

УДК 373.2.011.3-051:811

DOI 10.24919/2411-4758.2017.110489

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## **АКТУАЛЬНІ АСПЕКТИ ФОРМУВАННЯ СОЦІОКУЛЬТУРНОЇ КОМПЕТЕНЦІЇ МАЙБУТНІХ ВИХОВАТЕЛІВ ДОШКІЛЬНИХ НАВЧАЛЬНИХ ЗАКЛАДІВ У ПРОЦЕСІ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ**

*У статті розглянуто соціокультурну компетенцію як важливий компонент англомовної комунікативної компетенції майбутніх вихователів дошкільних навчальних закладів. Нове соціальне замовлення в галузі освіти та зростаючі потреби у спілкуванні та співпраці між країнами і людьми з різними мовами та культурними традиціями вимагають суттєвих змін у підході до викладання, оновлення змісту і методів навчання іноземної мови. Разом із тим виникає необхідність у формуванні соціокультурної компетентності майбутнього вихователя ДНЗ у процесі навчання англійської мови у вищому навчальному закладі. Він повинен бути готовим до міжкультурної комунікації, мати сформовану інтеркультурну та транскультурну свідомість для визнання існування іншої національно-культурної ідентичності, яка є рівноправною з його власною культурою.*

*Мета статті – розкрити актуальні аспекти формування соціокультурної компетенції майбутніх вихователів дошкільних навчальних закладів у процесі навчання англійської мови. Автором проаналізовано зміст понять «компетенція», «компетентність», «соціокультурна компетенція»; висвітлено актуальні аспекти, що впливають на ефективність формування соціокультурної компетенції майбутніх вихователів дошкільних навчальних закладів у процесі навчання англійської мови.*

*Особлива увага звертається на використання комплексу тематично організованих автентичних матеріалів соціокультурного характеру, вивчення англійської мови у взаємозв'язку з дисципліною «Країнознавство», інтерактивне включення в англомовну комунікацію завдяки використанню сучасних методів і прийомів навчання, формування мотивації студентів, створення сприятливого соціально-психологічного клімату на заняттях з іноземної мови. Як результат, студенти виховуватимуть у собі не лише шанобливе ставлення до англійської мови і її носіїв, але й почуватимуть себе впевнено в англомовному середовищі.*

*Перспективи подальшої наукової роботи в означеному напрямі вбачаємо в аналізі підручників та навчальних посібників з іноземної мови як основного дидактичного матеріалу для опанування моделями комунікативної поведінки.*

**Ключові слова:** соціокультурна компетенція; комунікативна компетенція; вихователь дошкільного навчального закладу; аспект; методи навчання; іноземна мова; культура.

*Лит. 12.*

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## **АКТУАЛЬНЫЕ АСПЕКТЫ ФОРМИРОВАНИЯ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ БУДУЩИХ ВОСПИТАТЕЛЕЙ ДОШКОЛЬНЫХ УЧЕБНЫХ ЗАВЕДЕНИЙ В ПРОЦЕССЕ ОБУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА**

*В статье рассматривается социокультурная компетентность как важный компонент англоязычной коммуникативной компетентности будущих воспитателей дошкольных учебных заведений. Особое внимание обращается на использование комплекса тематически организованных аутентичных материалов социокультурного характера, изучение английского языка во взаимосвязи с дисциплиной «Страноведение», интерактивное включение в англоязычную коммуникацию благодаря использованию современных методов и приемов обучения, формирования мотивации студентов, создание благоприятного социально-психологического климата на занятиях по иностранному языку.*

**Ключевые слова:** социокультурная компетенция; коммуникативная компетенция; воспитатель дошкольного учебного заведения; аспект; методы обучения; иностранный язык; культура.

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## **ACTUAL ASPECTS OF THE FORMATION OF SOCIOCULTURAL COMPETENCE OF FUTURE PRESCHOOL TEACHERS IN THE PROCESS OF TEACHING ENGLISH**

**Defining of the problem and the analysis of the last researches and publications.** Sociocultural competence as an important component of communicative competence is an integral part in foreign language teaching. In the context of European integrated processes that cover various spheres of

life, there is a clear awareness of the need to adjust the goals of professional training, which should be of the socio-cultural nature and form the appropriate competence of future educators.

The professional activity of the modern preschool teacher is multifunctional and international in its essence. It is increasingly becoming a scene of the interaction of a large number of factors, the interaction of people of different nationalities, the establishment of multi-sided cooperation.

The purpose of the educational process in a higher educational institution is the personal growth of a future specialist. The new social order in the field of education and the growing need for communication and cooperation between countries and people with different languages and cultural traditions require significant changes in the approach to teaching, updating the content and methods of teaching a foreign language. That is why, there is a need for the formation of socio-cultural competence of future preschool teachers in the process of teaching English at university. They should be prepared for intercultural communication, have a formed intercultural and transcultural consciousness to recognize the existence of another national and cultural identity that is equal to their own culture.

