

11. Шубина І.В. Смарт і розвиток сучасного освіти / І.В.Шубина // Економіка, Статистика і Інформатика. – 2015, № 3. – С.17 – 19.
 12. Online Learning Services. URL: <http://travelscode.com/17-naykrashhih-servisiv-dlya-navchannya-onlayn/> [in Ukrainian].

References

1. Vidkryti osvritni resursy https://uk.wikipedia.org/wiki/Vidkryti_osvritni_resursy
2. Zhaldak M.I. Pedagogichniy potentsial informatyzatsii navchalnoho protsesu : u 2 ch. / M.I. Zhaldak // Rozvytok pedagogichnoi i psikhologichnoi nauk v Ukraini 1992-2002 rr. : zb. nauk. prats do 10-richchia APN Ukrainy. – Kharkiv : OVS, 2002. – Ch. 1. – S. 371-383.
3. Innovatsiini tekhnolohii navchannya v umovakh informatyzatsii osvity / R.Hurevych, M. Koziar, M. Kademiia, L. Shevchenko; za red. Chlen-kor. NAPN Ukrainy R. Hurevycha – Lviv : LDUBZhD, 2015. – 396 s.
4. Morozov V.P. Giperteksty v ekonomike. Informacionnaya tehnologiya modelirovaniya: ucheb.posobie / V.P. Morozov, V.P. Tihomirov, E.Yu.Hrustalev. – M.: Finansy i statistika, 1997. – 256 s.
5. Raickaya L. K. Didakticheskie i psihologicheskie osnovy primeneniya tehnologij Veb 2.0. v vysshem professionalnom obrazovanii : monograf. / L. K. Raickaya. – M. : MGOU, 2011. – 265 s.
6. Rozrobka i vykorystannia dystantsiinykh kursiv u navchalnomu protsesi: metodychni rekomendatsii / ukлад. N.M.Losieva, L.B.Ihnatova. – Vinnytsia: DonNU imeni Vasylia Stusa, 2016. – 88 s.
7. Tihomirov V. P. Mir na puti Smart education. Novye vozmozhnosti dlya razvitiya // Otkrytoe obrazovanie. Vypusk № 3 / 2011. [Elektronnij resurs]. – Rezhim dostupu: <http://cyberleninka.ru/article/n/mir-na-puti-smart-education-novye-vozmozhnosti-dlya-razvitiya#ixzz4WKFZAfsa>.
8. Tkachuk H. V. Metodyka vykorystannia osvritnikh veb-resursiv u protsesi pidhotovky maibutnikh uchyteliv informatyky : monohrafiia / H.V. Tkachuk. – Uman : Vydavets «Sochinskyi», 2011. – 177 s.
9. Tulegenova A. M. Elektronnye uchebniki v obuchenii IYa / A.M. Tulegenova / Evrazijskij nacionalnyj universitet im. L. N. Gumileva. – [Elektronnij resurs]. – Rezhim dostupu : <http://www.sworld.com.ua/simpoz3/54.pdf>.
10. Tsybko H.Yu. Pidvyshchennia rivnia teoretichnoi pidhotovky z informatyky na fizyko-matematychnykh fakultetakh pedagogichnykh vuziv: dys. kand.ped.nauk: 13.00.02/ Tsybko Hanna Yukhymivna. – K., 1998. – 177 s.
11. Shubina I.V. Smart i razvitie sovremennogo obrazovaniya / I.V.Shubina // Ekonomika, Statistika i Informatika. – 2015, № 3. – S.17 – 19.
12. Online Learning Services. URL: <http://travelscode.com/17-naykrashhih-servisiv-dlya-navchannya-onlayn/> [in Ukrainian].

УДК 372.881.111.1

DOI 10.31652/2415-7872-2019-59-23-27

СОЦІОКУЛЬТУРНИЙ КОМПОНЕНТ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ

М. О. Стахова

orcid.org/0000-0002-2557-7117

У статті представлені різні погляди на тлумачення поняття «іношомовна комунікативна компетентність». Розглянуто питання про її змістовну структуру. Вивчення іноземної мови передбачає формування в учнів іношомовної комунікативної компетентності. Поняття комунікативної компетентності визначається як знання психологічних, країнознавчих, соціальних факторів, які визначають використання мови відповідно до соціальними нормами поведінки. Відповідно до одного з концептуальних положень комунікативного підходу в навчання іноземної мови, мову, будучи феноменом певної цивілізації, повинен вивчатися з культурою країни досліджуваного мови. Дане положення знаходить відображення в соціолінгвістичному та соціокультурному компонентах комунікативної компетентності, досягнення якої є метою навчання іношомовного спілкування. Вивчення іноземної мови на основі ознайомлення учнів з культурою іношої країни є в даний час одним з базових принципів навчання предмету. Залучення до культури іношого народу не тільки робить процес навчання іноземної мови більш привабливим для учнів, а й сприяє повноцінній комунікації, більш точному і адекватному розумінню носіїв даної культури, сприяє формуванню вміння представляти свою країну в умовах міжкультурного спілкування. Зміст освіти має забезпечувати адекватний світовому рівень загальної та професійної культури суспільства, формування в учнів адекватної сучасному рівню знань і рівня освітньої програми картини світу, інтеграцію особистості в національну та світову культуру. Предмет «іноземна мова» не лише знайомить з культурою країн досліджуваного мови, але шляхом порівняння відтіняє особливості своєї національної культури, знайомить з загальнолюдськими цінностями. Іншими словами, сприяє вихованню в контексті «діалогу культур».

