



The Role of Web Quest Technologies in the Development of Students' Cultural and Communicative Competence

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ABSTRACT

This article deals with the issue of developing the content and forms of development of students' sociocultural competencies. The role of web quest technologies in the development of social and verbal ethics of speakers, their customs, rules of conduct, social stereotypes, national and cultural characteristics of history and culture, as well as in the development of students' intercultural communicative competence is considered.

Keywords:

Authentic materials, sociocultural competence, cross-cultural crossroads, authentic video materials, distance learning.

Foreign language competence of students is measured not only by their ability to speak their native language, but also by their ability to cope with the multifaceted tasks of intercultural communication. Young students should be encouraged to develop in a spirit of openness and tolerance conducive to intercultural communication, and topics that can develop these qualities should be offered in foreign language classes for young people. Introducing a foreign language at an early age should stimulate interest in languages, develop a desire to learn the language, and "encourage the child to speak a language other than his own."

The country has accumulated extensive experience in adapting the education system to modern trends in the development and development of innovative learning technologies. Modern information and communication technologies and foreign experience are being introduced into the educational process. In order to ensure continuity and consistency in the teaching of the humanities, create a modern methodology, improve state educational standards in the humanities based on a competency-based

approach, develop and implement a new generation of educational and methodological complexes October 19, 2020 Minister of Higher and Secondary Specialized Education of the Republic of Uzbekistan "State educational standard higher education. Classifier of areas and specialties of higher education "Order No. 11 on approval of the state standard of the Republic of Uzbekistan. This order was an important factor in the further development of the educational process. Organization of English classes in higher educational institutions to improve the professional conversational skills of students and improve the ability of students to apply their knowledge in practice. The use of innovative technologies on a comprehensive, integrated basis for the effective organization of the educational process is a requirement of today.

A modern developed society needs to educate a generation of intellectuals who meet the requirements of science, spirituality, sustainable development, concern for the future of our republic. The main goal of teaching a foreign language at all levels of education in the Republic of Uzbekistan is to develop students'

communicative competence in a foreign language so that they can work in everyday, scientific and professional fields in a multicultural world. Foreign language communicative competence is the ability to apply knowledge, skills and abilities acquired in a foreign language in the process of communication. Language competence is understood as the mastery of language material (phonetics, vocabulary, grammar) and skills in the types of speech activity (listening, speaking, reading and writing). Sociolinguistic competence allows the speaker to choose the appropriate language form, style of utterance, based on a specific speech situation, communicative goal and desire. Sociolinguistic competence includes sociocultural competence, the ability to present the national characteristics of authentic speech: customs, values, rituals and other national and cultural characteristics of the country in which it lives, and to compare the language with the country being studied.

Modern social requirements in the education system require the development of information processes. Adaptation of higher education to modern development requirements, improvement of electronic educational resources in subjects, ensuring active communication of students with electronic resources, self-learning and self-assessment, prompt search for the necessary information and emerging problems involves the formation of skills to use it in solving. In this sense, one of the indicators of the quality of education is competence. The English word "competence" literally means "ability". In fact, this means the effective use of theoretical knowledge in practice, the ability to demonstrate a high level of professionalism, skill and talent. Competence is the acquisition of knowledge and experience for effective work in a particular field of science. Educational technology is the effective use of modern information technologies in the educational process. It is also aimed at improving the quality and efficiency of education through the introduction of modern innovative technologies in the educational process. In particular, the use of such information and communication technologies in

the study of a foreign language has a number of advantages. The role of modern technologies in learning and teaching languages is invaluable. The use of technology is useful in all aspects of learning a foreign language (reading, reading, listening and speaking). For example, listening and understanding, of course, without a computer, player, disks, this process is impossible. Listening is one of the most important parts of learning a language. This requires the student to simultaneously pay attention to the speaker's pronunciation, grammar rules, vocabulary, and meanings. The use of modern technologies in the educational process is also an important factor for the familiarization and use of information and communication technologies by students. One of the most effective ways is teaching and learning a foreign language using modern technology.

To improve professional oral competence, a student must have maximum knowledge of the language, be able to speak the language competently, have appropriate psychological, pedagogical and methodological knowledge, and general cultural training. This means that the effectiveness of teaching a foreign language is determined by many factors, the most important of which is the teacher's ability to use the target language in the process of communicating with students in the classroom. The speech of the teacher plays an important role in the implementation of the communicative and educational functions. When students have a communicative culture in which they interact with each other, their skills are on display. However, practice shows that the speech activity of students in the classroom is still a weak point and leads to difficulties in solving communication problems. Apparently, this is the result of insufficient preparation for oral communication.

The development of sociocultural competence of students required the selection of texts based on authentic materials, their adaptation to the topics, as well as the development of a system of exercises and tasks that would teach students the vocabulary of the topic. Since authentic video materials were chosen as the object of our study, we considered it appropriate to organize

the proposed typology of exercises and tasks into three main stages: pre-demonstration, pre-demonstration and post-demonstration. During the presentation of authentic video materials, students perform certain exercises and tasks that take place between episodes. This helps students feel and understand the content of the videos.

In conclusion, it should be noted that the use of video materials is very wide to attract students' attention to the language being studied, increase students' interest in learning a foreign language, increase their speech and vocabulary, and develop listening skills. providing students with a wide range of material, informing them about the culture of the country where the language is being studied, and penetration into the social life and language environment of representatives of the country where the language is being studied. Authentic video materials are a very effective tool that motivates students to learn foreign languages and at the same time allows them to independently evaluate the speech itself, the content of the material in the following three main areas of work: preliminary display, demonstration process, organization of post-demonstration stages, and for each of these stages it is advisable to provide exercises and tasks aimed at consolidating the knowledge of students.

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