Oriental Journal of Philology

ORIENTAL JOURNAL OF PHILOLOGY

SUPPORT SCIENCE

journal homepage:
http://www.supportscience.uz/index.php/ojp/about

ISSUES OF IMPROVING SOCIO-CULTURAL COMPETENCE OF STUDENTS IN FOREIGN LANGUAGE LESSONS

Iroda Ilkhamova
PhD., Associate Professor
Tashkent State Pedagogical University
Tashkent, Uzbekistan

ABOUT ARTICLE

Abstract: Integration processes and processes associated with internationalization in various areas of human life, which take place within the framework of diverse professional and personal contacts of members of different cultural communities, features of the socio-economic situation in the modern world, as well as increasing processes caused by globalization in such areas as education , science, culture and others, determined the desire of Russia to join the world community, the consequence of which was the need for high-quality training of Russian specialists of various professions who would have the skills of oral and written foreign language communication.

ЧЕТ ТИЛИ ДАРСЛАРИДА ТАЛАБАЛАРНИНГ ИЖТИМОИЙ-МАДАНИЙ КОМПЕТЕНТЛИГИ ТАКОМИЛЛАШТИРИШ МАСАЛАЛАРИ

Ирода Н. Илхамова
доцент, PhD
Тошкент давлат педагогика университети
Тошкент, Ўзбекистон

МАҚОЛА ҲАҚИДА

Аннотация: Талабаларнинг нутқий кўникмаларини шакллантиришнинг янги моделларини жорий қилиш, шунингдек, уларнинг етарлича билим ва кўникмаларга эга бўлиши учун ахборот излаш, чет тилида профессионал мулоқот қилиш учун эгалланган билим ва кўникмаларини тизимлаштириш ҳамда таълим жараёнига инновацион ўқитиш усулларини татбиқ

қилиш бўйича ишлар амалга оширилмоқда. Шу билан бирга, нофилологик таълим йўналиши талабалари ўзга тилли нутқини ижтимоий-маданий билимлар контекстида такомиллаштириш, айниқса, инглиз тилини ўқитиш ва нутқий кўникмаларини такомиллаштириш давлат таълим сиёсатининг устувор йўналишлари қаторида илмий изланишларнинг мустақил йўналиши ҳамда педагогика фани олдида турган долзарб вазифалардан бири саналиб, бу ёндашув нофилологик таълим йўналиши талабаларига чет тили ўқитишни ижтимоий-маданий билимлар контекстида йўлга қўйиш заруратини белгилайди.

ВОПРОСЫ ПОВЫШЕНИЯ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ НА УРОКЕ ИНОСТРАННОГО ЯЗЫКА

Ирода Н. Ильхамова
доцент, кандидат педагогических наук
Ташкентский государственный педагогический университет
Ташкент, Узбекистан

О СТАТЬЕ

Ключевые слова: иностранный язык, студент, образовательный процесс, социокультурная компетенция, процесс.	Аннотация: Ведется работа по внедрению новых моделей формирования речевых навыков у студентов, а также по поиску информации, чтобы они обладали достаточными знаниями и умениями, по систематизации полученных знаний и умений для профессионального общения на иностранном языке, по применению инновационных методов обучения. к учебному процессу. В то же время совершенствование иноязычной речи студентов нефилологического образования в контексте социокультурных знаний, особенно преподавания английского языка и совершенствования навыков говорения, входит в число приоритетов государственной образовательной политики, является самостоятельным направлением научной деятельности. исследование и одна из актуальных задач, стоящих перед педагогической наукой, а такой нефилологический подход определяет необходимость установления преподавания иностранного языка в контексте социокультурных знаний обучающихся в сфере образования.

INTRODUCTION

The priority and importance of this goal is fixed in most existing educational programs for all types of educational institutions. The goals of teaching foreign languages outlined within the framework of these programs are considered a key factor that determines the selection of content, methods, means and techniques for achieving the goals indicated in them.

