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SOCIO-CULTURAL COMPETENCE FORMATION IN THE PROCESS OF FOREIGN LANGUAGE TEACHING IN HIGHER EDUCATIONAL ESTABLISHMENTS

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ФОРМУВАННЯ СОЦІОКУЛЬТУРНОЇ КОМПЕТЕНЦІЇ У ПРОЦЕСІ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

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The article analyzes the problem of students' socio-cultural competence formation as a component of professional and creative training of future specialists. The author considers the features of socio-cultural competence development in teaching of foreign languages at higher educational establishments. The possibilities of modern information technologies using for teaching language through culture in order to improve the foreign language professional training of specialists are summarized.

Keywords: *socio-cultural competence, teaching, culture, foreign language, Integrated learning.*

Мета дослідження - виявлення особливостей формування соціокультурної компетенції майбутніх фахівців у вищих навчальних закладах у процесі навчання іноземної мови в контексті широкого використання сучасних інформаційних технологій. У статті аналізуються проблеми міжкультурного спілкування. Особлива увага приділяється викладанню іноземної мови як засобу формування соціокультурної компетенції. Розвиток комунікативних і мовних навичок є основним елементом традиційного навчання іноземної мови. Сучасна концепція вивчення іноземної мови повинна базуватися на інтегрованому вивченні мови та культури або вивченні мови через культуру. Важливою умовою для посилення пізнавальної діяльності є усвідомлення вчителем та студентами не лише діяльності, спеціально спрямованої на вивчення іноземної мови (наприклад, освітні телевізійні та радіопрограми), а також інших можливих способів реалізації комунікативної навчальної потреби. Вивчення іноземної мови має базуватися на: залученні до діалогу культур; освоєнні знань про культуру, історію, реалії та традиції країни, мова якої вивчається (лінгвокраїнознавство); порівняння граматичних, фонетичних, лексичних, та стилістичних особливостей вивченої іноземної мови з рідною мовою; розуміння законів мовних явищ і власного мислення; здатність до навчання. Досягнення даних цілей навчання іноземної мови можливе в контексті взаємопов'язаного вивчення мови та культури людей, які є носіями цієї мови, а також активної комунікативно-пізнавальної діяльності студента як суб'єкту навчання.

На сьогоднішній день Інтернет - технології та їх дослідження стали вбудованими в наше повсякденне життя. Інтернет дає унікальну можливість для тих, хто вивчає іноземну мову, використовує автентичні тексти, слухає та спілкується з носіями мови; це створює природне мовне середовище. Використання інформаційних ресурсів Інтернету дає можливість більш ефективно вирішити ряд завдань, включаючи завдання мовно-етнографічного характеру.

Підводячи підсумок, ми можемо зробити висновок, що в нашому глобальному світі вивчення іноземної мови має базуватися на вивченні суспільства. Формування соціокультурної компетенції призведе до більш глибокого розуміння не тільки мовних аспектів, але й життя країни, мова якої вивчається, а також до залучення студентів та викладачів до використання сучасних технічних ресурсів для навчання та отримання знань.

Ключові слова: міжкультурне спілкування, пізнавальна діяльність, лінгвокраїнознавство, соціокультурна компетенція, мовні аспекти.

The continuous process of Ukraine's integration into the world economy, preparation for association with the European community, globalization of economic processes, migration processes, expansion of political and economic international relations requires a special approach to the problems of intercultural communication. In this aspect, special attention is paid to the study of foreign language as a mean of communication. Modern pedagogy requires a competent approach to the foreign language learning. According to it these competences are the following: linguistic, communicative and socio-cultural. By this time, during the foreign language learning, considerable attention was paid to linguistic and communicative competences. But in recent years, national and foreign scholars have emphasized conscious language learning through a socio-cultural approach.

