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## THE CONCEPT OF SOCIO-CULTURAL COMPETENCE AND ITS DEVELOPMENT AMONG SENIOR STUDENTS.

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**Abstract:** Socio-cultural competence has emerged as a crucial goal of modern education, particularly in foreign language teaching and globally integrated learning environments. This study investigates the notion of socio-cultural competency and the most efficient techniques to develop it among senior secondary school pupils. The research uses an experimental methodology to assess instructional tactics such as project-based learning, WebQuest technologies, collaborative learning, and reflective activities. The findings show that systematic usage of internet learning resources greatly increases students' cultural awareness, communication skills, tolerance, and critical thinking abilities. The study suggests a three-stage model—motivational, cognitive, and activity-reflective—for establishing socio-cultural competency in senior students.

**Keywords:** socio-cultural competence, senior students, critical thinking, teamwork, cultural awareness

**Annotatsiya:** Ijtimoiy-madaniy kompetensiya zamonaviy ta’limning, ayniqsa chet tilini o’qitish va globallashtirish o’quv muhitlarida, muhim maqsadlaridan biriga aylandi. Mazkur tadqiqot ijtimoiy-madaniy kompetensiya tushunchasini hamda uni yuqori sinf o’quvchilari orasida rivojlantirishning eng samarali usullarini o’rganadi. Tadqiqotda loyiha asosida o’qitish, WebQuest texnologiyalari, hamkorlikda o’qitish va reflektiv faoliyatlar kabi o’quv strategiyalarining samaradorligini baholash uchun eksperimental metodologiyadan foydalanildi. Natijalar internet o’quv resurslaridan tizimli foydalanish o’quvchilarning madaniy xabardorligi, muloqot ko’nikmalari, bag’rikengligi va tanqidiy fikrlash qobiliyatlarini sezilarli darajada oshirishini ko’rsatdi. Tadqiqot yuqori sinf o’quvchilarida ijtimoiy-madaniy kompetensiyani shakllantirish uchun uch bosqichli modelni — motivatsion, kognitiv va reflektiv faoliyat bosqichlarni — taklif etadi.

**Kalit so’zlar:** ijtimoiy-madaniy kompetensiya, yuqori sinf o’quvchilari, tanqidiy fikrlash, jamoaviy ishlash ko’nikmasi, madaniy xabardorlik

**Аннотация:** Социокультурная компетенция стала одной из ключевых целей современного образования, особенно в преподавании иностранных языков и в условиях глобализированной образовательной среды. Данное исследование рассматривает понятие социокультурной компетенции, а также наиболее эффективные способы её формирования у учащихся старших классов. В работе использована экспериментальная методология для оценки эффективности таких педагогических стратегий, как проектное обучение, технологии WebQuest, совместное обучение и рефлексивная деятельность. Результаты показали, что систематическое использование интернет-образовательных ресурсов значительно повышает культурную осведомлённость учащихся, их коммуникативные навыки, толерантность и способности к критическому мышлению. В исследовании предлагается трёхэтапная модель формирования социокультурной компетенции у старшеклассников — мотивационный, когнитивный и деятельностно-рефлексивный этапы.

**Ключевые слова:** социокультурная компетентность, учащиеся старших классов, критическое мышление, командная работа, культурная осведомлённость

### **Introduction:**

Modern education systems aim not only to provide knowledge but also to prepare students for active participation in multicultural societies. Globalization, digital communication, and international cooperation require learners to understand cultural diversity and interact respectfully with people from

different backgrounds. Fast technological development, and international interaction have made socio-cultural competence a vital component of modern education. Socio-cultural competence enables learners to understand cultural norms, values, traditions, and behavioral patterns, fostering tolerance and mutual respect. Especially, senior students, who are preparing for higher education and professional life, particularly need socio-cultural competence. At this stage, students develop critical thinking, identity awareness, and social responsibility. However, traditional teaching methods often focus mainly on grammar and vocabulary rather than cultural understanding and real-life communication. Therefore, new pedagogical approaches are required to integrate socio-cultural learning into classroom practice. This research aims to define the concept of socio-cultural competence and identify effective ways to develop it among senior secondary school students using modern educational technologies.

**Literature Review** Several theoretical frameworks have helped us comprehend socio-cultural competence: first of all, what is the competence itself? M.A. Kholodnaya defines "competence" as the ability to use practice-oriented knowledge in a variety of tasks (domestic, social, and professional). This definition, we believe, is the most correct because it encompasses both the theoretical and practical aspects of the phenomenon under investigation. After having defined "competence," we'll look at "socio-cultural competence" to figure out what it means and how it works. According to V. V. Safonova, socio-cultural competence is "learners' knowledge of the national and cultural characteristics of the countries of the foreign language being studied, the ability to carry out speech behavior in accordance with this knowledge, as well as the willingness and ability to live and interact in the modern multicultural world". Moreover, The concept of "sociocultural competence" emerged from the work of Yan Van Eck and John Trim. According to their works, social competence is one of the components of communicative competence, understood as the ability to adequately interact in situations of everyday life, to establish and maintain social contacts using a foreign language (Latukhina M. V. (2014)). A similar interpretation of this concept is given by V.V. Safonova, P.A. Sysayeva, G.V. Elizarova, G.A. Vorovyov, who considered it as one of the components of communicative competence. Namely, sociocultural competence is a set of certain knowledge, skills, abilities, abilities and qualities formed in the process of formal or informal language training for intercultural communication. V.V. Safonova highlighted the importance of the formation of socio-cultural competence for the development of the student's personality. Socio-cultural competence, a key component of communicative competence (Canale & Swain, 1980), refers to a learner's ability to use language appropriately in different cultural and social contexts. Vygotsky posited that cognitive development is deeply embedded in social and cultural contexts. His theory underscores the importance of social interaction, language, and cultural tools in shaping an individual's learning processes.