At the moment, it is obvious that the goal of teaching a foreign language is understood as a multidimensional concept, which includes a number of tasks for the formation of a student's personality, able and willing to participate in communication [57], and the emergence of the student's key characteristics of a secondary linguistic personality, which would constitute a complex an integrative whole leading to intercultural competence [80].

THE MAIN RESULTS AND FINDINGS

Turning to the consideration of the theoretical prerequisites for the concept of "sociocultural competence", it is necessary to study approaches to understanding the term "competence". Most experts tend to say what does it allow:

1) to have an active life and professional position, to form responsibility for their own well-being and social condition, to determine the opportunities and ability for self-realization;

2) focus on social and professional self-determination and self-realization;

3) provide adequate ability to enter the open information community, the globalized world and adapt to it;

4) cultivate tolerance, dialogue skills to establish mutual understanding with a foreign language interlocutor;

5) reach the modern level of general and legal culture. The problem of our study also involves the study of such an aspect as communicative competence. In the interpretations of various researchers, this concept is as follows. First of all, it is worth noting that the term "communicative competence" was introduced by D. Himes, denoting the appropriate knowledge of the language, considered as a certain ability to choose options that are due to situational, social or other extralinguistic factors, studied by situational grammar. An individual acquires this competence through the implementation of socialization, which enables a person to feel like a full member of a socially conditioned communication system.

M.N. Vyatyutnev (1984) considers communicative competence through the prism of understanding people's abilities to use language means in a given situation. The situation is understood as a specific type of communication - written and oral, in the context of which a person uses his creative and mental abilities to build the expression and perception of the interlocutor's speech. [2].

N.I. Gez defines communicative competence as a phenomenon that involves the possession of language competencies, as well as a set of knowledge about the language, including the skills of using language tools in the process of communication. The researcher emphasizes that this competence considers the emergence of understanding between the participants of communication as the basis of communication. In addition, the need to take into account the relevant behavioral norms and rules is noted [3].

I.A. Zimnyaya understands communicative competence as the individual ability of people "to organize their speech activity in its productive and receptive forms appropriate to each specific situation using language means and ways" [1]. A more specific consideration of this concept allows us to note that the author considers communicative competence as "the ability to solve by means of a foreign language the tasks of communication relevant to society from everyday, educational, industrial, scientific and cultural life, which allows, in conditions of direct or indirect contact with a foreign language interlocutor, to solve tasks of mutual understanding and interaction in accordance with the norms and traditions of the culture of a native speaker of a particular foreign language, organizing foreign language speech activity in its productive and receptive forms" [4].

Considering communicative competence as "a person's ability to communicate in one, several or all types of speech activity, which is a special quality of a speech personality acquired in the process of natural communication or specially organized training", D.I. Izarenkov emphasizes the following elements that exist in this competence, which can be defined as subcompetences - linguistic, subject and pragmatic [5].

In the documentation presented by the Council of Europe, communicative competence is interpreted as a complex complex consisting of the most important knowledge, skills, abilities and abilities for communication. The correct and adequate use of language means with the formed communicative competence makes it possible to inform and interact with each other in a particular cultural space. Official documents include a number of other competencies as components of communicative competence - linguistic, sociolinguistic, discursive, strategic, sociocultural, social and pragmatic.

Based on the definition proposed by M.R. Lvov, the ability of people to compose a statement that reflects specific knowledge, skills and abilities that provide such an act of communication that corresponds to the initially set tasks and goals, and is also adequate to the status of the interlocutor, is considered of paramount importance in understanding communicative competence. This interpretation characterizes communicative competence through the prism of the concepts of spontaneity and spontaneity, i.e. the ability to fully implement the planned impact on the interlocutor in the process of communication. In this regard, it seems appropriate to use certain

types of speech activity (reading of various types, listening, speaking in a monologue and dialogic form, and writing).

