

## INTEGRATED FORMATION OF STUDENTS' SOCIAL-CULTURAL COMPETENCE DURING FOREIGN LANGUAGE CLASSES IN INSTITUTIONS OF HIGHER EDUCATION

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### Summary

The article reveals the essence of the concept of 'social-cultural competence' and specifies its structural components. The peculiarities of the formation of students' social-cultural competence during foreign language classes have been determined. The essence and expediency of the integrated formation of students' social-cultural competence during foreign language classes in institutions of higher education has been revealed. The relevance of the study has been determined by the need for intercultural awareness of students for perfect and confident use of language in situations of intercultural communication. The purpose of the article is to reveal the expediency of the integrated formation of students' social-cultural competence during foreign language classes in institutions of higher education.

**Key words:** concept of social-cultural competence, structure of social-cultural competence, dialogue of cultures, intercultural communication, foreign language.

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### 1. Introduction

The ability to communicate within the framework of the dialogue of cultures requires a whole series of skills, i.e. the ability to put oneself in the place of other communication participants, the ability to take the initiative in intercultural contact, the ability to predict social-cultural shortcomings that may lead to misunderstanding, the ability to take responsibility for eliminating intercultural misunderstanding, the ability to show diplomacy, the ability to be a worthy representative of one's own culture, the ability to exist in a multicultural environment. One of the key competences of any specialty future specialists training is social-cultural, which covers general cultural development of every student, the ability to adapt to life in a certain social environment, knowledge of traditions, realities, customs, spiritual values not only of one's nation, but also of other ones, the ability to communicate in a foreign language in the modern world, operating with cultural concepts and realities of different nations (*Kylyvnyk, 2019*). The formation of students' social-cultural competence of education is a prerogative in the construction of the educational process. In the process of such competence developing, the cultural and

spiritual heritage of the representatives of the ethnic group, aesthetic, moral and ethical regulations that reflect the relations between people, the connection of generations, etc., are mastered.

The relevance of the study is determined by the need for intercultural awareness of students for perfect and confident use of language in situations of intercultural communication. Although the formation and development of social-cultural competence has already been the subject of scientific analysis, the specified problem still awaits thorough coverage.

The purpose of the study is to reveal the expediency of the integrated formation of students' social-cultural competence during foreign language classes in institutions of higher education.

The task of the research is to reveal the essence of the concept of 'social-cultural competence', to specify its structural components, to outline the peculiarities of the formation of students' social-cultural competence during foreign language classes, to reveal the essence and expediency of the integrated formation of social-cultural competence during foreign language classes.

Various methods of scientific research have been used to perform the presented tasks. They are: synthesis, comparison, generalization and systematization of scientific literature on didactics, psychology, psycholinguistics, linguistics, methods of teaching foreign languages to prepare the scientific basis of the research; theoretical analysis, analysis of one's own pedagogical experience.

## **2. The concept of 'social-cultural competence' and its structural components**

In our study, social-cultural competence is interpreted as a component of communicative competence, which proves the presence of formed knowledge about the specifics of the culture of a representative of another country, about traditions, behavioral patterns, etiquette, as well as the ability to appropriately operate this knowledge during communication, preserving the valuable features of the native culture carrier. A high level of formation of social-cultural competence in an individual enables its integration into global and national culture.

Social-cultural competence of a student is understood as such a quality of personality expressed in the harmony of country studies, linguistic and country studies, sociolinguistic components, which enable an individual to understand the peculiarities of the evolution of culture, during which universal human values are created, preserved, multiplied and transmitted, to build his / her own model of behavior in accordance with spiritual heritage, traditions and the present not only of the one's own nation, but also of other nations, to be able to communicate in a foreign language in different situations, taking into account the cultural background of different people.

