



SOCIO-CULTURAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS: EXPERIENCE OF FINNISH AND UZBEK SCHOOL EDUCATION

Author: Kenjayeva Sabrina ¹

Affiliation: Master Student of Nordic International University¹

DOI: <https://doi.org/10.5281/zenodo.15187266>

ANNOTATION

This thesis examines the issues of the formation and development of socio-cultural competence of Foreign Language teachers. In school education, the existing shortcomings and ways to eliminate them are analyzed. Effective methods and innovative approaches are also offered based on Finnish experience.

Keywords: Foreign Language teachers, socio-cultural competence, school education, Finnish education system, methods, innovative approach.

INTRODUCTION

In the context of globalization, knowledge of foreign languages is becoming not only a means of communication, but also an important factor in intercultural integration. Especially in school education, increasing the socio-cultural competence of Foreign Language teachers is an urgent issue. This article will analyze problems and effective approaches in this direction.

Deficiencies in present-day school education and their solutions:

The following problems are observed when teaching foreign languages in Uzbek schools:

1. Low communicative competence

When teaching a foreign language in schools, too much attention is often paid to grammatical rules and theoretical knowledge. As a result, students have difficulty communicating in real life, even if they are able to compose a grammatically correct sentence. This problem is associated with:

- The scarcity of practical speech exercises.
- The fact that students do not have the opportunity to freely express their opinion in real-life situations.
- Insufficient attention to listening and understanding and verbal expression [1].

Solution:

- Introduction of role-play (role-playing games), debate (debate), and peer discussion (cross-talk) methods to develop students' communication skills.
- Increasing Listening comprehension exercises, using foreign movies and podcasts.
- To enable students to think independently in a foreign language.

2. Lack of interactive methods

Traditional methods – that is, the monologue of the teacher and the performance of exercises in the book-are still in the main place when taking classes in Uzbek schools. This method:

- Restricts the active participation of students by making them only listeners.
- Mutual discussions, teamwork, creative tasks are little used.
- Modern technologies and innovative techniques are used to a limited extent [2].

Solution:

- Introduction of methods such as Task-based learning (task-based learning) and project-based learning (Project Learning).
- The use of technologies (interactive whiteboards, mobile applications) that encourage students to actively participate in the course of the lesson.
- More practical implementation of team discussions and group training.

3. Inadequate adaptation of training materials

Materials used in the process of teaching a foreign language are often:

- Does not correspond to the age and interests of students.
- Is more focused on providing theoretical knowledge, limiting the possibility of practical use.
- Lack of audiovisual and interactive resources.

Solution:

- The use of text and exercises based on real-life situations in the development of new generation textbooks.
- Use of Online learning platforms such as Duolingo, BBC Learning English, Quizlet, Kahoot, etc.
- To explain to students various cultural and social contexts through multimedia tools (video, audiobooks, podcasts) in learning a foreign language [3].

4. Poor teacher skill development system

While many teachers have advanced skills opportunities, they are not sufficiently familiar with foreign educational methodologies. This problem is due to the following aspects:

- Insufficient attention of teachers to their professional development.
- Low learning of advanced foreign language training technologies.
- Limitations of international experience exchange programs.

Solution:

- Organization of international methodological seminars and online courses for teachers.
- Study the advanced experiences of foreign countries and adapt them to the local education system.

Development of grant programs and advanced training courses to ensure that teachers continuously improve their knowledge and skills.

Foreign experience: on the Finnish example

Teaching foreign languages in Finnish school education is characterized by the following aspects:

1. An individual approach to students is a system of teaching based on the interests and abilities of each student.

2. The use of play and interactive techniques – in the process of language learning, theater, role-playing games and practical training are widely used.

3. Cultural integration-when teaching foreign languages, special attention is paid to the study of the culture, customs and history of other countries.

4. Continuous teacher development-educators regularly improve skills and master new techniques.

Methods:

The following effective methods are recommended for Foreign Language teachers:

1. CLIL (Content and Language Integrated Learning) – content and language integration CLIL is a way of integrating content and language, in which students learn a foreign language not only as a separate subject, but also other subjects through the same language. For example, mathematics, geography or biology can be passed in English.

Advantages:

- A foreign language is studied in a real context, so students naturally assimilate it.
- Readers understand topics more broadly and emphasize not only grammar, but also logical thinking.
- The language learning process will be more interesting and practical.

