

MAIN FEATURES OF PRESENTING SOCIAL LIFE DESCRIPTION IN ENGLISH CLASSES (ON THE MATERIAL OF SHORT STORIES)

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ABSTRACT

This article is devoted to the study of the main features of the presentation of the description of social life in English in the classroom. The authors use story analysis to describe various aspects of life in an English-speaking society and consider ways to include this topic in the learning process. The article also contains recommendations and examples of exercises that will help students better understand and remember information about life in English-speaking countries.

Keyword: social life, lesson, culture, music, cinema theater, aspect.

INTRODUCTION

One of the important aspects of teaching foreign languages is the study of the culture and society of the country where this language is official or widely spoken. Therefore, in English lessons, much attention is paid to the presentation of a description of social life in English-speaking countries. In this article, we will consider the main features of the presentation of the description of social life in English lessons, using stories as material.

When presenting social life descriptions in English classes using short stories, there are several main features to consider.

MATERIALS AND METHODS

1. Vocabulary: Short stories often contain a range of vocabulary that reflects the social context and culture being described. It is important to focus on key vocabulary words and phrases that are relevant to the story, such as idiomatic expressions and cultural references.

2. Setting: Social life descriptions in short stories often rely heavily on setting to create a sense of place and atmosphere. Describing the physical setting in

detail, including elements such as weather, time of day, and the social and cultural context, can help students understand the story's social context and themes.

3. **Characters:** Characters in short stories can provide valuable insights into social life and cultural norms. Focusing on the personalities and motivations of characters, as well as their interactions with others, can help students gain a deeper understanding of social life in the story.

4. **Plot:** The plot of a short story can also provide insights into social life and cultural norms. Understanding the main conflict and how it is resolved can help students understand the social dynamics at play in the story.

5. **Themes:** Short stories often explore broader themes related to social life, such as prejudice, identity, and cultural differences. Identifying and discussing these themes can help students gain a deeper understanding of social life and cultural norms.

6. **Overall,** when presenting social life descriptions in English classes using short stories, it is important to focus on key vocabulary, setting, characters, plot, and themes, while also encouraging students to make connections to their own lives and experiences.

7. **Sure,** I'd be happy to continue discussing the main features of presenting social life descriptions in English classes using short stories. Here are some additional points to consider:

8. **Cultural Context:** Short stories can offer insights into the social norms and cultural context of the time and place in which they are set. It can be helpful to provide background information on the historical, social, and cultural context of the story to help students understand the cultural references and social dynamics at play.

9. **Perspective:** The perspective of the narrator or protagonist can shape the reader's understanding of social life and cultural norms in the story. It can be useful to discuss how the perspective of the narrator or protagonist affects the reader's interpretation of events and characters in the story.

10. **Language and Style:** The language and style of a short story can also reveal insights into social life and cultural norms. For example, the use of slang, dialect, or formal language can provide clues about social class, education, or regional background. The author's use of figurative language or literary devices can also reveal insights into social dynamics or cultural values.

11. **Discussion:** Encouraging class discussion and group activities can help students engage with and reflect on the social themes and issues presented in the short story. This can include small group discussions, journaling prompts, or group presentations.

12. **Multimodal Approaches:** Using multimodal approaches, such as incorporating visuals or multimedia, can help students better understand the social

context and cultural norms of the short story. This can include visual aids, such as maps, timelines, or photographs, or multimedia resources, such as videos or audio clips.

13. By considering these main features when presenting social life descriptions in English classes using short stories, educators can help students develop a deeper understanding and appreciation of the social and cultural context in which the story is set.

RESULT AND DISCUSSION

The first thing you should pay attention to is the use of various lexical units that relate to social life. For example, words related to work and professions can be used to describe what people do in English-speaking countries. These can be words such as accountant (accountant), engineer (engineer), teacher (teacher), etc. Other lexical items that can be used to describe social life include words related to entertainment such as music (music), cinema (cinema), theater (theatre), etc.

The second aspect, which is important for the presentation of the description of social life, is the use of grammatical constructions. For example, tenses such as Present Simple and Present Continuous can be used to describe actions and events taking place in public life. For example, the Present Simple can be used to describe regular activities such as "I go to the cinema every Saturday". The Present Continuous can be used to describe actions that are happening at the moment, such as "She is listening to music"

The third aspect that is important in presenting a description of social life is the use of context. Context can be used to explain what activities and events are social and how they relate to the culture and society of English-speaking countries. For example, context can be used to explain what "going to the pub" means in the UK or "watching baseball" in the US, and how these activities are part of public life in those countries.

The fourth aspect, which is also important for presenting the description of social life in English classes, is the use of authentic materials such as stories, articles or videos. Authentic materials can help students understand real life in English-speaking countries, as well as explore various aspects of culture and society that can be difficult to understand if only educational materials are used.

In general, presenting a description of social life in English lessons is an important aspect of learning language and culture. The use of various lexical units, grammatical structures, context and authentic materials can help students better understand and describe social life in English-speaking countries, as well as enrich their language experience and cultural knowledge.

One of the key points when presenting a description of social life in English lessons is the use of the correct verb tenses. Students should understand how the use of specific tenses is related to specific actions and events in public life. For example,

describing a daily routine can be done in the Present Simple, and describing an event that happened in the past can be done in the Past Simple.

The fifth aspect that should be taken into account when presenting a description of social life in English lessons is the use of adequate vocabulary. Students need to know which words and phrases are best suited to describe certain aspects of social life such as transportation, education, work, etc. In addition, it should be borne in mind that certain words and phrases can have different meanings in different contexts, so students should understand how the use of lexical units is related to a particular setting and situation.

