytical and imitative), reproductive exercises (synthetic, semi-constructive), productive exercises (constructive and transformational).

Based on the above considerations, we proposed the following three-stage improved system for displaying authentic video materials (see Table 1):

Table 1 Types of exercises and assignments in the three-level system of presenting authentic video materials



<p><u>The first stage</u></p> <p>From the show previous process</p>	<p>1. Getting to know the socio-cultural context of the language-didactic material</p> <p>2. To determine which register of speech (formal, informal) new words and expressions belong to;</p> <p>3. Combine words and phrases into groups on a thematic basis; (mind mapping)</p>
<p>Receptive exercises</p>	<p>4. Analysis of fixed expressions, clichés characteristic of speech or other style (categorization into different social and cultural contexts)</p>
<p><u>The second stage</u></p> <p>Demonstration process</p> <p>Reproductive exercises and methods</p>	<p>1. The process of sociolinguistic observation</p> <p>2. Socio-cultural analysis process</p>
<p><u>The third stage</u></p> <p>The stage after the demonstration</p> <p>(Step of creating a communicative situation)</p>	<p>1. Discussion process is debate, question and answer.</p> <p>2. Collaborative work: "Illustrative brainstorming" ("Image Brainstorm"), "Share and Care", "Fake Wikipedia" method, "Pride of the Country", "Difficulty Reel" (" Reel of Difficulty") methods.</p> <p>3. Creating a real communicative situation through simulation games (demonstrating language skills and socio-cultural competence through a socio-cultural communicative situation)</p>
<p>Productive exercises and methods</p>	<p>4. Determination of the developed state of socio-cultural competence</p>

These exercises and tasks are intended to be directed by the teacher to the students' understanding and acceptance of authentic materials aimed at



developing socio-cultural competence. After the students have been prepared for this direction in advance, when they see and hear the linguo-didactic material, every aspect and element of it is carefully observed.

II. During the demonstration, students are asked to make 2 different observations while viewing authentic video materials.

1. Sociolinguistic observation:

- observing the characteristics of the interlocutors (age, gender, origin, socio-economic status, field of professional activity, etc.), analyzing the selection of speech units and extralinguistic means and their impact on the speech process;
- analysis of the accent, speech speed characteristics of the interlocutors in accordance with the socio-cultural characteristics (in the example of US, UK dialects, speakers' native language)

2. Socio-cultural observation:

- 1) to identify words of socio-cultural character, to determine in which socio-cultural situations words of socio-cultural character are used. To describe their equivalents in Russian and in what socio-cultural situations they are used.
- 2) identification of social situations, analysis of expressions specific to social situations.

A sample comparison of these forms can be made on the basis of the following tables. Students are given the opportunity to work independently as a handout (worksheet). It can also be used as an assessment of analysis sheets:

ANALYSIS WORKShEET (comparative language in cultural context)		
	Russian	Uzbek
Cultural context		
Language Structures		
Pronunciation		
Grammar (grammatical structures)		
Context (taboo topics etc.)		
Paralinguistic means (gestures, mimicry etc.)		



Students complete this table by comparing the reflection of culture on the level of language and structures. The above analysis sheet was prepared as a sample, in which it is recommended to study the reflection of culture at the level of language when working with video materials in the formation of socio-cultural competence through comparative analysis, that is, by comparing it with one's own culture and language.

Conclusion. In conclusion, it should be noted that the use of authentic video materials is very important for attracting students' attention to the language being studied, increasing students' interest in learning the Russian language, increasing their speech and vocabulary, and developing listening comprehension skills. It has unlimited possibilities, such as providing a large amount of material, informing students about the culture of the country where the language is being studied, and entering into the social life and language environment of the representatives of the country where the language is being studied. Linguodidactic video materials are a very effective tool that motivates students to learn foreign languages and at the same time provides an opportunity for self-evaluation based on the actual speech and material content. It is desirable to organize the following three main stages of work: pre-show, show process, post-show, and provide exercises and assignments aimed at strengthening students' knowledge for each of these stages.

References

1. Decision of the President of the Republic of Uzbekistan dated April 28, 2020 No. PQ-4699 "On measures for the widespread introduction of the digital economy and electronic government"
2. Decree of the President of the Republic of Uzbekistan dated June 5, 2018 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in comprehensive reforms implemented in the country" - Resolution No. 3775.
3. Лагай Э.А. Лингвометодические основы обучения учащих билингов 56 классов средствами выражения определительных отношений в русском языке: Дисс. ... канд. пед. наук. - Т., 2005. – 196 п.