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**THE FEATURES OF THE FORMATION OF SOCIO-CULTURAL COMPETENCE
IN TEACHING THE ENGLISH LANGUAGE****S. E. Kegeyan***Candidate of Philological Sciences,
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Abstract. This article highlights the problem of the formation of socio-cultural competence in teaching English. In this regard, it examines the definitions of the concept of "sociocultural competence" different scientists, methodologists, their own vision of this phenomenon is given, and the components of socio-cultural competence are also considered. Research activities, project activities in particular, are considered as one of the methods for the effective formation of sociocultural competence in English lessons.

Keywords: sociocultural competence; formation; culture; traditions; communication.

Today's world is composed of many different countries, each of which has its own culture and language due to its own history, and this variety and variety sometimes makes it difficult for people to live together. Language is merely a means of communication but it also expresses the personality of the universe, their imagination and the method of transferring knowledge.

In connection with the expansion of international contacts, the development of society and education, the need for communication between students is increasing.

At the same time, teachers' observations and experience show that students, having a certain vocabulary and the ability to use knowledge of grammar in practice, overcoming the language barrier, do not always understand each other. The interlocutors use the phrases necessary for the exchange of information, but mutual understanding is not achieved as a result.

It should be noted that the reasons can be varied, but first of all it is the low level of formation of sociocultural competence.

The State Standard notes that the formation of communicative competence is inextricably linked with socio-cultural and regional knowledge. Accordingly, special attention should be paid to the formation of the

ability to participate in intercultural communication through the use of sociocultural knowledge, and this is the study and study of peoples living both in the countries of native speakers and in the territory of their native land, their traditions, famous and famous people, etc. It should be noted that not just the transfer of knowledge, but research activity in this area contributes to the emergence of interest in learning a foreign language, and also contributes to the formation of socio-cultural competence.

Consideration of this problem requires the study of the concept of "socio-cultural competence", which was studied by such methodologists as N. D. Galskova, N. I. Gez, L. I. Korneeva, E. N. Solovova and others.

There are many methodologists who have studied this phenomenon. Having studied different opinions and analyzed the points of view of some methodologists, we note that sociocultural competence is interpreted in different ways. Some Methodists suggest that this is the ability of people to live in one society without disagreements; others, believe that it is the ability to take part in a foreign culture; others think that these are rules and patterns of behavior based on the concepts of diversity of thought and recognition of cultural processes.

In the context of the problem under discussion, it should be noted that N. D. Galskova, N. I. Gez believe that “sociocultural competence is a skill that enables a person to develop himself within the sociocultural environment. The development of this skill occurs through the relationship of studying a foreign language code and improving cultural experience of a personality” [3].

L. I. Korneeva believes that “sociocultural competence is awareness, respect for the factors that determine culture and influence the perception, thinking, evaluation and actions of one’s own and those around them. This is reflected in intercultural understanding, in communicative and behavioral adaptation to the behavior of representatives of another culture, which are based on the values and laws of different cultures” [3].

According to E. N. Solovova, “sociocultural competence is a means of developing an internationally oriented person and implies the study by students of social skills, traditions, their interaction, as well as the ability with which a person copes with his own fear and distrust of foreign cultures” [4].

If we consider the concept of “competence” in terms of the educational process, we can say that competence is primarily the result of training. Through the study of educational material the student acquires a particular competence – specific knowledge, skills – and gains experience (professional quality) and thus demonstrates perseverance, self-reliance and responsibility (personal qualities). In addition, competence in the educational process is the result of integrated learning (the integration of theory and practice, the integration of teaching methods and educational technologies, the integration of academic disciplines).

Competence is characterised by the possibility (the ability, willingness) to apply knowledge and skills in real life, showing the best personal qualities.

Sociocultural competence is a voluminous concept that includes components that can be attributed to various categories. The following components can be distinguished:

- Sociolinguistic

This component is characterized by linguistic features of social strata, representatives of different generations, genders, social groups, dialects (background knowledge, realities, subject knowledge).

- Cultural component

This component has a socio-cultural, historical, cultural, ethno-cultural background, that is, knowledge of the traditions, customs of the people of the language being studied.

- Linguistics

This component includes lexical units with socio-cultural semantics and the ability to use them in situations of intercultural communication (for example, greeting, address, farewell in oral and written speech).

- Socio-psychological

The component under consideration is characterized by the possession of culturally conditioned scenarios, nationally specific behavior patterns using the communicative technique adopted in a given culture [1].

According to R. P. Milrud (2004), “sociocultural competence refers to the activity-component of communicative competence” [1].

We understand socio-cultural competence as the possession of and the ability to apply a set of multicultural knowledge, skills and qualities in the process of intercultural communication in the specific conditions of life and tolerance towards people of other nationalities.

Based on the above interpretations of this term, we can conclude that sociocultural competence is a tool of education and training that promotes respect, understanding of the culture, traditions, language of another people as one’s own, and also helps to overcome fear and mistrust relationship to another culture. Only as a result of overcoming this “barrier” does the process of learning the language itself take place.

Consider the model of the formation of socio-cultural competence according to E. N. Elina, which includes two aspects:

1. Linguistic

This aspect includes teaching a foreign language, that is, the study of language and culture through language, and sociolinguistic

tics, which is the use of language in a variety of social situations.

2. Informational

This aspect is characterized by the presence of information about culture, for example, cultural achievements, etiquette, clothing, traditions of national cuisine, the language of non-verbal communication, interjections, values and customs, the education system, social institutions; as well as the presence of country-study material – this is information about the geographical position of the country, climate, political and economic systems, etc. [4].

Note that these aspects are inextricably linked. For the formation of socio-cultural competence, taking into account these aspects, it is necessary to apply different learning technologies.

For example, critical thinking technology, project activities, collaborative learning and game technologies, developmental learning technology. They develop interest in foreign language communication, expand its subject content. And also these technologies contribute to the formation of students' critical thinking, search skills.

A significant contribution to the formation of socio-cultural competence is made by extra-curricular activities, festivals, competitions, conferences in which students participate with great desire.

It should be noted that these types of events are one of the most effective for the formation of socio-cultural competence. Since students apply all their volitional efforts and actions in specially created conditions to solve a particular problem, they learn from each other's experience, useful information, and most importantly, the process of

communication in the language takes place. An important role here is given to encouragement for participating in these events, which creates a situation of success for students, and this activity motivates them to continue to engage in such an activity that develops them and forms their sociocultural competence.

Thus, sociocultural competence implies the readiness and ability to live and interact in the modern multicultural world. The lack of sociocultural competence skills significantly complicates communication and understanding with representatives of foreign cultures. And project activity is a tool of education and training, which contributes to respect, understanding of the culture, traditions, language of another people as one's own and also helps to overcome fear and distrust in relation to another culture.

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