Social-cultural competence has the following structure:

1) the country studies component (presupposes students' knowledge of the culture of the country whose language is studied, knowledge of the people – the bearer and creator of culture, national character, social and state system, achievements in the field of education, culture, peculiarities of life, traditions, customs);

2) linguistic and country studies component (students' mastering the features of speech and non-speech (mimics, gestures) behavior; the ability to perceive language in its culture-bearing function, with national and cultural features, which includes knowledge of language units (non-equivalent and background vocabulary; fixed expressions, clichés, idioms; linguistic markers of social relations and situations; idioms, aphorisms, proverbs and sayings; phonetic and grammatical means of communication; discourse models), as well as a national

and cultural components of semantics, and the ability to use them in accordance with socio-speech situations);

3) social-linguistic component – knowledge of the peculiarities of national speech etiquette and non-verbal behavior and the ability to take them into account in real life situations, the ability to organize speech communication in accordance with the communicative situation, social norms of behavior and the social status of communicators (*Nikolayeva, 2013*).

All individual components of social-cultural competence are interrelated and their formation should be taken comprehensively. While highlighting the components of social-cultural competence it becomes possible to use them into in the educational process. A high level of formation of social-cultural competence enables the student to:

- predict potential social-cultural difficulties that appear in the case of intercultural communication, outline options for overcoming them;
- adapt to a foreign language environment, skillfully follow the canons of politeness, show respect for established traditions and rituals, respect the way of life of members of another cultural community;
- create a basis for the further development of social-cultural competence of a professional and professional nature;
- independently study other countries, nations, cultural communities;
- implement social-cultural self-education in any other areas of communication that has not been studied before.

It is also about the willingness and ability to establish contacts with different native speakers; to be aware of the natural connections between culture and language; to demonstrate social-cultural attentiveness, sensitivity and observation; to compare in native and foreign culture phenomena, to characterize such phenomena and reflect on them; to show empathy, tolerance, treat people impartially and benevolently (*Nikolayeva, 2013*).

### 3. Features of social-cultural competence formation

Formation of students' social-cultural competence during foreign language classes is possible under certain conditions, namely:

- communicative direction of the educational process through the appropriate use of language and speech material and the creation of a favorable atmosphere in classes that is close to the conditions of real communication by the communicative behavior of the teacher, who, using various methods, forms, means and types of educational activities, provides students with the opportunity to develop the skills and abilities of foreign language communication within the scope of topics outlined in the curriculum;
- taking into account the individual characteristics of students, their level of motivation and readiness to master a foreign language, their interests, educational and life experience;
- situational orientation of the educational process, which contributes to students' awareness of real social conditions, motivating and stimulating their speech activity;
- comprehensive fulfillment of the goals of social-cultural education during foreign language classes, namely: practical mastery of a foreign language, i.e. mastering all language means for carrying out foreign language interpersonal communication in the main types of speech activity: listening, speaking, reading and writing (practical goal); enrichment of the spiritual world of the individual, obtaining and expanding knowledge about the culture of the country whose language is studied, as well as the native country, namely about history, literature, painting, music, customs, traditions, etc.; about the structure of the foreign language being

studied, its system, nature, features (educational goal); the education of students in the process of foreign language learning is ensured by: the selection of educational material that reflects universal moral values, the application of problematic tasks in the learning process, the solution of which requires the expression of one's feelings, views, critical assessment and one's own opinion (educational goal); the development of individual and psychological characteristics of the student's personality, which affect the success of mastering a foreign language speech activity (this is phonetic and intonation hearing, flexibility of the articulating apparatus, the volume of operational and long-term auditory and visual memory, language guesswork, etc.) and the development of special educational skills (developmental goal);

- a complex combination of traditional and new approaches, in particular, a personal-oriented approach is relevant, which is based on taking into account the individual characteristics, values and interests of each individual student, a communicative approach, i.e. learning a language as a process that is as close as possible to real communication, etc.;

