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FOREIGN LANGUAGE AND FORMING THE STUDENTS' (CADETS') SOCIO-CULTURAL COMPETENCE

ZELENSKA O.P. Foreign language and forming the students' (cadets') socio-cultural competence. *The article deals with the problem of forming the socio-cultural competence by means of a foreign language that is a very important aspect of a personality development, because exactly society and culture are the main and direct factor of their formation. It is stated that the socio-cultural development of a future specialist is worth to consider being the necessary element of their professional education. This process embraces a certain level of forming the valuables and valuable orientations which are the regulators of the personality life activity and behaviour. It is underlined that the social and communicative skills of the future specialists should include not only the pragmatic aspects, but the factor of a good command of the foreign language as a prestige component of general personal culture of a person, that makes it possible to define the foreign language communicative competence of the future specialists fuller. Without the good command of the foreign language and without the proper forming the socio-cultural competence the future specialist will not be able to carry out all the issues that will originate in their professional activity. The main issues of forming the foreign language socio-cultural competence which are researched by the scholars are outlined, among them are the general principles of developing the socio-cultural competence and the socio-cultural approaches to learning the foreign language, forming the socio-cultural competence in the different courses that are taught at the establishments of higher education. forming the socio-cultural competence of the students (cadets) of various specialities, etc.*

Keywords: *humanization of education, competence, socio-cultural competence, student, foreign language.*

ЗЕЛЕНСЬКА О.П. Іноземна мова і формування соціокультурної компетенції у здобувачів вищої освіти. Стаття присвячена проблемі формування соціокультурної компетенції засобами іноземної мови, що є надзвичайно важливим аспектом розвитку особистості, оскільки саме суспільство і культура є головним і безпосереднім фактором її становлення. Зазначено, що соціокультурний розвиток майбутнього фахівця слід розглядати як необхідний елемент його професійної підготовки. Цей процес охоплює певний рівень сформованості цінностей та ціннісних орієнтацій, які постають регулятором життєдіяльності та поведінки особистості. Підкреслено, що соціально-комунікативні навички майбутніх фахівців повинні включати не лише прагматичні аспекти, але й фактор знання іноземної мови як престижної складової загальної особистої культури людини, що дає змогу повніше визначити іншомовну комунікативну компетенцію майбутнього фахівця. Без належного знання іноземної мови та без достатнім чином сформованої соціокультурної компетенції майбутній фахівець не буде спроможний вирішувати всі питання, що виникатимуть під час професійної діяльності. Окреслено основні питання, які досліджують науковці стосовно формування іншомовної соціокультурної компетенції, серед яких загальні принципи розвитку соціокультурної компетенції та соціально-культурні підходи до навчання іноземних мов, формування соціокультурної компетенції в різних курсах, які викладаються у закладах вищої освіти, формування соціокультурної компетенції у здобувачів вищої освіти різних спеціальностей тощо.

Ключові слова: гуманізація освіти, компетенція, соціокультурна компетенція, здобувач вищої освіти, іноземна мова.

ЗЕЛЕНСКАЯ Е.П. Иностранный язык и формирование социокультурной компетенции у студентов (курсантов). В статье рассматривается проблема формирования социокультурной компетенции средствами иностранного языка, что является важным аспектом развития индивидуальности, потому что именно общество и культура являются главным и непосредственным фактором ее становления. Указано, что социокультурное развитие будущего специалиста следует рассматривать как необходимый элемент его профессиональной подготовки. Этот процесс охватывает определенный уровень формирования ценностей и ценностных ориентаций, что

является результатом жизнедеятельности и поведения личности. Подчеркнуто, что социально-коммуникативные навыки будущих специалистов должны включать не только прагматические аспекты, но и фактор знаний иностранного языка как престижного компонента общей личностной культуры человека, что делает возможным полнее определить иноязычную коммуникативную компетенцию будущего специалиста. Без надлежащего владения иностранным языком и без достаточным образом сформированной социокультурной компетенции будущий специалист не сможет решать все вопросы, которые будут возникать в течение его профессиональной деятельности. Очерчены основные вопросы, исследуемые учеными, касающиеся формирования иноязычной социокультурной компетенции, среди которых общие принципы развития социокультурной компетенции и социально-культурные подходы к обучению иностранных языков, формирование социокультурной компетенции в разных курсах, которые преподаются в учреждениях высшего образования, формирование социокультурной компетенции у студентов разных специальностей и т. д.