The importance of sociocultural development of personality is declared in the content of the Recommendations of the Council of Europe on language education policy. At the same time, we must state the insufficient level of the formation of sociocultural competence of many students, which, in turn, causes the problems of their communicative implementation in the multicultural society. The analyzing of scientific literature devoted to the solution of the above problem shows that some issues of the theory and practice of the formation of sociocultural competence of the individual at different stages of the English language teaching have been considered by different researchers: N. Belyakova, S. Valevska, A. D. Hirsh, I. Holub, O. Kolominova, Yu. Kuzmenko, H. Lysenko, S. Nikolaeva, Yu. Passov, T. Pakhomova, Ye. Polat, V. Safonova, P. Sysoyev, O. Tarnopolsky. Thus, P. Sysoyev notes that sociocultural competence allows those who speak a foreign language to feel practically at the level with native speakers (in relation to culture), which is a step towards adequate command of a foreign language, that is, the ability to operate the language learned in everyday situations at the approximate level to the level of native speakers [11, 9].

The researcher O. Kolominova considers sociocultural competence as a system of representations about the main national traditions, customs and realities of the country, the language of which is studied, as well as a system of skills and abilities to coordinate the behavior according to the knowledge [4, 39].

According to M. Maksimets, sociocultural competence is the ability of an individual, through adequate understanding and respect for other languages, cultures and religions, to show active and responsible vital activity in society on the basis of democracy, humanism, tolerance, etc. [5, 212].

In our opinion, the definition of sociocultural competence made by V. Safonova is more consistent with the essence of teaching. According to her point of view, it is a set of knowledge, skills and abilities of the individual which provides the opportunity to communicate in a foreign language in different situations in accordance with the norms of speech and behavior, as well as the traditions of culture [9].

The researcher N. Horchakava believes that mastering a foreign language as a means of intercultural communication is impossible without parallel studying of the culture of a nation [3, 2].

Therefore, the problem of the formation of future preschool teachers' sociocultural competence currently attains special significance. The formed sociocultural competence is a guarantor of effective cross-cultural communication.

**The purpose** of this writing is to reveal the actual aspects of the formation of sociocultural competence of future preschool teachers in the process of teaching English.

**The main content of the article.** One of the conditions for the effectiveness of the English language education at university is the compliance with its modern social order for the preparation of an active, spiritually rich linguistic personality of the student, with a developed intelligence that can effectively interact with representatives of English-speaking societies using the English language. By practicing this complex task, the lecturer should fill English classes with cultural meanings. As a result, students gain social and cultural experience.

The most active form of human life in modern society is communication. The main condition for effective communication is communicative competence. In modern literature, the term «competence» is interpreted as a range of issues in which a person has certain knowledge, and the term «competent» – as a person with competence or as one who is knowledgeable in a particular field [10, 282]. These terms are widely used in a variety of contexts and are interpreted differently by researchers.

In many interpretations of the term «competence», their substantive basis is common: 1) the knowledge that a person should have; 2) the range of issues in which a person should be aware; 3) the experience necessary for the successful performance of work in accordance with established rights, laws, statutes. Knowledge, a range of questions, experience are presented as generalized concepts that do not relate to a specific person, which is not his\her personal characteristic.

Regardless of the interpretation of the notion, «competence»: 1) is always considered in the context of professional activity; 2) is understood as an important characteristic of a person, which is the integration of various competences of a person; 3) is characterized by the degree of human readiness to work and the effectiveness of its implementation; 4) is formed during the mastering of certain activities by the person [8, 60].

Hence, 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) [12, 81]. It is characterized by the possibility to apply knowledge and skills in real life, showing the best personal qualities.

The expansion of the notion of competence, high level of social and intercultural mobility of students influenced the strategies of teaching English at a higher educational institution and led to the transition from the general approaches to socio-linguistic one. Under the influence of socio-linguistic approach, the important components of the English communication are the so-called components of culture that bear the national-specific «colour» (traditions, customs, rituals), as well as cultural and ethnic peculiarities (specific behaviour and thinking) [6, 49-50].

Thus, socio-cultural competence integrates cultural, linguistic-cultural and sociolinguistic competences. Cultural competence is the ability of the individual to realize knowledge of the nation – the native speakers, the culture of the country, the main facts of the state system, history, geography, economics, literature, art, peculiarities of life, traditions, customs, etc. Linguistic-cultural competence is related to the knowledge of the peculiarities of speech and behavior, which are important for communication, and the ability to behave in accordance with this knowledge: general awareness (about the conditions and peculiarities of everyday life, interpersonal relationships, social values, etc.); social conventions (beginning and ending of conversation, greetings, apologies, gestures); social customs (food, drinks, invitations). Sociolinguistic competence is related to the use of language (with rules of courtesy, articles, social groups), the ability to choose and use language forms and means, adequate for the goals of communication [9; 12].