How to apply?

- In elementary grades, simple subjects, such as natural science or art, can be passed on in a foreign language.
- More complex subjects, such as chemistry or economics, can be taught in a foreign language in the upper classes.
- It is important to use visual materials, diagrams, graphs and multimedia tools to apply the CLIL method [4].

2. Role-Play and gamification-making the learning process fun

Role-play (role-playing) and gamification (application of game elements to education) methods increase students' interest in the course process.

Role-play

This method allows students to test a foreign language in real life situations. For example:

- Creating a shopping scene in the store.
- To handle the room in the hotel.
- Order food in the restaurant.

Advantages:

- Students' communication skills develop.
- The opportunity is created to apply learned vocabulary and phrases in a real situation.
- Speech activity increases and language confidence increases.

Gamification (gamified lesson)

Game techniques are used to make the learning process fun and stimulating. For example:

- Scoring: students earn points or awards for completing certain tasks.

- Competitive elements: Organization of intergroup competitions (for example, who answers correctly faster).

- Online games: learning new words and grammar by playing games on platforms like Kahoot, Quizlet, Duolingo [5].

Advantages:

- Student motivation increases.
- The educational process will be free from boredom.
- Students remember knowledge more firmly.

3. Project-Based Learning-Preparation Of Creative Projects On Topics

Project-Based Learning (PBL) is a project – based teaching method in which students conduct an independent study on a given topic and present the final result.

Examples:

- "My city" - students prepare a presentation in a foreign language about their city or village.

- "My future profession" - readers create an article or video about their future profession.

- "Problems of Ecology" - preparation of a project on the topic of Environmental Protection and presentation in a foreign language.

Advantages:

- Students learn to think independently.
- Written and oral speech in a foreign language develops.
- Teamwork skills increase.

How to apply?

- Giving students the freedom to choose a project topic.
- Encourage the creation of creative products such as presentations, videos, posters.

- After completing the project, students must present their results to their classmates.

4. Digital Learning Tools-use of online platforms, mobile applications and interactive applications

Modern technologies make the educational process easy, efficient and convenient. Digital learning tools are online platforms, mobile applications, and interactive applications that accelerate language learning.

The most useful online platforms and applications:

1. Duolingo is an interactive app to increase vocabulary wealth and learn grammar.

2. BBC Learning English is a great platform for hearing and understanding English in different contexts.

3. Quizlet-the word can be created online flashcards and tests for memorization.

4. Kahoot is an interesting platform for conducting tests and quizzes in the classroom.

5. Google Classroom is a tool for sharing interactive lesson materials between teachers and students.

6. YouTube & TED-Ed – Students can develop comprehension skills by watching videos in a foreign language and listening [6].

Advantages:

- Students can learn anywhere and at any time.
- In the course of the lesson, various technologies are used, which prevent boredom.

- Online platforms help students learn the language on their own.

How to apply?

- Applying at least one digital tool for each lesson.
- To give students the opportunity to delegate homework through online platforms.

- Using podcasts, videos, and interactive games for listening comprehension (listening).

Studies conducted show that in schools where innovative methods have been introduced:

- The ability of students to communicate in a foreign language is significantly improved.

- Their motivation increases and independent learning skills are formed.

- Intercultural understanding develops and global thinking is formed.

- Finnish experience shows that for quality foreign language education, an individual approach, modern methods and the continuous development of teachers are very important.

CONCLUSION

- More interactive and communicative methods should be included in the school programs.

- It is necessary to organize training programs for teachers on modern pedagogical technologies.

- It is necessary to study the Finnish experience and adapt it to local conditions.

- Multimedia and digital resources need to be widely used to increase students' interest in learning a foreign language.

REFERENCES

1. Ghulomova M. "Innovative methods in teaching foreign languages" // Journal of pedagogy and psychology, 2023.
2. Abdurahmanova N. "Current issues of foreign language education at school" // education and development, 2022.
3. Karimova Z. "Prospects for teaching foreign languages in Uzbekistan" // collection of scientific newsletters, 2021.
4. Vahobov A. "Finnish education system and summary for Uzbekistan" // Journal of Educational Reform, 2023.
5. Yoshidev R. "Interactive approaches to teaching foreign languages" // problems of Higher Education, 2022.
6. Tursunova D. "Teaching a foreign language based on a Multimodal approach" // Journal of language and cultural studies, 2023.