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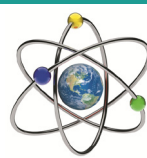
No9
2025

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M

AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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SOCIO-CULTURAL APPROACH TO TEACHING ENGLISH TO STUDENTS OF ECONOMIC SPECIALTIES

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Abstract: This article examines the significance of cultural awareness in the process of foreign language acquisition, emphasizing the necessity of understanding the culture of the target language community. It also explores the key components of the socio-cultural approach to the development of oral communication skills.

Key words: language, religion, social behavior, critical cultural awareness, intercultural barriers.

Annotatsiya: Ushbu maqolada xorijiy tilni o'rganish jarayonida madaniy ongning ahamiyati yoritilgan bo'lib, maqsad til jamiyati madaniyatini anglash zarurligi ta'kidlanadi. Shuningdek, og'zaki nutq ko'nikmalarini rivojlantirishda sotsio-madaniy yondashuvning asosiy jihatlari tahlil qilingan.

Kalit so'zlar: til, din, ijtimoiy xulq-atvor, tanqidiy madaniy ong, madaniyatlararo to'siqlar.

Аннотация: В данной статье рассматривается значение культурной осведомлённости в процессе изучения иностранного языка, подчёркивается необходимость понимания культуры сообщества целевого языка. Также анализируются ключевые компоненты социокультурного подхода к развитию устных коммуникативных навыков.

Ключевые слова: язык, религия, социальное поведение, критическое культурное сознание, межкультурные барьеры.

INTRODUCTION

Amid the current processes of globalization, the role of foreign language acquisition in the professional education of economics students has become increasingly prominent. Particular emphasis is placed on mastering the language within the framework of intercultural dialogue, as proficiency is now regarded as a critical competency for effective international and cross-cultural communication.

In professional communication across national and cultural boundaries, individuals inevitably engage with diverse cultural traditions and behavioral patterns shaped by distinct mentalities. As such, language cannot be separated from culture; it is embedded within socially transmitted norms, values, and practices that define the lifestyle of a given linguistic community. Language functions as both a product and a symbol of culture, inherently reflecting its underlying structures and meanings.

Given this interdependence, it is pedagogically sound to structure foreign language instruction for philology students within the framework of a socio-cultural approach. A core tenet of this approach involves teaching communicative competence through the lens of intercultural dialogue. This perspective fosters an understanding of one's own cultural identity as viewed through the lens of another, facilitating the development of critical cultural distance. Such reflective engagement, described as a "micro-dialogue in consciousness," enables learners to reconsider their self-perception, identity, and their intermediary position between native and target cultures.

Moreover, the principle of foreign language instruction through the lens of a dialogue of cultures—central to the socio-cultural approach—entails an ideologically informed orientation that facilitates the reduction of communicative barriers within intercultural contexts. These barriers are understood as challenges that emerge during cross-cultural interaction and hinder communicative effectiveness. Scholars attribute the origin of such barriers to discrepancies in the cognitive frameworks employed by individuals from different cultural backgrounds, including variations in verbal and non-verbal communication systems, as well as ideologies shaped by



specific socio-historical contexts. Accordingly, the socio-cultural approach not only enhances students' linguistic competencies but also fosters their cultural and personal development. It promotes an openness to otherness, encourages the recognition of alternative worldviews and identities, and supports the learner's progression toward a more advanced level of intercultural awareness and self-reflection.

Intercultural communication serves as a foundational reference point in foreign language learning, facilitating the comprehension of native speakers' behavioral patterns, cultural and historical contexts, and realia, thereby enabling more effective engagement with members of other cultural communities. This process entails not only acquiring knowledge of the customs, traditions, worldviews, and artistic expressions of the target language culture, but also fostering openness to alternative mentalities and readiness for intercultural interaction. Mastery of both verbal and non-verbal communicative codes is essential, as it contributes to overcoming ethnocentrism manifested in the negative evaluation of cultural "others," the reinforcement of stereotypes, and the persistence of cultural prejudices. Through sustained intercultural engagement, learners are introduced to the value systems of foreign cultures and become acquainted with the culturally specific rituals that govern both verbal and non-verbal behavior. Given the differing levels of significance attributed to certain behavioral norms across cultures, such knowledge plays a critical role in enhancing the efficacy of intercultural communication.

Within the framework of the socio-cultural approach to foreign language instruction, language and culture are treated as inseparable components of the learning process. This perspective not only emphasizes the development of communicative competence, but also integrates the study of cultural norms, communicative models, value systems, symbolic representations, and characteristic features of national identity inherent to the target language community. Accordingly, the application of a socio-cultural approach is considered especially appropriate for the selection of instructional materials aimed at training highly qualified specialists in philology and linguistics.