Ключевые слова: гуманизация образования, компетенция, социокультурная компетенция, студент, иностранный язык.

ZIELEŃSKA O.P. Język obcy i kształtowanie kompetencji socjokulturowej u osób ubiegających się o wykształcenie wyższe. Artykuł poświęcony jest problemowi kształtowania kompetencji socjokulturowej poprzez naukę języka obcego, co jest niezwykle ważnym aspektem rozwoju osobowości, o ile właśnie społeczeństwo i kultura jest głównym i bezpośrednim czynnikiem jej kształtowania się. Zaznaczono, że rozwój socjokulturowy przyszłego specjalisty należy rozpatrywać jako niezbędny element jego przygotowania profesjonalnego. Ten proces obejmuje pewien poziom ukształtowania się wartości i orientacji wartościowych, które powstają jako regulator działalności życiowej i zachowania osobowości. Podkreślono, że umiejętności społeczno-komunikacyjne przyszłych specjalistów powinny włączać nie tylko aspekty pragmatyczne, ale również czynnik wiedzy języka obcego jako prestiżowej składowej ogólnej kultury osobistej człowieka, co daje możliwość pełniej określić kompetencję komunikacyjną przyszłego specjalisty w języku obcym. Bez należytej znajomości języka obcego i bez dostatecznie wystarczająco ukształtowanej kompetencji socjokulturowej przyszły specjalista nie

będzie w stanie rozwiązywać wszystkie pytania, które będą powstać w czasie działalności profesjonalnej. Określono główne problemy badań naukowych dotyczących kształcenia kompetencji socjokulturowej w języku obcym, wśród których ogólne zasady rozwoju kompetencji socjokulturowej oraz podejścia społeczno-kulturowe do nauki języka obcego, kształcenie kompetencji socjokulturowej w różnych dyscyplinach, które są prowadzone na uczelniach, kształtowanie kompetencji socjokulturalnej u osób ubiegających się o wykształcenie wyższe w zakresie różnych specjalności itp.

Słowa kluczowe: humanizacja oświaty, kompetencja, kompetencja socjokulturowa, osoba ubiegająca się o wykształcenie wyższe, język obcy.

Humanization of education alongside with the development and democratization is an important aspect of the ideology of modern higher education. Humanization of education (both the secondary and the higher one) embraces the new aims oriented to the self-realization of a student and a teacher through mastering the system of the valuables belonging to the whole mankind; the new content of education which is correlated with the personal needs of the subjects of the educational process; the system of the personally oriented methods and forms of training, the choice of the students and teachers; the democratic style of pedagogical and professional communication; involving the activity of studying into the structure of the processes of the self-development and life self-determination of the student's personality [5, c.61]. Humanization of education makes it possible to ensure the professional and moral development of the personality, their awareness of their dignity, the ability to think in a non-standard manner, the existence of the person in the cultural and social environment, the harmony between the personality and society, stimulating the activity of the inner life of the personality, the motivation for creativity, self-education and self-development, the ability to adapt to the social, cultural and professional contexts that change frequently, to make decisions, to be responsible for the activities and their results, to work in a team, and to communicate with people. The aim of humanization is to optimize the interaction of the personality and society, to assist in their engagement in humanitarian culture.

The humanitarian, as to its essence, subject "Foreign language" makes notable contribution to culture of the mental work of a student or cadet, teaches to work independently, creates the preconditions for the development of the needs of self-education, gives the teacher the possibilities of the personal- humanitarian approach to the students and cadets, especially under conditions of the non-lin-

guistic establishment of higher education, where the deficit of humanization, educational and developing orientation of training is felt. The language is the means of communication, expressing and forming the thoughts, essence of the person's life, is the tool, instrument of the spiritual activity of the person and the product of this activity, the national feature, form of our life, the basis of the mentality, the phenomenon of culture, the foundation of the cultural, moral and ethical valuables that belong to the whole mankind, the factor of forming the personality. Thus, the language is a system phenomenon that has some interconnected functions – communicative, identification, expressive, gnoseological or cognitive, thought forming, esthetic, nominative, ideological and socio-cultural [2].