- comprehensive implementation of principles. The process of learning a foreign language should be based on the didactic principles of systematicity, accessibility, scientificity, consistency, problematic and conscious study of the material, contrastiveness (the principle of systematicity is based on the study of the language as a structure, the elements of which are interconnected and interdependent; the principle of accessibility requires selecting appropriate material taking into account individual characteristics of students; the principle of scientificity, which involves the objective coverage of facts, emphasis on cause-and-effect relationships, the use of certain terminology, etc.; the principle of sequence emphasizes the step-by-step presentation of the material, from simple to more complex, to connect the material being studied with the lives of students, to point out the possibilities of its practical application, which will stimulate interest in learning; the principle of problem solving, which promotes the development of creative abilities, creative thinking, gives students the opportunity to independently find a way out of a certain situation; the contrastive principle, which is based on cross-linguistic comparison and will contribute to better learning and clear demarcation of linguistic phenomena in native and foreign cultures.

- performing tasks of a problematic, creative and exploratory nature, which ensure the development of creative thinking, objective evaluation and rethinking of one's experience, development of one's own trajectory and one's own learning strategies;

- the use of interdisciplinary connections, which contributes to the development of the skills of comparison, systematization, generalization and awareness of the integrity of education;

- the use of methods of visualizing educational information, which will help to make the learning process conscious; will contribute to the education of a tolerant attitude and respect for the culture, customs, and lifestyle of other nations whose language is studied (*Rogulska, 2022*).

The formation of social-cultural competence will be successful if the teacher organizes and the students perform a number of specially developed and selected tasks that will contribute to the formation of the following skills:

- to draw parallels between two cultures;
- to pay attention and choose social-cultural phenomena according to the teacher's task;
- to characterize and evaluate social-cultural realities;
- to express one's own opinion;
- to know and understand the historical events of the country whose language is studied;
- to form a positive attitude towards another culture;
- to interpret social-cultural information for the formation of critical thinking skills;

- to comment on foreign language material of social-cultural content;
- to solve social-cultural tasks in specially created communicative situations.

For the formation of the country studies component of social-cultural competence during foreign language classes, it is advisable to use familiarization-research reading, listening to search for country studies information; the task of developing the thematic dictionary; the task of analysis and interpretation of cultural information. For the formation of the linguistic and country studies component it is advisably to do the task of studying and using culturally marked units in communicative and linguistic situations; the task of translating culturally marked units, proverbs, language clichés, and phraseological units from English into Ukrainian. For the formation of the sociolinguistic component it is preferably to do the task of developing intercultural communication skills; formation of a point of view on a social-cultural topic; the task of adaptation to intercultural communication (Rogulska, 2022).

#### 4. Integrated formation of social-cultural competence

S. Nikolayeva in her work ‘Methodology of teaching foreign languages and cultures: theory and practice’ notes that learning cultural aspects should be part of learning listening, speaking, reading and writing.

Reading and listening are one of the most effective ways to increase students’ social-cultural and linguistic knowledge. After all, texts (local history, journalistic, artistic) and listening (audio recordings, videos) are the biggest source of obtaining social, linguistic and local knowledge. Pre-text and text stages of work play a special role in the development of social-cultural competence in reading and listening. At the pre-text stage, when familiarization with the subject and communication situation is carried out and content and lexical difficulties are eliminated, not only the topics and problems that will be discussed in the text are discussed, but also the prediction of the content of the text is initiated, similar content and problems with the native culture are compared, probable ways of solving them in both cultures, etc. (to read the title of the text and say who (what) will be discussed in this text; to look at the slide (graph, caricature, photo) and make assumptions about the content of the text; to write (compose) a story, using keywords (phrases) from the text).

At the text stage, students are given the task of reading / listening to the text in order to gain a detailed / global understanding or to extract specific country-scientific / social-cultural information (to read the text and divide it into meaningful parts, choosing a title for each; to read the text and choose from the proposed annotations that reflect its content; to find in each part of the text a sentence that conveys the main meaning).