In his own monograph, I. L. Beam emphasizes that communicative competence is "the ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers", emphasizing the following constituent elements in it:

1) linguistic competence, including sociolinguistic (mastering the key and most common language tools, understanding the processes of text generation and recognition);

2) thematic competence (obtaining and assimilation of extralinguistic information, including regional studies);

3) sociocultural competence, otherwise known as behavioral, involves knowledge of the context in the communication process;

4) compensatory competence involves the ability to search for mutual understanding, as well as the ability to get out of a difficult situation in the linguistic context);

5) learning competence, reflecting the ability to learn [7]. N.D. Galskov and N.I. Gez in the course of the study of communicative competence characterized it as the ability of people "to understand, generate foreign language statements in a variety of socially determined situations, taking into account the linguistic and social rules that native speakers adhere to." This concept concentrates such components/competences as linguistic, pragmatic and affective [2].

The considered definitions and interpretations of the term "communicative competence" allow us to notice that a number of characteristics of communicative competence in the noted works are similar. Thus, this term characterizes knowledge of the language, the ability to use it adequately to the situation of communication and / or other extralinguistic factors. At the same time, the necessary language means related to the goals and conditions of communication are selected accordingly. In a special way, the need to understand the relationship between the participants in communication, taking into account the social norms of their behavior, the implementation of purposeful interaction in a specific cultural space, including everyday, educational, industrial, scientific and cultural areas of life, the ability to influence the interlocutor with specific tasks, etc. is noted. Therefore, in the vast majority of works (I.L. Bim, N.D. Galskova, N.I. Gez, D.N. Izarenkova, etc.) regarding communicative competence, the following components / competencies are mainly emphasized: linguistic, sociolinguistic, social and others. As for the problem of teaching a foreign language, in the context of the definition of the term "communicative competence", it means the ability to solve key and timely communicative tasks with the help of foreign language tools that are relevant in various fields - household, educational, industrial and cultural. In this context, we are talking about "the ability of students to use the relevant facts of language and speech to achieve the goals of communication, as well as the ability to exercise

linguistic competence in different conditions of speech communication"; it is "a certain level of proficiency in linguistic, speech and sociocultural knowledge, skills and abilities that allows the student to communicatively acceptably and expediently vary his speech behavior depending on the situation of communication", "a person's ability to exist in a multicultural society, to achieve a successful understanding of representatives of other cultures and representatives of their own culture" [2].

It should be noted that it is obvious from the above positions and views that at the moment there is no consensus on the components that are part of the concept of "communicative competence". Researchers have found that communicative competence is endowed with an internal organization, which implies a special hierarchical relationship established between its components. But, due to the fact that communicative competence is the unity of many aspects of the communication process, there is no agreed position on the composition of subcompetences that reveal the essence of this concept at this stage of development of the world community. Various experts note that linguistic, sociolinguistic, discursive, sociocultural, strategic and social subcompetences can act as structural elements of communicative competence [9].

The above views and points of view of leading experts in pedagogy regarding the problem put forward allow us to believe that the elements of communicative competence can be:

1) linguistic (or linguistic) competence, which provides knowledge about the language system, relevant skills and abilities that allow understanding and generating foreign language statements, implementing verbal and non-verbal communication with native speakers of the foreign language being studied, as well as "possession of the system of information about the language being studied" [2].

The noted competence contains lexical, grammatical, semantic, phonological, orthographic and orthoepic competencies, which provides knowledge about the system of the language being studied and skills in operating with language means of communication;

2) sociolinguistic competence means knowledge of key language norms and rules of communication, speech and non-speech etiquette and contains "the knowledge and skills necessary for the effective use of the language in a social context" [2], which considers the basic skills to understand and generate foreign language statements (different types of discourses), combine them in the course of one act of communication in accordance with a specific communicative situation, the task of speech and the intention of communication (FGOS);

3) pragmatic competence is a set of knowledge, principles of constructing statements, combining them into a common logically structured text material, the ability to apply statements for various communicative functions, the ability to build a statement in a foreign language in accordance with "the peculiarities of the interaction of communicants" [2];

