

FORMATION OF LINGUO-SOCIOCULTURAL COMPETENCE OF STUDENTS IN ENGLISH CLASSES (FROM WORK EXPERIENCE)

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The most important tool for formation of national opinion is language, which accumulates linguistic means and elements of the linguistic picture of the world. In the process of intercultural communication, representatives of different cultures face certain barriers. They arise due to certain national-specific elements that reflect the peculiarities of another culture: traditions, culture of life, everyday behavior, etc. Recently, such a branch of linguistics and linguodidactics as lingual country studies has become widespread.

The modern development of foreign language teaching methods involves the combination of learning a foreign language with the simultaneous study of the culture of the English-speaking country. The task of the teacher is to involve students in another culture and civilization, to draw their attention to the nationally marked vocabulary, to indicate that it carries certain background historical and country knowledge and causes certain associations.

O. Biriuk, I. Brotenko, I. Golub, M. Duca, S. Nikolaieva and others devoted the researches to the development of methods for the formation of linguo-sociocultural competence.

The purpose of the study is to consider the essence of linguo-sociocultural competence, to identify and describe its components; to formulate tasks for the formation of linguo-sociocultural competence of students; to determine the stages and requirements for a set of exercises for the formation of linguo-sociocultural competence; to identify the main ways of forming lexical linguo-sociocultural competence of students in English classes.

Linguo-sociocultural competence determines the ability of the student to acquire country and lingual country studies, cultural and socio-cultural and intercultural knowledge. It is worth noting that the formation of linguo-sociocultural competence is based on specially selected linguistic and sociocultural material and social situations.

Linguo-sociocultural competence is understood as the ability and readiness of a person to intercultural communication in another language [1, p. 92]. It consists of three subcompetencies: sociolinguistic, sociocultural and social competencies. They are interrelated and characterized by their specific knowledge, skills and abilities.

Means of sociolinguistic competence include: country-specific non-equivalent vocabulary (*Westminster Abbey, The Tower of London*), background vocabulary (*drugstore*), set expressions (*to run out of smth*), idioms (*rain cats and dogs*), speech clichés (*on the other hand...*), linguistic markers of social relations and situations (*Would you mind passing me the napkin?) – Here you are!*); phraseological units (*a coach potato*), aphorisms (*Be yourself; everyone else is already taken*), proverbs and

sayings (*A sound mind in a sound body*), etc.

The basis of socio-cultural competence is cultural studies, which gives a true picture of the socio-cultural portrait of the country, including historical and cultural knowledge, values and lifestyle of the peoples inhabiting the country. Therefore, the purpose of socio-cultural education is not only knowledge and understanding of another culture, but also the ability to critically represent one's own culture. To establish effective communication with a native speaker, students need knowledge in the areas of geography, politics, social sphere, culture and science, etc.

The knowledge and skills of social competence include: 1) knowledge of culture-specific rules and norms of communication and the ability to use them in different situations of life: greetings, farewells, apologies, requesting information, expressing requests, complaints, suggestions, gratitude, compliments, etc.; 2) knowledge of rituals and standardized models of communicative behavior and the ability to use them.

Based on the above, the following tasks of forming linguo-sociocultural competence of students can be formulated:

- education of students in the sphere of dialogue of cultures, formation of mutual understanding and tolerance to the culture of another country, the ability to treat it with respect, perception of their own values and cultural values of the country of the language studied;

- promoting awareness of linguo-sociocultural information in the process of interaction with elements of another culture, understanding and interpretation of cultural interrelations;

- learning to use the linguo-sociocultural background for understanding and interpreting of socio-cultural elements, for orientation in the value categories of one's own and other societies, development of readiness to make choices, make independent decisions, formulate one's own point of view;

- to teach tolerant communication in different life situations in relation to the communication partner, to use adequate speech resources in direct contact, to use knowledge of linguo-sociocultural background in future professional activities.

A fundamental condition for the formation and development of linguo-sociocultural competence of students is the creation of a set of exercises aimed at forming this competence in oral and written speech in productive and receptive types of speech activity. Exercises for the formation of linguo-sociocultural competence can be divided into three stages [2]:

1. The stage of familiarization and primary consolidation of language material (language exercises for identification and differentiation, substitution and transformation exercises, constructive and translation exercises are used).

2. Phased preparation of language material (conditional speech imitation, substitution and transformation exercises are used).

3. The stage of applying the language material in speech (speech exercises are used: question-answer, situational, reproductive, descriptive and compositional exercises are used).

Based on our own experience, the following requirements for a set of exercises aimed at developing of linguo-sociocultural competence were identified:

- focus on the study of intercultural communication;
- adherence to the principle of building tasks – from simple to complex;
- expanding students’ knowledge by adding the teacher’s own exercises (not according to the textbook);
- involving as many students as possible;
- use of pair and group forms of work.

The main ways of formation of linguo-sociocultural competence of students in English classes are the following:

1. Use proverbs and sayings that contain background knowledge and non-equivalent vocabulary. They have an emotional impact on students, arouse interest and increase motivation to learn.

2. Idiomatic expressions add colour and vitality to the English language. They help students to sound more natural. The use of idioms gives the speech an informal, everyday nature.

3. Use of games in the lesson: didactic, grammar, phonetic, spelling, auditory, competitive games, etc. In addition, you can include board games, quizzes, drama, etc. It is worth emphasizing the functions of games, namely: thanks to games, students need to repeat the material repeatedly; games teach improvisation, help to master spontaneous speech; help to eliminate shyness and barriers to communication.

4. Business game is an important component of the development of linguo-sociocultural knowledge, skills and abilities. During business games there is an imitation of speech and non-speech behavior, creative process, situation analysis, group exercises.

5. The use of authentic texts using the method of comparative analysis. For example, students read a text describing the peculiarities of British culture, and then they create their own similar text with information about Ukraine.

6. The use of audio materials with visual support gives an idea of how to use socio-cultural vocabulary in a real communication situation.

7. The use of video materials affects the emotional state of students, so it is advisable to select questions aimed at forming students’ personal opinions about the viewed. Thanks to videos, you can study the sights and landscapes of the country, observe non-verbal communication in various spheres of life.

8. Writing essays and letters in different styles will teach you to present linguistic and socio-cultural information without making mistakes in the use of vocabulary; to respond according to the norms of behavior and etiquette; to use formal and informal styles of written communication; to correctly convey national and cultural information.

9. Linguistic and sociocultural projects should meet the following requirements: studying the culture of another country; analysis of everyday culture (life, traditions, customs, etc.), which promotes mutual understanding between representatives of different cultures; representation of culture in a broad sense; the material of the projects

should be useful for its application in practice and implementation of knowledge in life.

Thus, the purposeful formation of foreign language linguo-sociocultural competence of students plays an important role in the development of their personality, humanistic orientation, in the overall learning process that meets the requirements of a democratic society. The teacher should take into account that at each stage of the formation of the studied phenomenon there is a formation of socio-cultural, sociolinguistic, social knowledge, skills, abilities and a special role is given to the psychological component of students' attitude to other cultures.

References

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