

ISSUES OF IMPROVING THE EFFECTIVENESS OF TEACHING FOREIGN LANGUAGES BASED ON THE SOCIOLOGY OF EDUCATION

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Ulmasbek Karimov

lecturer,

Fergana State University,

Nargiza Jumaniyozova

Fergana city Technical College № 4,

Uzbekistan, Fergana

Abstract

This article provides a scientific analysis of issues related to improving the effectiveness of teaching foreign languages based on the sociological approach to education. It highlights the close interconnection between the educational process and social factors, as well as the formation of language learning under the influence of students' social environment, cultural values, and communicative experiences. Furthermore, the study substantiates the importance of modern pedagogical technologies, interactive methods, and sociological approaches in foreign language teaching. The results indicate that organizing the educational process within a social context is a key factor in developing learners' language competence.

Keywords

sociology of education, foreign language teaching, educational effectiveness, social environment, communicative competence, pedagogical technologies, interactive methods, cultural factors.

INTRODUCTION

In the era of rapidly accelerating globalization, one of the main tasks facing the education system is to train competitive specialists with a broad worldview who are capable of operating effectively at the international level. In this process, mastering foreign languages is of great importance. Foreign language proficiency serves not only as a means of communication but also as a factor in an individual's intellectual and cultural development. At the same time, the effectiveness of foreign language teaching is not limited solely to methodological approaches; it is also closely connected with broader social factors. This aspect determines the role and significance of the sociology of education in this process. Sociology of education studies the education system as an important social institution of society and

analyzes the interaction between processes, relationships, and influencing factors within it.

The relevance of the research lies in the increasing need to enhance the effectiveness of foreign language teaching in the modern education system by integrating the process with social factors. From this perspective, the article examines the identification of effective mechanisms for foreign language instruction based on the sociological approach to education and the issues of their practical implementation.

MAIN PART

Before exploring the essence of the above research topic, it is necessary to have an understanding of the sociology of education. From this perspective, we briefly present the content of the discipline. "The educational process is closely connected with the social structure and values of society, and it serves as an important factor in an individual's socialization and cultural development. In particular, in modern conditions, the educational process is not limited to enriching theoretical knowledge; it also contributes to the development of students' social activity, independent thinking, and communicative competence. This, in turn, expands the social functions of education and makes it an important factor in societal development"[1, p. 45].

Sociology of education is a scientific field that studies the education system as an important social institution of society and analyzes the social essence, functions, and developmental patterns of the educational process. Within this field, the interrelationship between education and society, social inequality, cultural capital, processes of socialization, and the impact of education on personal development are examined.

The main task of the sociology of education is to ensure that all functions of the education system operate at a broad and effective level within social life and to study its effective impact on various spheres of society. The education system has economic, social, political, and spiritual functions, and it significantly influences the development of these areas of societal progress. It is an important factor in the advancement of a country's scientific and technological values as well as in the formation of the individual.

In the Western academic tradition, the foundations of the sociology of education were laid by E.Durkheim and M.Weber. They studied issues such as the social functions of the education system, its relationship with economic and political processes, and the specific characteristics of higher education. Thinkers such as E.Fromm, T.Parsons, S.N.Parkinson, T.W.Adorno, V.Frankl, J.Ellul, and

E. Glissant also made significant contributions to the development of the sociology of education.

“Education is the most important social institution that ensures the transmission of cultural experience and the formation of personality within society. From this perspective, the education system plays a decisive role in transmitting existing social norms, values, and traditions to the new generation. In this process, education is manifested not only as a means of knowledge transfer but also as a tool for socialization, adaptation to society, and the formation of an active civic position” [2, p. 72]. For this reason, in the educational process, it is essential to develop not only academic knowledge but also an individual’s social experience, moral outlook, and communicative skills. In particular, under conditions of globalization, the education system performs the task of nurturing individuals in harmony with both national and universal values. This further strengthens the role of education in ensuring social integration and cultural continuity.

Currently, the sociological research directions of the education system include the following:

1. The role and significance of the education system in social life under conditions of transition to market relations;
2. Its impact on social development, as well as the level of effectiveness and quality;
3. The socio-economic status of teachers;
4. The quality of education in educational institutions and the influence of existing socio-economic conditions on their activities.

Specific features of the process of teaching foreign languages. Teaching foreign languages is considered one of the priority directions of the education system in today’s conditions of globalization. “Language learning is deeply embedded in social interaction and cultural context, making it a fundamentally social process rather than a purely cognitive one” [3, p. 86]. Learning a language is not only about acquiring linguistic knowledge, but also about understanding other cultures, engaging in international communication, and developing global competencies.

In the present era, the importance of learning and mastering foreign languages is steadily increasing. In order to become a highly qualified specialist in any field, it is essential to know at least two or three world languages in addition to one’s native language.

In our country, systematic measures are being implemented to develop foreign language teaching as a priority direction of educational policy, to fundamentally improve the quality of education in this field, to attract qualified teachers, and to increase the population’s interest in learning foreign languages. In order to enhance

foreign language learning, ongoing reforms are also aimed at introducing foreign language textbooks developed by international publishing houses and implementing them in general secondary schools.