A foreign language creates the broad possibilities to the students' and cadets' development of such qualities as the involvement in, for example, the fate of an ill person or a victim, sympathy, mercy, respect to a person, nature during reading the texts, preparing the presentations, writing summaries, etc.

Mastering the foreign language as the means of communication makes it possible to have a direct approach of the students and cadets to culture of other people, to assist in their education and all-round development, raises the quality of preparing their activity in the various spheres of life – professional, cultural, social, educational, etc.

The possibility of forming in the process of education such qualities as being organized and disciplined, having logical thinking, the ability to see, understand through the grammar and lexical material the specificity of the realities that are described, the ability to sympathize, regret, control oneself, etc. assists in educating the human personality.

So, the formation of the image of a human specialist is an important aspect of education nowadays. The existence of such image makes it possible to reveal the intellectual and practical potentials that are carried out due to the language as the means of communication [6, c. 40]. That is why the main aim of training the specialist who has higher education is not only the development of the language and communicative competences of the students and cadets, but mainly forming the value attitude to learning the foreign language and also the readiness to use the acquired valuables, knowledge, and experience as the standard and regulator of the vital activity. Forming the socio-cultural competence is a complex of socio-cultural knowledge, which is adequately used in intercultural communication.

Forming the cultural-linguistic background of knowledge acquired by the future specialist is an inseparable part of such approach to understanding the essence of learning the foreign language at the establishment of higher education of any specialist.

Thus, according to the Common European Framework of Reference for Languages the users of the foreign language and those who learn it in the process

of their activity acquire and use the certain competences that serve the ability of a person to communicate and can be considered as the aspects of the communicative competence [1, p. 101]. Declared knowledge – knowledge of the world, socio-cultural knowledge, intercultural awareness; skills and abilities – practical skills and abilities, intercultural abilities and skills, “competence of survival”; the ability to study belongs to the general competences.

The aim of the paper is to analyze socio-cultural knowledge in detail, because the development of the international contacts conditions the orientation of the modern methods of teaching the foreign language to the real conditions of communication. This, in its turn, demands besides mastering the foreign language the development of the socio-cultural competence and acquiring the huge socio-cultural information that is connected with the peculiarities of the history, socio-political organization and culture not only of the separable countries, the language of which is learnt, but of the “world of the community” that is one of the aspects of knowledge of the world, broadening the cultural component to the so called “European measures” – the more detailed acquaintance with the geopolitical portrait of modern Europe, knowledge about the historical inheritance of Europe, its ideas of liberty, democracy, protection of human rights, the ideas of the common European house, openness and tolerance to the representatives of other cultures [3, p. 66].

Knowledge of society and culture of the community or the countries the language of which is learnt is one of the aspects of knowledge of the world. Alongside, the great attention to socio-cultural knowledge is very important to the person who learns the foreign language especially when the other aspects of knowledge are beyond the former experience of the person who studies or they are spoilt by the stereotypes. The characteristic features of the certain European society and its culture can be linked with, for example, such factors as

- the everyday life;
- the conditions of life;
- the interpersonal relations;
- the valuables, ideals, norms of behaviour;
- the body language;
- the social rules of behaviour;
- the ritual behaviour [1, c. 102-103].

Thus, the socio-cultural component includes:

- ✓ knowledge about the traditions, customs, traditionally common culture, everyday behaviour, the national peculiarities of thinking of the native speakers;
- ✓ the socio-cultural skills: perceiving and recognizing the socio-cultural realities of the other countries, choosing the socio-cultural information that corresponds to the speech situation and using it in one's own utterances;

- ✓ the socio-cultural abilities: forming one's speech and non-speech behaviour according to the norms that are accepted by the community of the country the language of which is learnt; comparing the national traditions, achievements of the foreign country in the spheres of culture, science with the traditions and achievements of the native people, performing various social roles, revealing the features of the similarity and difference, interpreting from one's own point of view the various aspects of life [7, p. 284-385].

