



(minimum requirement being B1 for non-linguistic fields, and B2 for language-communication related fields).

The reality is that there is no need to compete for dominance for languages, instead it would be wise to pay more attention to the fields of translation and interpretation so that not everyone has to learn English, but rather relies on the translator to do the job for them. Professional interpretation and translation services ensure that individuals can understand each other not only from linguistics perspective but also from cultural aspects without causing any misunderstanding.

In summary, since globalization will only get stronger, there is even greater necessity for efficient and quick communication across cultures. And the solution to this is professional, well-trained interpretation and translation services that ensure linguistic barriers are removed for a truly globalized world.

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DEVELOPING SOCIOCULTURAL COMPETENCE OF SENIOR HIGH SCHOOL STUDENTS THROUGH GAME TECHNOLOGIES

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Abstract

The article discusses the potential benefits of integrating game technologies to enhance the sociocultural competence of senior high school students. Incorporating game technologies into the curriculum provides students with immersive and interactive experiences that facilitate social interaction and promote cultural understanding. Through gameplay, students can develop essential skills like communication, empathy, and respect for diverse perspectives. In an increasingly globalized world, it is crucial for educators to leverage virtual environments and scenarios in games to help students navigate intercultural interactions effectively. Research in this area is essential to understand the impact of game technologies on sociocultural competence and to inform educational practices that foster cultural sensitivity and understanding among students. By recognizing the significance of using game technologies as educational tools, educators can empower students to develop the necessary skills and mindset to thrive in diverse cultural environments. The writers clarify the fundamentals of sociocultural competencies in general and emphasize their importance for students based on an examination of scientific literature.

Keywords: sociocultural competence, game technologies, educational games, senior high school students, cross-cultural understanding.

In today's globalized world, the development of sociocultural competence among students is essential for fostering inclusive learning environments and preparing learners for success in diverse cultural settings. Traditional teaching methods often struggle to engage students in meaningful cross-cultural experiences. Educational games offer a promising avenue to address this challenge by providing immersive and interactive learning opportunities that simulate real-world cultural scenarios. This study aims to explore the impact of game-based interventions on senior high school students' sociocultural competence. Given that sociocultural competence is an integrated quality of an individual that requires knowledge in a variety of social and cultural domains encompass the capacity and readiness to engage with individuals across various life stages (Bryant, D. A., & Bell, J. F.;2020).

Sociocultural competence plays a crucial role in enabling individuals to navigate diverse cultural environments effectively. Educational games have emerged as a valuable tool for promoting sociocultural competence among students, offering immersive experiences that enhance cultural awareness, intercultural communication skills, and empathy towards different cultural perspectives. Previous research has shown positive outcomes of game-based interventions in enhancing students' cross-



cultural competencies, highlighting the potential of game technologies in supporting intercultural learning. To modify society's perception of modern education's aims, objectives, and outcomes, it is vital to consider both society and individual interactions, as well as patterns of social behavior. The Federal State Educational Standard for Preschool Education emphasizes tailoring educational activities to each child's unique characteristics for comfort, personal development, and self-realization at higher levels of education. The emergence of new ideas about the culture of society as a whole, the individual, their relationships, and patterns of social behavior, coupled with the unpredictability of socioeconomic changes and the rapid growth of information sources, made it necessary to reframe societal perceptions of the purposes, outcomes, and goals of modern education. Of the Federal State Educational Standard for Preschool Education's tenets, it is imperative to emphasize above all that learning activities should be designed with each child's unique qualities in mind in order to maximize comfort and facilitate personal growth and self-realization as the child moves on to higher educational levels. Furthermore, the development of a child's cultural behavior and socialization is another important goal of preschool education. In the current environment, modifications to our educational system are closely monitored, with the main objective being the development of an individual who is prepared for appropriate engagement with the external environment, as well as for self-improvement and self-education. Competencies have evolved into the main idea, value, objective, and outcome that modern education is centered around. Finding the best strategy for developing intercultural competency in the context of contemporary education is why the work is relevant (Pan, Y., & Wong, D.;2017).

The study involved a sample of senior high school students from diverse cultural backgrounds. Educational games designed to promote sociocultural competence were implemented over a set period, followed by pre-test and post-test assessments to measure changes in students' cultural awareness, intercultural communication skills, and empathy. Qualitative data collection through interviews and surveys provided insights into students' perceptions of the intervention. Statistical tests and thematic



analysis were conducted to analyze the data collected. The findings of the study indicate significant improvements in students' sociocultural competence following engagement in game-based interventions. Students demonstrated enhanced cultural awareness, improved intercultural communication skills, and increased empathy towards different cultural perspectives. The results suggest that educational games can effectively support the development of sociocultural competence among senior high school students, contributing to their cross-cultural understanding and intercultural competence. The results of this study highlight the potential of game technologies in enhancing students' sociocultural competence and promoting cross-cultural understanding. The learner works freely during the game process since they are more engaged in it than they would be in a typical class. It should be mentioned that the game's primary purpose is to teach. Students take an active role in game lessons, competing to win, and the teacher uses them to impart knowledge. While playing games, the student is engaged and thinks he can communicate in English by speaking, listening, understanding, and writing. Experience has shown that unpleasant situations arise in every game, irrespective of the players' age or ability level. Educators and policymakers can leverage educational games as a valuable tool to support intercultural learning and create inclusive educational environments. Further research is needed to explore the long-term effects of game-based interventions on students' sociocultural competence and evaluate the scalability of such approaches in educational settings.

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THE PROBLEM OF CORRESPONDING FUNCTIONAL AND PRAGMATIC CHARACTERISTICS TO BASIC COMPONENTS OF COMMUNICATION

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Abstract

This article delves into the intricate problem of aligning functional and pragmatic characteristics in communication. It emphasizes the significance of both components and explores the challenges that arise when they are misaligned. The article provides valuable insights and strategies for achieving effective communication by understanding the interplay between functional and pragmatic characteristics. The article suggests strategies like developing cultural awareness to navigate intercultural interactions, practicing active listening to understand the speaker's thoughts and intentions, seeking clarification and providing feedback to ensure mutual understanding, adapting communication styles to match the receiver's preferences, and embracing empathy and open-mindedness to create an inclusive communication environment. By integrating these strategies, individuals can overcome the challenges of aligning functional and pragmatic characteristics, leading to more effective communication and improved social connections in various settings. By understanding the interplay between functional and pragmatic characteristics, individuals can enhance their communication skills and foster better understanding in diverse social contexts.

Keywords: communication, functional characteristics, pragmatic characteristics, language, cultural awareness, active listening, adaptation, empathy.

Communication is a fundamental aspect of human interaction, serving as a means to convey information, express emotions, and establish social connections. However, the process of effective communication involves more than just the exchange of words; it relies on the integration of functional and pragmatic characteristics. The challenge lies in aligning these two essential components to ensure that the intended message is accurately conveyed and understood. In this article, we will explore the problem of corresponding functional and pragmatic characteristics to the basic components of communication and discuss some strategies for achieving effective communication (Clark, 1996).