Studying of scientific and pedagogical literature, which deals with this problem, shows that the socio-cultural aspect in modern education was studied both by national and foreign scholars. In modern pedagogy, the considerable attention to the research of this issue is given by national scientists V. Andrushchenko, I. Bech, P. Bech, N. Boric, I. Zyazyun, V. Kremen, S. Nikolaeva, A. Sukhomlynska, O. Pershukov and others. They consider the socio-cultural approach to learning as a general problem, the solution of which has a social significance. Their works dedicate general-didactic and psycho-didactic issues of the scientific substantiation of socio-cultural approach to language education. Importance of the socio-cultural competence formation is acknowledged by foreign scientists (P. Sorokin, J. Cummins, R. Lado, M. Berdyaev, O. Solovov, etc.), who laid

theoretical basis for the socio-cultural competence formation of personality. In our opinion, in the process of foreign language learning not enough attention is devoted to the development of the socio-cultural component in the structure of future professional activities of students, although using of modern information technology opens up wide opportunities for applying of authentic materials in classes, in the accomplishment of individual tasks and during independent work.

Goal of research is to reveal the peculiarities of the socio-cultural competence formation of future specialists in higher educational establishments in the process of foreign language teaching in the context of widespread use of modern information technologies.

The term "socio-cultural competence" includes the ability of the individual to realize his or her own cultural identity, its main components and the ability to recognize and establish the ways in which affiliation to a particular culture influences people's behavior.

P. Bech notes that socio-cultural competence includes knowledge, skills and ability to critically focus on the basic differences, peculiarities, advantages and achievements of cultures of the countries, language of which is studied as a foreign one and the culture of Ukrainian people, to express the reasoned opinion that concerns a new culture and comparable cultures in general, to understand the realities of the studied culture, to have tolerant and respect to other cultures.

Socio-linguistic competence is considered by scientists as knowledge, skills and ability to interpret and use linguistic units, texts and situations, taking into account linguistic and ethnographic realities and socio-linguistic generic, age, professional, national and territorial peculiarities of those who speak [1].

Foreign language studying takes place within a certain cultural environment. Language is a product of the culture. The manifestation of language culture reflects the culture of communication in society. Analyzing the connection between language and culture, we can make a conclusion that language reflects the culture of a particular society. The culture of any society is reflected in the language. That is why the study of a foreign language forms understanding of the model of society and accelerates the exchange of cultural achievements between countries.

It should be noted that some students demonstrate limited knowledge in expressing of thoughts, a low level of knowing the culture of the country language of which is studied, the lack of ability to present the product of the work performed. All these lead to the need to teach not only linguistic aspects of the language (grammar, vocabulary), but also refer to socio-cultural concepts in the process of foreign language learning. The socio-cultural approach focuses on the teaching of intercultural communication in the context of socio-pedagogical dominants of pedagogy, accumulating the ideas of humanization, globalization, cultural studies socialization.

The modern concept of foreign language learning should be based on an integrated language and culture learning, or language learning through culture. The socio-cultural competence development of higher educational establishments students envisages the following tasks: the assimilation of the meanings of the notion "culture" as a unity of cultural products - literature, folklore, music; ideas - religion, values; culture of behavior - traditions, customs, study, rest etc. A clear awareness of the fact that human behavior is caused by its cultural identity should be formed. Students should be prepared to understand that factors like age, gender, social status, place of residence also affect the language of a person. Formation of such an outlook leads to a tolerant attitude towards people of other cultures, understanding of people's behavior in different situations, opportunity to reach a communicative goal and to adjust their behavior according to the situation.

The important condition for increasing of cognitive activity is the awareness of the teacher and students not only about activities specifically aimed at foreign language learning, that is being studied (such as educational television and radio programs), but also about other possible ways to implement communicative learning needs. The lecturer teaches students how to behave in certain circumstances, which certain language units and structures can be used in different situations. The teacher's ability to interest, attract attention, make a movie or programme advertisement, of course, stimulates the independent activity of students, creates a psychological readiness for the new information perception.