**Methodology.** The study used a mixed-method experimental approach. Two groups of senior secondary school students participated: an experimental group and a control group. The experimental group received instruction through socio-culturally oriented activities and internet-based resources, while the control group followed traditional teaching methods. Participants were senior secondary school students aged 15–17. The total number of students was 30, divided equally into experimental and control groups. To develop socio-cultural competence, we can use innovative pedagogical strategies: 1. Interdisciplinary curriculum integration and holistic course design. Integrating themes from history, literature, art, and social sciences promotes critical thinking and helps students connect theoretical concepts. Thematic Modules: Creating modules centred on global citizenship, cultural diversity, and intercultural dialogue allows students to interact with complex socio-cultural issues and gain a sophisticated awareness of cultural interdependence. 2. Experiential and Collaborative Learning. Project-Based Learning (PBL) allows students to explore socio-cultural issues through hands-on projects that require cooperation, investigation, and problem-solving. Students, for example, could collaborate on projects that look into local cultural history or address global issues like migration or climate change. Simulations and role-playing activities give pupils the opportunity to experience a variety of cultural contexts in a controlled setting. By taking on diverse cultural roles, students can develop empathy and acquire insight into the complexity of cultural identity and conflict resolution. 3. Digital and virtual engagement: Web quest technology, E-Learning Platforms: Digital tools and online forums extend cross-cultural contact beyond the physical classroom. Virtual exchanges, multinational webinars, and collaborative online initiatives can help to bridge geographical and cultural differences. Multimedia Resources: Including multimedia resources like as documentaries, podcasts, and interactive applications can improve the learning experience by giving diverse cultural perspectives and real-world examples. 4. Reflective Practice and Assessment: Reflective diaries and Portfolios: Encouraging students to keep reflective diaries or digital portfolios can help them self-assess and build their socio-

## “Ilmiy tadqiqotlarni amaliyotga joriy qilishning muammo va yechimlari” mavzusidagi onlayn xalqaro ilmiy-amaliy anjuman materiallar to‘plami. NamDU - 2026-yil 20-21-fevral

cultural competency over time. Formative and summative assessments: It is critical to create assessment instruments that measure both cognitive knowledge and emotive engagement. Rubrics for assessing cultural knowledge, ethical reasoning, and communicative efficacy can help educators track progress and provide targeted criticism.

Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed through thematic analysis to identify changes in students’ attitudes and communication skills control group. Students exposed to socio-cultural learning strategies demonstrated: Increased cultural awareness and knowledge; Improved communication skills in multicultural contexts; Greater tolerance and empathy toward different cultures; Higher motivation in learning foreign languages; Enhanced collaborative learning skills. Survey results indicated that 82% of students found WebQuest activities engaging and helpful in understanding real-life cultural situations. Classroom observations confirmed that students became more confident in discussions and group projects.

### Results and Discussion

The results confirm that socio-cultural competence can be effectively developed through integrated instructional strategies. WebQuest technology encourages independent research, critical thinking, and collaboration. Project-based learning allows students to explore real cultural issues and present their findings creatively. Role-play activities simulate authentic communication situations, helping students apply cultural knowledge in practice. The proposed three-stage model proved effective: 1. Motivational Stage – raising interest through cultural topics and multimedia resources 2. Cognitive Stage – providing structured cultural knowledge and analysis 3. Activity-Reflective Stage – applying knowledge in projects and reflecting on experiences These findings align with modern educational theories emphasizing student-centered learning and intercultural communication competence. Teachers play an important role as facilitators who guide students in exploring cultural diversity respectfully. While the benefits of developing socio-cultural competence are clear, several challenges remain: Institutional Resistance: Educational institutions may face challenges in integrating socio-cultural competence into established curricula, particularly in systems that prioritize standardized testing and traditional academic subjects.

Cultural Sensitivity and Bias: Overcoming ingrained cultural biases and stereotypes requires ongoing effort and reflective practice. Educators must be vigilant in creating inclusive environments that encourage open dialogue and critical examination of cultural assumptions.

Resource Limitations: Implementing innovative pedagogical strategies often requires significant resources—both in terms of technology and teacher training. Securing the necessary funding and institutional support is essential for the sustained success of these initiatives.

### Conclusion

Socio-cultural competency is a comprehensive and dynamic concept that plays an important role in training students to participate in an increasingly linked and multicultural world. The scientific-pedagogical foundation for its development is built on multidisciplinary research and creative educational techniques that foster cultural awareness, social sensitivity, ethical reasoning, and communicative efficacy. Educators can nurture the socio-cultural competency required for promoting global citizenship and social justice by adopting a holistic strategy that includes interdisciplinary curricula, experiential learning, digital engagement, and reflective assessment. Therefore, socio-cultural competence is an essential element of senior students’ education in the modern world. The research demonstrates that using internet learning resources, WebQuest technology, and collaborative activities significantly enhances students’ cultural awareness, communication abilities, and tolerance. Schools should integrate socio-cultural learning into curricula to prepare students for global citizenship.

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