Such scholars as B. Axford, Yu. Barabash, M. Biram, N. Borysko, L. Damen, V. Kostomarov, R. Lado, A. Like, S. Nikolayeva, Yu. Passov, R. Spack, S. Ter-Minasova, G. Tomakhin, J. Valdes, T. Vdovina, Ye. Vereschagin, O. Zelenska and others deal with the problems of the socio-cultural competence, intercultural relations, dialogue of cultures, particularly those which are connected with teaching the foreign languages. That is why we shall concern those issues which the scholars research in their papers, how they solve them and which recommendations pertaining to the development of the socio-cultural competence by means of the foreign language they give, and define the most optimal means of forming this competence.

It is possible to highlight the following main issues:

- The general principles of developing the socio-cultural competence and the socio-cultural approaches to teaching the foreign languages. It is declared that nowadays the foreign language has transferred from the category of the general educational subjects to the category of the priority subjects acquiring the important humanitarian, educational, cultural, economic and specific socio-cultural content; that the person becomes the highest valuable of the modern civilization; that the intensive convergence of the educational valuables penetrates into the academic process of all the educational systems.
- Forming the socio-cultural competence using the courses of the academic disciplines which are taught at the establishments of higher education, particularly country-study, records management, business foreign language, culturology, native language, philosophy and others. It is stated that using such systematized information is connected with training the usage in speech of the means of their expression in the foreign language (at all the stages of learning). It is quite clear that the level of the serious business communication is absolutely impossible without acquiring the etiquette of this sphere.
- Forming the socio-cultural competence of the students (cadets) of various specialities (economic, philological, medical, technical, sphere of tourism, etc.). It is stressed that the efficiency of communication besides the

command of the foreign language depends on many other factors: the conditions and culture of communication, the rules of the etiquette, knowledge of the non-verbal form of expression, etc. For the specialist to be effective in the professional activity under modern conditions it is not enough to master the norms of the foreign language; to overcome the language barrier is not enough for providing the efficiency of communication between the representatives of various cultures. The national and specific peculiarities of cultures can complicate the process of intercultural communication.

- Forming the socio-cultural competence of the pupils at school and students at the establishments of higher education. Forming the socio-cultural competence assists in strengthening the motivation of learning the foreign language of the junior pupils because its structure has a positive emotional element – the need of a child to explore the world and the new images that is achieved in the affordable for them way. The senior pupils need the models not only of the communicative behaviour of the life style, the social and personal sphere of communication, but also those that belong to the educational and professional spheres since after finishing school they have the possibility to study abroad and they have to choose the profession. Under conditions of learning the foreign language at the establishment of higher education the orientation of the students not only towards their future profession, but also towards the levels of the activity of the future specialists, their social functions in the process of communication and understanding the national-cultural specificity of the speech behaviour of the interlocutor are important.
- Forming the grammar and lexical competences having the socio-cultural component. To form such competence it is necessary to choose the socio-cultural information. The system of the lexical and grammar exercises is developed using it. The socio-cultural information is chosen according to such principles:
 - ✓ the socio-cultural value of the materials;
 - ✓ the data about the information among the native speakers;
 - ✓ the thematicity.
- Forming the socio-cultural competence in the process of reading foreign literature in the original. In the process of reading four components are the most optimal for forming the socio-cultural competence:
 - ✓ the language component;
 - ✓ the speech component;
 - ✓ cultural content component;
 - ✓ the emotional and psychological component.

Different texts are the sources of the various socio-cultural information. It is possible to define their socio-cultural potential that is the prerequisite of the existence of the socio-cultural information. Every work has a peculiar picturesque imagery which is typical of particular culture. Intercultural communication greatly depends on the system of the means of decoding and interpreting the messages.

- Forming the socio-cultural competence by means of the information and communicative technologies. The informatization of education the aim of which is the complex introduction of the information and communicative technologies into the educational process is very important nowadays and is the priority direction of the development of the competitive society. It is necessary for a teacher of the foreign language to use all the possible modern technologies. The usage of case study technology, technology of critical thinking, project activity, interactive technologies, game technologies, information and communicative technologies raises the interest of the students (cadets) to foreign language communication, broadens its subject content [4].

Thus, only some aspects which concern forming the socio-cultural competence and which are researched by the scholars were dealt with in the paper. This list can be continued; nevertheless it is possible to come to the conclusion about the seriousness of such researches, their weight, topicality and necessity for teaching the foreign language in line with the content and structure of such teaching and also in line with the modern concepts, tendencies and methods used in teaching the foreign language.

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