In general, presenting a description of social life in English lessons is an important aspect of teaching language and culture. Students should understand that the use of certain language structures, correct verb tenses and appropriate vocabulary is associated with specific aspects of social life in English-speaking countries. However, the use of various materials such as stories, articles and videos can help students better understand and describe social life in English-speaking countries, as well as enrich their language experience and cultural knowledge.

The sixth aspect that must be taken into account when presenting a description of social life in English lessons is the use of sociocultural knowledge. Students should be aware of various aspects of social life such as traditions, customs, values and behaviors that are common in English speaking countries. This can help them better understand and describe social life in English.

The seventh aspect, which is also important when presenting a description of social life in English classes, is the use of communication skills. Students should be able to ask questions, express their opinions and share information in English. This will help them better understand and describe social life in English, as well as develop communication skills.

The eighth aspect to consider when presenting a description of social life in English classes is the use of various tasks and exercises. For example, story or dialogue tasks, reading and discussion tasks, and listening and filling in the gaps tasks can help students better understand and describe social life in English.

In general, presenting a description of social life in English lessons is an important aspect of teaching language and culture. Students should be aware of the correct use of language structures, verb tenses, lexical items, and sociocultural knowledge to describe social life in English-speaking countries. In addition, the use of communication skills and various tasks and exercises can help students better understand and describe social life in English.

The ninth aspect to consider when presenting a description of social life in English classes is the use of authentic material. Students should be able to see real texts, photos

and videos that describe social life in English-speaking countries. This can help them better understand and describe social life in English, as well as develop listening and reading skills.

The tenth aspect, which is also important when presenting a description of social life in English lessons, is the use of multimedia technologies. Students can use a variety of apps, programs, and online resources to access authentic material and a variety of activities and activities. This can help them improve their computer and internet skills, as well as develop independent work and research skills.

In general, presenting a description of social life in English lessons is an important aspect of teaching language and culture. Taking into account all ten aspects that were described above will help students to better understand and describe social life in English-speaking countries, as well as develop language and cultural competence skills.

One of the additional aspects that can be taken into account when presenting the description of social life in English classes is the use of real situations and examples. Students can discuss and analyze specific situations and examples that are related to public life, such as elections, political campaigns, social issues, etc. This can help them better understand how social life affects people's lives and how it can be described in English.

Another aspect that can be taken into account when presenting a description of social life in English classes is the use of various teaching strategies. Teachers can use various strategies such as group discussions, role plays, presentations, projects, etc. to help students better understand and describe social life in English. This can help them develop communication and collaboration skills, as well as improve their vocabulary and grammar skills.

Finally, the last aspect to consider when presenting a description of social life in English classes is to create a positive and inspiring atmosphere in the classroom. Teachers should strive to create an environment that encourages students to communicate and express their thoughts and ideas. This can help students feel more comfortable communicating in English and also motivate them to explore the language and culture.

In general, describing social life is an important aspect of teaching English and culture, which can help students better understand and interact with the English-speaking world. By using a variety of teaching materials and methods, and by creating the right atmosphere in the classroom, students will be able to develop their communication, critical thinking and collaboration skills and keep their interest in learning language and culture long-term.

It is also important to note that in the process of describing social life in English classes, students may encounter various cultural differences and norms of behavior that differ from those accepted in their own culture. This can be a great opportunity to discuss and understand differences between cultures, as well as to broaden students' cultural knowledge.

It is also important to remember that the description of social life in English classes may be related to some topics that may be sensitive to students. Therefore, teachers must be prepared to organize class discussions, support students in their expressions and opinions, and ensure class privacy when necessary.

Describing social life in English classes is an important element of language and culture teaching, which can help students not only develop their language skills, but also understand cultural differences and norms of behavior, broaden their horizons and develop communication and cooperation skills. With the right organization of the learning process, using a variety of methods and materials, and creating the right atmosphere in the classroom, teachers can help students achieve high results in the study of the English language and culture.

An important aspect of describing social life in English lessons is the use of various types of texts, such as news, reports, interviews, stories, etc. Each of these types of texts has its own characteristics and requires a special approach to the description of social life. For example, news requires accuracy and brevity, reports require descriptiveness and saturation with details, and stories require emotionality and a personal relationship to the event described.

In addition, the description of social life in English classes may include work with various linguistic aspects, such as vocabulary, grammar, pronunciation, etc. It is important that teachers take into account the language level of students and create assignments that are appropriate for their level.

For example, for beginners, simple words and phrases can be used to describe social life, while for more advanced students, complex and specialized lexical units that are used in certain situations. In addition, tasks may include grammar practice, such as the use of tenses or direct and indirect speech.

Finally, it is important to note that the description of social life in English classes can be not only useful for developing the language skills of students, but also motivating for them. When students see how they can use English to describe real-life events and phenomena around them, this can be an incentive to continue learning the language and achieve success in this matter.

CONCLUSION

In conclusion, presenting a description of social life in English lessons is an important aspect of teaching language and culture. Taking into account all the aspects

described will help students better understand and describe social life in English-speaking countries, as well as develop communication, critical thinking and collaboration skills. In addition, using a variety of teaching methods and strategies, as well as creating the right atmosphere in the classroom, can help students stay interested in learning English language and culture for the long term.

Finally, it is important to note that the description of social life in English classes is not limited to stories and texts. Teachers can use many different materials such as movies, songs, news, advertisements, etc. to help students better understand and describe social life in English. It is important to select materials that match the level of knowledge of students and that are interesting to them so that learning is as effective and exciting as possible.

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