LITERATURE REVIEW

The socio-cultural approach in foreign language teaching has been widely studied by leading scholars who emphasize the inseparable link between language and culture. Lev Vygotsky highlighted the interdependence of language and thought, stressing that social interaction plays a crucial role in cognitive development and language acquisition. Dell Hymes, through his theory of communicative competence, argued that language should be viewed not merely as a system of grammatical rules but as a social practice shaped by cultural norms and values. In this context, learners must acquire not only linguistic skills but also the ability to interpret and engage with the cultural framework of the target language community.

Contemporary researchers also underline the importance of this perspective. David Crystal examined the status of English as a global language and emphasized how its use across different cultural settings provides learners with valuable communicative experiences. Claire Kramsch further explored the dialectical relationship between language and culture, proposing that learners should be trained as "intercultural mediators" who can navigate multiple cultural identities. Uzbek scholars have also contributed to this field. For instance, Hamdamov E. E. demonstrated that the socio-cultural component plays a vital role in shaping the professional-agnostic competence of English language teachers, confirming the importance of integrating cultural awareness into language education. These findings indicate that the socio-cultural approach is an effective strategy for fostering not only linguistic proficiency but also intercultural communicative competence among students.

RESEARCH METHODOLOGY

In conducting this research, data were obtained through the analysis of authentic educational resources, including textbooks, scholarly articles, and teaching materials that emphasize the integration of language and culture. Particular attention was given to the Global (Advanced level) coursebook by Lindsay Clandfield and Amanda Jeffries, which provided practical examples of socio-cultural content in language learning. Classroom observations and student feedback were also considered to assess the effectiveness of the socio-cultural approach in developing communicative competence. The collected materials were examined using qualitative content analysis, which enabled the identification of thematic structures, cultural components, and pedagogical strategies. This approach allowed for the evaluation of how socio-cultural elements contribute to students' linguistic and intercultural development.

ANALYSIS AND RESULTS

After examining a range of authentic educational resources, we selected the textbook Global (Advanced level) by Lindsay Clandfield and Amanda Jeffries for use in oral and written communication practice with third-year philology students. The materials presented in this course are notably original and contemporary,

with topics structured around cultural comparison and engagement with current global realities. The thematic content encourages critical reflection on cross-cultural issues and promotes awareness of pressing topics in the modern world, such as:

- Is Wikipedia part of a new global brain?
- The world's most adventurous museums
- Solar solutions
- Dialogue in the dark – an exhibition to discover the unseen
- Childhood toys
- Heroism and personal qualities
- Gender differences

These topics are devoted to the main problems of modern global society: the growing role of computers and the Internet in people's lives, the development of modern art, the search for alternative energy sources, the problems of people with disabilities, the upbringing and development of children, the formation of a person's personality, and relationships between men and women.

Of particular interest is the thematic structure of the textbook's units, which are organized around conceptual oppositions—such as Fact and Fiction, Light and Dark, Great and Small, Theory and Practice, and Heroes and Villains. This structural approach, in our view, fosters the development of students' critical thinking skills and stimulates active participation in classroom discussions, encouraging learners to articulate and defend their own viewpoints. Additionally, the course includes a dedicated section titled Function Globally, which focuses on the cultivation of both professional and interpersonal communication skills. This includes training in areas such as event organization, participation in discussions, conversational management, telephone communication, and decision-making. The integration of these components supports the development of communicative competence among philology students, equipping them for effective interaction within an intercultural environment.

The Global English section of the course features articles by renowned British philologist and linguist David Crystal, whose extensive research on the diversity of English dialects led him to propose the concept of a global standard for spoken English. Following the reading of these texts, students engage in tasks designed to enhance critical thinking and communicative competence. These activities often involve comparing linguistic phenomena in English with those of the learners' native language, which consistently stimulates student interest and fosters motivation for in-depth discussion.

The course also incorporates high-quality, authentic audio materials, including speech patterns, active vocabulary usage, mini-dialogues, and video content from the BBC, allowing students to hear a wide range of native English speakers. These include experts in philology, university students, everyday speakers, and even non-native speakers learning English as a second language. This diversity of voices provides learners with valuable exposure to different speech models and accents.

Overall, the Global course is structured to integrate linguistic and cultural content in a cohesive manner, with the explicit aim of familiarizing students with the mentality and worldview of the target language community. In doing so, it effectively supports the development of students' intercultural communicative competence.

CONCLUSION AND SUGGESTIONS

In conclusion, the integration of a socio-cultural approach in foreign language instruction for economy students proves to be an effective strategy for developing both linguistic proficiency and intercultural communicative competence. By treating language and culture as interdependent, this approach enables learners to engage critically with cultural values, communication norms, and worldviews different from their own. The use of the Global coursebook by Lindsay Clandfield and Amanda Jeffries illustrates the practical application of this method. Its thematically rich content, authentic materials, and emphasis on intercultural dialogue stimulate students' interest, promote critical thinking, and enhance their readiness for real-life communication in multicultural contexts. Thus, the socio-cultural approach not only supports the formation of highly qualified language professionals but also prepares them for meaningful participation in global communication.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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