In order to ensure that acquired in the process of learning the English language sociocultural knowledge is accompanied by the existing skills of English-speaking communication, it is necessary to pay attention to certain aspects: 1) the use of a complex of thematically organized authentic materials of sociocultural content; 2) the study of the English language in the interconnection with the block of cultural and humanitarian disciplines (the principle of interdisciplinary integration); 3) the interactive inclusion in the

communication on the basis of the use of modern methods and techniques; 4) the formation of students' motivation; 5) the creation of a favourable social and psychological climate.

The use of authentic audiovisual means of training allows you to adhere to the general principles of didactics. In our opinion, all facts, knowledge, provisions of audiovisual material are scientifically correct; the success and effectiveness of learning with the help of authentic material is determined by the relevance of its content to the individual and age characteristics of the students; when viewing or listening to the material, the student's life experience is used, the acquired knowledge is applied in practice; learning based on the live perception of authentic material develops observation, forms a new sociocultural experience; the use of audiovisual means of learning activates educational and cognitive activity, causes a new positive state of the students.

In accordance with the state standard, a discipline «Country Studies» is included in the system of training of future preschool teachers. The purpose of teaching this discipline, as well as the English language, is the development and training of students. But the most important is that this discipline allows to put into practice the principle of interdisciplinary integration which is implemented on the psychological level.

The formation of sociocultural competence in the process of teaching English is impossible without creating a language environment that actively involves students in English communication. In this context the dialogue is particularly important. It is proved that mastering English, the formation of value orientations of future preschool teachers is more effective in the process of comparing different semantic positions, in conditions of linguistic and cultural interaction, interpersonal communication, which is implemented in the form of dialogue.

The sociocultural component of English-language education naturally has a dialogue potential. The integration of sociocultural and dialogue approaches allows the formation of both general and sociocultural communicative competences. According to V. Bibler, the idea of dialogue is an idea of culture; communication in culture is always communication between different cultures, even if both interlocutors live in the same culture; internal microdialog is a necessary component of the dialogical design of culture; dialogue is really a dialogue (in the sense of a culture of dialogue and the dialogue of cultures), when it can be realized as an expansion and formation of new meanings by everyone who enters into it [1, 231].

The implementation of this aspect is facilitated by: the method of situational inclusion of students in the dialogue, the technique of «Jigsaw», the method of academic discussion, the technique of «Talk-show». The inter-

active inclusion of communicants in communication involves whole-class activities, group learning in collaboration, where the teacher and students are equal individuals of learning [7, 74].

One of the most important methods of interactive enrolling students into a foreign language communication is discussion. A discussion is a public dispute whose purpose is to find out and compare different (contradictory) points of view in order to find the truth or correct decision of the controversial issue [10]. It allows us to explain our own position, to identify a variety of points of view, to draw some conclusions.

Another important aspect in the process of formation of sociocultural competence in the process of teaching English becomes a motivation. The teacher has not only to initiate learning cognitive motivation at the beginning of the lesson, but also to support it during the lesson. It means that he should provide motivational readiness for educational activities in the sociocultural educational environment at all stages of the lesson. The content of the training will be valuable if it is initiated by the students themselves (for example, the students themselves prepare sociocultural tasks, choose the problematic sociocultural situations for presentation and discussion with the classmates, independently analyze the ways of solving such situations, etc.). The linguistic and cultural aspect of the sociocultural methodology of teaching English is based on the idea of the interrelation of language and culture, and involves mastering the language as a national cultural phenomenon through teaching methods that have cognitive and practical significance. In the context of the implementation of this aspect of English learning, it is important to mention students' work with didactic materials (proverbs, sayings, texts, situations), which express the originality of English culture, accumulate regional, national peculiarities of culture and universal values.

To our mind, the creation of a favourable socio-psychological climate in the process of teaching English is also of great importance. Such atmosphere in the classroom enhances the efficiency of the process of forming students' communicative skills as well as the ability to express their own thoughts freely.

We recommend using a positive interaction. Teachers and students exchange information, establish relationships and have a positive influence on each other. On the one hand, the teacher acts as a source of information, and on the other one, he becomes the organizer of educational and cognitive activities and relationships in the classroom.

**Conclusions and recommendations of further research.** We note that the formation of sociocultural competence of future preschool teachers in the process of teaching English involves the use of a complex of thematically organized authentic materials of sociocultural content; the study of

the English language in the interconnection with the block of cultural and humanitarian disciplines (the principle of interdisciplinary integration); the interactive inclusion in the communication on the basis of the use of modern methods and techniques; the formation of students' motivation; the creation of a favourable social and psychological climate.

Further studies we see in the analysis of English textbooks as the main aid in teaching a foreign language and in mastering the models of communicative behaviour.

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Стаття надійшла до редколегії 20.09.2017 р.