4) socio-cultural competence means knowledge of the socio-cultural features of the region of the language being studied, including skills and abilities that allow verbal and non-verbal communication with native speakers of this language in accordance with this feature and the norms governing verbal interaction in a particular linguo-ethno-cultural community;

5) strategic competence, which is manifested in a variety of skills to use the acquired foreign language experience to fill in the identified gaps in any knowledge of the language. We see that in a number of fundamental studies, the concept of "sociocultural competence" is introduced through the prism of the component composition of communicative competence. Obviously, the sociocultural component acts as an integral part, especially in the context of teaching a foreign language in higher education.

Consideration of the specific features of the interpretation of the term "intercultural communicative competence" made it possible to come to the following conclusions regarding the composition of the key components:

1) a content component, understood as a set of knowledge and ideas of the student regarding the culture of the country / countries of the language being studied (For example, knowledge of certain national-cultural concepts, specific rules of speech and non-speech behavior, etc.), as well as those areas and areas of possible communication, in which this knowledge is integral and defining the essence of communication (T.A. Pavlishak, V.P. Furmanova, etc.);

2) the activity component: implies "possession of the ability to follow the norms of a foreign society." An example of such a skill is the ability to compare the phenomena of reality that arise in a different culture, within a different way of life; discover common and differences in the course of a comparative analysis of these cultures, the desire to expand their knowledge about the culture and specifics of the country of the language being studied, etc.;

3) cognitive component: the cognitive component is based on "the synthesis of knowledge about the native culture and the culture of the country of the language being studied, as well as general knowledge about culture and communication", an understanding of the relevant conditions and efforts that are necessary for the implementation of high-quality, effective intercultural communication. Some researchers (N.D. Galskova, N.I. Gez, N.G. Muravyova, M.V. Plekhanova, V.V. Safonova and others) believe that this cognitive component can be considered as a sociocultural competence ;

4) the strategic component corresponds to a whole range of different "verbal, learning and research strategies of the student" [9], the desire to gain mutual understanding in the context of intercultural communication, the use of verbal and non-verbal means to compensate for gaps in knowledge and skills;

5) the affective component, including tolerance and empathy, implies the ability to understand the point of view of other people, taking into account the different socio-cultural specifics of your communication partner, which is associated with the choice of verbal and non-verbal communication methods that are optimal and appropriate for a particular situation. This component emphasizes the need to take into account the differences between members of cultural communities in the ways of describing and perceiving the surrounding world, as well as to accept the value orientations inherent in one's own and non-native culture [7].

Thus, we see that the sociocultural competence of interest to us is part of each of the above-mentioned components of intercultural communicative competence in the form of certain knowledge, skills and abilities. At the same time, the condition and product of the functioning of intercultural communicative competence is considered to be effective intercultural communication, to achieve the goals of which the communicant applies knowledge of cultural facts, rules and categories that determine the success of intercultural interaction.

It is also noted that a person's possession of intercultural communicative competence "allows in the process of intercultural communication to choose the necessary speech and language means in accordance with the sociocultural context, create a discourse using sociocultural means, choose strategies and tactics of communication to achieve the goals, increasing the effectiveness of intercultural interaction." Thus, the key task of forming intercultural communicative competence is considered to be the achievement of such a quality of a linguistic personality that will allow it to go beyond its own culture and become a mediator of cultures without losing its own cultural identity [2].