A very popular form of speech competence development is using of films and videos in learning process. These can be educational video courses, films, documentaries, or news releases. They create a real linguistic environment, give the opportunity to go deeper into the plot, and through verbal and nonverbal incentives to learn a foreign language of communication. Reading books, magazines and newspapers, watching television programs, documentaries and films in a foreign language contributes to expanding the outlook of students, their awareness in all spheres of human life. Receiving current, up-to-date, interesting information, even students who were communicatively passive, want to express their opinion about the read or the revised material, forgetting about the language barrier.

Foreign language studying must be based on: mastering the knowledge of culture, history, realities and traditions of the country, the language of which is studied (linguistics, ethnology); involvement in the dialogue of cultures (foreign and native); understanding of the laws of language phenomena and own thinking; comparison of phonetic, lexical, grammatical and stylistic peculiarities of the studied foreign language with the mother tongue; ability to study (work with a book, a textbook, reference literature, dictionaries, etc.).

Achievement of these goals of foreign language teaching is possible in the context of interrelated study of the language and culture of people – who are the native speakers of this language, as well as the active communicative and cognitive activity of the student as a subject of study.

In the modern system of higher education a very important role is assigned to the independent work of students, which stimulates them to an active form of cognitive activity. Preparing the material independently or in a group, a student shows a creative approach in selecting materials for presentations or abstracts, or any other kind of independent work.

The most important motivational stimulus for foreign language learning is, of course, the desire to expand its general outlook, and the leading role plays a desire to become acquainted with the life of the country whose language is studied, with its geography, history, and everyday life. The important fact is that the internationalization of all aspects of society life and the change of state policy gives opportunities to get acquainted with life in these countries, to visit them as tourists, or pass an internship there, a training course, taking part in numerous international educational programs.

Nowadays Internet-based technologies and their investigating have the great value. Although technology has become embedded in our everyday life, researchers and practitioners constantly strive to find ways of incorporating technology in education, with language learning being one of those fields [2]. Developing and further understanding of the impact of these technologies in relation to learning processes is being investigated nowadays. From exploring what such technology can do, there is also a need to investigate how the Internet can support teaching and learning processes and why [3].

At the moment Internet provides a unique opportunity for those who are learning a foreign language, to use authentic texts, listen and communicate with native speakers, it creates a natural linguistic environment. It is becoming an increasingly important source of receiving and transmitting information in any field.

Internet can have a wide range of its using and capabilities. Teachers can pick up authentic reading materials from the topic of oral communication. They can hold an oral discussion of letters received by emails from project partners, hold discussions in discussion groups on a particular topic or information received from the Internet resources, and arrange a general discussion in the group. The Internet also contains language tools (phraseological units, realities, idioms, proverbs, sayings, neologisms that reflect specific features of culture), in virtual libraries there are authentic pieces of writing in a language that is being studied.

Holding a webinar can be the culmination of students' readiness to use endless Internet resources. Preparing for a webinar will not leave any participant indifferent, as it is interesting, it requires responsibility and it is effective. If a student wants to exchange ideas about a particular

problem with the citizens of the foreign country, there are many "chats" or teleconferences via e-mail, and he can discuss different points of view on the same problem at the lesson (for example, elections President of the country, events in different parts of the world, peculiarities of national cuisine, traditions of celebration of holidays). This approach encourages interactivity - we see the dialogue of two cultures, stimulated by real contacts with representatives of these cultures.

Heretofore, the socio-cultural competence development of future specialists is an integral part of higher education. It acquires the significant meaning for students who are planning to work in the fields that require international cooperation. The use of informational resources of the Internet, gives possibility to solve a number of tasks more effectively, including the tasks of linguistic-ethnographic nature, such as language etiquette, peculiarities of linguistic behavior of native speakers, peculiarities of culture, traditions of the country language of which is being studied.

Summing up all mentioned factors, we can make a conclusion that in our global world, the foreign language learning should be based on the learning of society. This will lead to a greater understanding of not only linguistic aspects, but also the life of the country language of which is being studied. Involving of students and teachers to use modern technical resources for learning and gaining knowledge, will continue to motivate both those who teach and those who learn to use the latest information technologies as widely as possible to immerse themselves in the world of culture and English speaking countries.

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