The process of teaching a foreign language is multifaceted, in which psychological, pedagogical, and social factors are closely integrated. Students' motivation, language environment, communicative approach, interactive methods, and modern technologies are considered key factors that determine the effectiveness of this process. In addition, the formation of communicative competence in foreign language learning is of great importance. It includes not only grammatical knowledge but also the ability to communicate effectively in real-life situations.

"Education systems reflect the social structures in which they are embedded, and inequalities in society are often reproduced through schooling" [4, p. 32]. Therefore, in modern education, priority is increasingly given to practical and interactive methods rather than traditional rote-learning approaches.

Improving the effectiveness of teaching foreign languages based on the sociology of education. From the perspective of the sociology of education, the effectiveness of teaching foreign languages is directly influenced by a range of social factors. First of all, the student's social environment, family background, cultural capital, and the level of societal demand for language skills significantly affect learning motivation.

In addition, the quality of interaction within the educational environment, peer influence, and the overall communicative atmosphere in educational institutions play an important role in shaping students' engagement and achievement in foreign language learning. The availability of learning resources and access to authentic language practice also contribute to the effectiveness of the learning process.

Thus, foreign language teaching should be analyzed not only as a pedagogical process but also as a social phenomenon shaped by multiple interconnected social conditions.

In the effective teaching of foreign languages, the following sociological factors play an important role:

- the social environment and opportunities for language practice;
- openness to intercultural communication;
- the communicative climate within educational institutions;
- socio-psychological relations between teachers and students.

The sociological approach to education requires that the process of teaching foreign languages be viewed not only from a methodological perspective but also

as a social system. This, in turn, necessitates taking into account students' social experiences, needs, and values in the teaching process.

As a result, in order to improve the effectiveness of foreign language teaching, it is necessary not only to enhance pedagogical technologies but also to improve the social environment, strengthen motivation, and develop intercultural competence. An educational process organized on this basis significantly increases students' level of language acquisition and ensures their successful integration into the global society.

DISCUSSION AND RESULTS

From the perspective of the sociology of education, the analysis of the effectiveness of teaching foreign languages shows that this process is a multifactorial and complex system. It is influenced not only by methodological approaches but also by the social environment, cultural values, communicative experience, and students' individual characteristics. Therefore, the level of foreign language acquisition is often directly shaped by the social conditions within the education system.

The study shows that students' motivation to learn a foreign language is significantly influenced by their social environment. For instance, when there is a positive attitude toward foreign languages within the family, and when language proficiency is valued as a factor of social success, students' intrinsic motivation tends to increase. Conversely, in environments where the need for language learning is not sufficiently formed, students' activity decreases, which negatively affects learning outcomes. In addition, the socio-psychological environment within educational institutions is also identified as an important factor. In classrooms where there is an atmosphere of mutual respect and open communication between teachers and students, learners demonstrate a higher level of communicative activity. This, in turn, contributes to the development of practical language skills. On the contrary, in environments dominated by authoritarian approaches, students are less able to express their ideas freely, which slows down the process of language acquisition.

The discussion results also show that taking the cultural component into account in foreign language teaching is one of the key factors that enhances effectiveness. Language and culture are closely interconnected, and the development of intercultural communication skills helps students achieve a deeper understanding of the language. Therefore, the use of authentic materials in the classroom, the modeling of real-life situations, and the organization of activities that simulate an international communicative environment produce positive outcomes in the learning process.

In addition, the use of modern information and communication technologies plays an important role in improving the effectiveness of foreign language teaching. Digital platforms, online resources, and multimedia tools provide students with opportunities for independent learning and practice in conditions close to a real language environment. At the same time, these tools increase learners' interest in the learning process and encourage their active participation.

The analysis shows that a sociological approach to education creates the necessity of forming an integrative model in foreign language teaching. In this model, pedagogical, psychological, and sociological factors are harmoniously combined. As a result, the teaching process is directed not only toward knowledge transmission but also toward the development of students' socialization, communicative competence, and intercultural adaptability.

Based on the obtained results, the following concluding points were identified. First, the effectiveness of foreign language teaching is directly dependent on students' social environment and motivation. Second, creating a positive socio-psychological environment in the educational process plays an important role in developing communicative skills. Third, the integration of the cultural component and the use of modern technologies significantly increase the effectiveness of the learning process. At the same time, the research results also make it possible to develop practical recommendations. In particular, it is important to take into account students' social needs and interests in foreign language teaching, to organize lessons on an interactive and communicative basis, and to create a positive social environment within educational institutions.

In general, a sociological approach to education opens up new opportunities for improving the effectiveness of foreign language teaching. Through this approach, it is possible to enrich the educational process in social terms, ensure active student participation, and develop their global competencies. As a result, it contributes to the formation of competitive individuals with strong communicative competence who meet the demands of modern society.

CONCLUSION

In conclusion, the issue of improving the effectiveness of teaching foreign languages based on the sociology of education is one of the most relevant directions in modern education. The research results show that the process of foreign language acquisition is shaped not only by methodological approaches but also by closely interconnected social factors.

It has been found that students' social environment, motivation, cultural capital, and the communicative atmosphere within the educational process have a direct impact on the level of foreign language acquisition. Therefore, in teaching

foreign languages, it is important to apply a sociological approach to education, that is, to take into account students' social needs and opportunities.

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