Returning to the term "sociocultural competence, it should be noted that its content (as part of intercultural communicative competence) demonstrates the key goal of developing the personality of students, the formation of their abilities and willingness to participate in the dialogue of cultures. At the heart of this communication, researchers, as a rule, single out the principles of cooperation, mutual respect, tolerance for the lack of cultural identity, overcoming cultural differences. Prominent domestic psychiatrists - B.V. Belyaev, L.S. Vygotsky, T.G. Egorov, I.A. Zimnyaya and others emphasized the presence in the perception of each member of communication of their personal baggage, in other words, their own culture (individual picture of the world), which to a certain extent is opposed to a foreign world (alien image of consciousness). This creates the conditions for the formation of a dialogical personality, endowing the personality with the ability to conduct a dialogue of cultures. The process of familiarization with a different culture within the framework of a dialogue of cultures implies the need for a future specialist to rely on knowledge about his own culture in the context of gaining knowledge about a foreign culture and trying to understand its key concepts and features [8].

The emergence of the concept of "sociocultural competence" in Russian methodological science is associated with the works of van Dyck and the "Council of Europe for Cultural Cooperation", according to which this term is considered as one of the components of communicative competence and can be defined as "the ability to adequately interact in situations of everyday life, establishing and maintaining social contacts with the help of a foreign language" [6]. Modern scientists (G.A. Vorobyov, G.V. Elizarova, etc.) have different interpretations of this term: sociocultural competence is a community of knowledge, skills and abilities containing a number of specific abilities and qualities formed in the process of intercultural communication; it is "a set of knowledge about the country of the language being studied, national and cultural characteristics of the social and speech behavior of native speakers and the ability to use such knowledge in the process of communication, following the customs, rules of conduct, norms of etiquette, social conditions and stereotypes of behavior of native speakers" [2].

There is an opinion that the concept of "sociocultural competence" has a connection with the new term that has emerged in the pedagogical theory regarding the teaching of foreign languages in recent years - sociocultural education. The emergence of the term "sociocultural education" reflects the emerging need for the formation of sociocultural competence among specialists whose specialization involves intercultural communication. It is obvious that intercultural communication requires the participants of this communication to have a basic amount of sociocultural knowledge about each other's cultures, as well as key skills and abilities that are put into practice for the purpose of successful and effective communication. The sociocultural approach in education ensures the full and productive implementation of sociocultural education, as it helps to identify a practical strategy in the course of learning a foreign language and determine the essence of the educational process in a particular subject with the help of national culture. In this regard, it becomes obvious the need to obtain information regarding the relationship between the speech and sociocultural environment, as well as the relationship between the development of language and society.

Consideration of the theoretical foundations of the concept of "sociocultural competence" suggests the presence in it of the meaning of the term "culture", i.e. a complex multifaceted phenomenon that is studied by a variety of humanitarian disciplines, for example, as cultural anthropology, ethnology, ethnography, cultural studies. The listed branches of science and science affect a general range of issues, for example, a person and his surrounding world, intercultural interaction, the emergence of culture and its transformation, as well as other issues that have a cultural component, etc.

Thus, the facts noted above make it possible to identify sociocultural competence as an integral system, which includes a number of structural elements characterized by the presence of

their own organization and having integrative properties of the whole, which cannot be reduced to the properties of individual components. The mastery of sociocultural competence is evidence of the formed value perception of universal and national cultures, which implies a desire for dialogic communication with representatives of other peoples and cultures. Thus, the process of self-identification and a deeper understanding of one's own culture in comparison with another culture and the people of the language being studied looks more effective. The integrity of sociocultural competence provides an opportunity for participants in international communication to also understand the feelings and thoughts of another people and overcome national cultural centrism.

Thus, we can conclude that all the competencies noted above (communicative, intercultural communicative) contain, according to a number of experts, several specific components, which include sociocultural competence, which in turn includes its own elements. At the same time, the number of initial data of elements and their content is not uniform for different scientists. The main components identified in the structure of sociocultural competence are unanimously named sociocultural knowledge of an encyclopedic and background nature, which are reflected in a specific language material, and ways of using them, depending on the scope, the nature of the situation, as well as the topic of communication. In addition, scientists emphasize that the experience of communication and personal relationships of participants in the communication process is the most important component of the competence under consideration, since it determines the presence of already formed skills and abilities [2].