During re-reading or viewing, it is advisable to offer to independently record some paralinguistic and non-verbal means of communication, reveal their meaning, and then comment and organize a comparison with similar means in the native culture (choose the correct answer from the given answers to the questions (test tasks); find in the text confirmation that ... ; correctly connect the beginning and end of the given sentences; prove that ... ; formulate the questions discussed in the text and conduct an interview; write a letter (postcard, e-mail) and express your own vision of the problem of the text; role-play such an episode). Such types of work will help students to develop cultural observation.

During work on the formation of competence in speaking, it is possible to form skills and the ability to use lexical units with national cultural semantics in dialogues and monologues of various types. Since intercultural communication is very often about the exchange of country science and social-cultural information, the most suitable for this are role-playing games, which

are usually conducted after reading or listening to texts with such information. Then the text acts as a stimulus and meaningful support for speech. It is advisable to offer students other supports, for example, logically structural or functional diagrams of dialogues and pictorial clarity, for example: *Student 1: You are a Ukrainian teenager. Ask your English peer about celebrating Christmas. Student 2: You are an English teenager. Tell your friend from Ukraine about the peculiarities of celebrating Christmas in England.*

Exercises for the development of monologue speech skills on national history and socio-cultural topics are very common, for example, for producing monologues of stories. Students can prepare short reports about the peculiarities of the culture of the country whose language is being studied, about prominent people, famous places, holidays, traditions, customs, cultural features, etc. *You visited the USA during Thanksgiving. Tell your classmates about the traditions and history of this holiday and share your impressions using postcards, drawings, photos depicting the symbols of the holiday (Nikolayeva, 2013).*

The teaching of writing and written speech is aimed at developing the ability to independently express thoughts in written form using the studied material. The main task in teaching writing is to form in students the skills and abilities necessary for communication at the intercultural level: the skills and ability to formulate an opinion in accordance with the desired written style, an idea of the subject content, language style and graphic form of the written text. Nowadays, it is not enough to master only a certain set of lexical and grammatical structures for full-fledged communication or correspondence, because there is a need to understand the differences and similarities of cultures, which is directly reflected in written language samples. Hence the typical mistakes that are usually made in the address, in the closing phrase, in the very structure of the construction of the text, letter or essay, in the use of introductory sentences and phrases, linking words.

The formation of social-cultural competence in writing involves the acquisition of general cultural and national cultural knowledge on the topic or problem from which a certain text is written, taking into account the style of speech, knowledge of the correct design and structure of the text: letter, e-mail, resume, essay, etc. Authentic texts serve as an example for writing one's own work; provide an opportunity for research and use of the language learned in real communication situations. At the preparatory stage, the genre of the text is determined. At the modeling stage, students get acquainted with the features of a particular genre of text; determine the purpose of its writing, the addressee (only in letters), language clichés and lexical units according to the content of the statement. At the planning stage, students' knowledge of the topic is activated. Using the authentic text as a model, students are asked to: *Write an e-mail to your friend from Canada, who is going to visit Ukraine, about the weather and climate in our country. He is very interested in this. In your letter, do not forget to indicate the subject (Subject), correct politeness formulas: greetings Dear..., farewell I am looking forward to hearing from you soon / Best regards / Best wishes, etc. and emoticon symbols.*

## 5. Conclusions

Thus, social-cultural competence is aimed at developing students' worldview and preparing them to perceive themselves as bearers of national values; awareness of duties as a member of society and responsibility for the future of one's country; knowledge of cultural norms of behavior of a foreign-speaking society, generally accepted forms of self-expression and their use during communication; assimilation of ethical norms of discussion; development of abilities to use acquired social-cultural knowledge, abilities and skills in accordance

with communication situations during communication; development of the need for self-education.

We see the development of an author's system of exercises for the formation of social-cultural competence of students during foreign language classes as perspectives for further research.

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