It has already been proved to us that the goal of teaching a foreign language is, first of all, the formation of communicative competence, [85] which includes both linguistic and sociocultural competence, since without knowledge of sociocultural characteristics it is impossible to model and form communicative competence even in limited framework. The study of the theory of teaching a foreign language is aimed at the formation of a person who is able and willing to take part in intercultural communication. It cannot take place without knowledge of the socio-cultural specifics of the country of the language being studied. We have repeatedly noted the fact that the formation and role of sociocultural competence is inextricably linked with the key goals of education: practical, developmental and educational. In this vein, the educational task is the most significant, since the formation of a sense of patriotism and internationalism in modern society depends on the solution of this task. By studying English, we form a culture of peace in the mind of a person. We study and compare linguistic phenomena, customs, traditions, art, way of life of peoples. A significant role for the formation of socio-cultural competence is played by the study of the culture of one's own country and the country of the language being studied. Confirming the legitimacy of highlighting the above components that are part of sociocultural competence by different

researchers, it is possible to consider these components in a more general form based on the definitions given in later scientific studies (N.D. Galskova, N.I. Gez, N.G. Muravieva and others).

Focusing on the above approach, the elements of sociocultural competence can be correlated with certain researchers and the considered elements of intercultural competence in the event that each of the 5 elements noted above (meaningful, activity, cognitive, strategic and affective) has a pronounced sociocultural coloring, which is reflected in linguistic expression of these elements. As for the content and cognitive components, within the framework of socio-cultural competence, they can be viewed through the prism of certain encyclopedic and background knowledge regarding culture, cultural values and traditions, features of the national mentality; traditional topics of communication; means and methods of presenting the value orientations of their country and the country of the foreign language being studied, as well as the picture of the world formed by students of a foreign language; the ability to recognize a multicultural reality in the formation of this picture in cultural concepts representing culturally significant information, that is, in general, the formation of a secondary linguistic personality.

The strategic and activity components reflect the degree of formation in students of a foreign language of the skill to take into account the area, topics and circumstances of communication, the ability to apply this information and use the information received in foreign language speech activity, relying in their communication on adequate language material (corresponding language skills) and various speech skills. , while applying specific sociocultural knowledge, as well as the ability and willingness to make contact with a foreign language interlocutor, knowledge of the techniques and methods of communication adopted in the country of the language being studied, etc. A huge role in this aspect is played by the understanding that in the native and foreign languages there are both similarities and differences that determine the existence of non-identical sociocultural phenomena. In the course of mastering the corresponding cultural experience of speakers of another language and cultural system, the formation and formation of the skill to follow and respect the norms of a foreign society, subconsciously opposing them to the peculiarities of their culture, takes place [65]. This element is inherent in the possession of compensatory skills (to fill in the gaps of the linguistic code), as well as educational and research strategies that provide improvement in foreign language proficiency, and the ability to learn other languages and cultures.

The affective component is presented in the form of taking into account and applying communicative experience in the process of a particular foreign language speech activity, taking into account personal relationships with a communicant, an objective attitude to the material and spiritual values of a different culture, choosing an acceptable communication style, tolerance and empathy [8].

CONCLUSION

Of course, the components of sociocultural competence that we have listed are not universally recognized and the only true ones, since both in domestic science and in foreign science there are a number of psychological and pedagogical approaches to understanding the essence of sociocultural competence. Such a difference of views is due to a different understanding of both intercultural communication and the competence itself and its place in the structure of general skills, abilities and knowledge of a person. However, this fact does not detract from the significance of the elements of sociocultural competence that we noted, considered in the context of foreign language communication and communication between representatives of different cultures. Especially when it comes to the formation of this competence in higher education, the components we have identified are especially significant.

It is worth noting that the unity of views in the content of such a complex and important competence is almost impossible. This is due to the rapid pace of change in conditions and requirements in the world for the content of education and intercultural communication, and, accordingly, for the understanding of sociocultural competence. The transition of the Russian education system to the "Bologna model", the addition of a competency-based and personally oriented approach to knowledge, as well as the current international situation on the world stage, allow us to speak about the mobility of the structure of sociocultural competence, which develops in direct proportion to the current situation of the social state. Thus, in the course of considering the theoretical foundations of the issue under study, it was revealed that the term "competence" reflects the set of skills and knowledge of the speaker/listener about the use of acquired skills in changing situations and conditions.

Terminologically, the content and types of competencies formed in the classroom for teaching foreign languages are continuously updated, which emphasizes the innovative nature and practical nature of the competency-based approach to teaching. This is manifested in the ability to mobilize knowledge, manage their learning activities, master new ways of working with educational material and, on this basis, acquire new knowledge. As for the socio-cultural competence, it was determined that it is a single whole, within which socio-cultural knowledge is interconnected, designed with the appropriate language material and functioning in the process of personal communication of communicants with a certain experience of this communication. In addition, socio-cultural competence is the interrelation and interdependence of such components as strategic, activity, cognitive, meaningful and affective. Sociocultural competence contains in its own structure sociolinguistic, cultural and linguocultural competences.

REFERENCES

1. Samokhina, T.S. Effective business communication in the context of different cultures and circumstances / T.S. Samokhin. - M .: Publishing house, 2005.

2. Holec H. Autonomy and Foreign Language Learning / H. Holec. - Pergamon Press, 1979.

3. Khutorskoy, A.V. Technology for designing key and subject competencies / A.V. Khutorskoy // Internet magazine "Eidos". - 2005. - December 12. Access mode: http://www.eidos.ru/journal/2005/1212.htm

4. Vasil'eva, N.N. Intercultural competence. Strategies and techniques for achieving it [Electronic resource] / N.N. Vasilyeva. Access mode: http://rspu.edu.ru/university/publish/journal/lexicography/conference/vasilieva%20N.ht .

5. Sadokhin, A.P. Intercultural communication: textbook / A.P. Sadokhin. – M.: Alfa – M; INFRA - M, 2009. - 287 p.

6. Fischer G. Interkulturelle Landeskunde / G. Fischer. // Deutsch als Fremdsprache. - 1990. - No. 3.

7. Mitrofanova, O.D. Linguodidactic lessons and forecasts of the end of the 20th century // Proceedings of the IX Congress of MAPRYAL / O.D. Mitrofanov. – Bratislava, 1999.

8. European Language Portfolio: development proposals: per. from English. / I. Krist, F. Debuser, A. Dobson and others. - M .: Euroschool, 1998. - 155 p.

9. Zagashov, I. O. Critical thinking. Development Technology / I. O. Zagashov, S. I. Zair-Bek. - St. Petersburg. : Scythia, 2003. - S. 27.

10. lkhamova I. N. Forming intercultural competence of the future teacher ofEnglish in the higher educational establishment // Science and world. 2016.– P. 88−90.

11. Ilkhamova I.N Concept lesson as organizational form of design and creativitytraining of a future teacher // The Way of Science. Volgograd. – 2016.

12. Maksudova G.O. Improvement studying students of foreign languages by an integrative approach // European Journal of Research and Reflection in Education Sciences. –2020. -Б. 56-58.(13.00.00 № 2,2020)

13. Maksudova G.O. Selecting authentic materials in teaching Enlgish // The American Journal of Interdisciplinary Innovations and Research – 2020. -Б. 294-297. (Vol 2 No 04).

14. Galskova, N.D. The purpose of teaching foreign languages in the latest period of development of methodology as a science / N.D. Gal-skova, M.G. Demina, K.M. Manukyan // Foreign. languages at school. - 2012. - No. 5. - S. 2-11.

15. Hymes, D. On Communicative Competence / D. Hymes; in J. B. Pride and J. Holmes (eds.). - New York: Harmondsworth: Penguin, 1972. - R. 269-293.