Ключові слова: комунікативна компетентність, іноземна мова, соціокультурний компонент, викладання, оцінювання, знання.

SOCIOCULTURAL COMPONENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCY

M. Stahova

The article presents different views on the interpretation of the concept of "foreign language communicative competency". The question of its substantive structure is considered. Teaching a foreign language involves the formation of student's communicative foreign language competence. The concept of communicative competence is defined as the knowledge of psychological, regional, social factors that determine the use of speech in accordance with social norms of behavior.

According to one of the conceptual provisions of the communicative approach to teaching a foreign language, a language, being a phenomenon of a certain civilization, must be studied with the culture of the country of the language being studied. This position is reflected in the sociolinguistic and sociocultural components of communicative competency, the achievement of which is the goal of teaching foreign language communication. Teaching a foreign language based on introducing students to the culture of another country is currently one of the basic principles of teaching a subject. Introduction to the culture of another nation not only makes the study of a foreign language more attractive for students, but also contributes to full communication, a more accurate and adequate understanding of the native speakers of this culture, and contributes to the formation of the ability to represent your country in intercultural communication. The content of education should ensure an adequate world level of the general and professional culture of society, the formation of students with an adequate modern level of knowledge and the level of the educational program of the world picture, and the integration of the individual in national and world culture. The subject "foreign language" not only acquaints with the culture of the countries of the studied language, but by comparison sets off the peculiarities of its national culture, acquaints with universal values. In other words, it promotes education in the context of a "dialogue of cultures".

Keywords: *communicative competency, foreign language, sociocultural component, teaching, evaluation, knowledge.*

Overcoming the language barrier is a task which successful solution in the modern world is directly related to the achievement of various goals, including professional goals. It is the aspect of the importance of using a foreign language in professional activities that emphasizes the necessity to learn a foreign language.

First of all, it should be considered the essence of the terms "competency" and "competence". Traditionally, the term "competency" meant a range of issues in which a person is well-informed, has knowledge and experience. A person competent in a certain field possesses the corresponding knowledge, skills and abilities and has capacity that enables to reasonably judge this area and act effectively in it.

In the methodology, the concepts of "competency" and "competence" are different. By "competency" it should be understood that the students have developed a complex of interrelated personality traits, possession of knowledge, skills and abilities, as well as methods of activity necessary for high-quality productive activity in relation to a certain circle of objects and processes.

"Competence" is defined as the possession by each individual person of the relevant competence, including the individual and personal attitude to it and to the subject of activity as a whole.

The terms "competency" and "competence" are often used interchangeably. In this study, they will be considered as particular and general [6].

Let us consider in more detail the concept of "competency", which is the key in this study. Competency [Latin *competentia*] is the range of issues, phenomena in which the person has authority, knowledge, and experience [2].

It is important that for successful use of the language in the course of real communication, simply linguistic and regional knowledge is not enough. Today, there is a need to form precisely the cultural component of sociocultural competency. Indeed, it is the sociocultural component of communicative competency that transfers language proficiency from the level of skills to the level of competency, since the formation of this competency is teaching the culture of the language being studied. Sociocultural competency allows a speaker in a foreign language to feel almost on an equal footing with native speakers (in relation to culture), which is a step towards adequate knowledge of a foreign language.

Competency is a certain complex linking together knowledge, skills and actions, i.e. ability to mobilize knowledge / skills in a specific situation. Competent is the person whose activity and behaviour are adequate to emerging problems. Thus, competency is something different than just knowledge and skills, although competency is manifested precisely in knowledge and skills. Competency is the ability to establish and implement the relationship between "knowledge-skill" and the situation. The main thing in competency is not to "know" or "be able", but to use this or that knowledge or skill at the right time.

Proficiency in a foreign language is determined by the formation of the individual Foreign Language communicative competency. There is considerable variability of the component composition of Foreign Language communicative competency distinguished by researchers, which is associated with the complexity and diversity of the communication process. However, most of the proposed models include the following components:

1. The linguistic component is “the ability of the speaker to produce, on the basis of the learned rules, a chain of grammatical phrases (even without regard to their content)” [1]. The student has this component if he has an understanding of the language system and can use it in practice.

2. Conversational competency involves the possession of communicative skills in the four main types of speech activity (speaking, listening, reading and writing), as well as the ability to plan your speech and non-speech behaviour. The assimilation of this competency will be the key to success in conducting business conversations with a foreign partner, participating in business meetings, and commercial negotiations in a foreign language.

3. The compensatory component of Foreign Language communicative competency is “the ability to use verbal and nonverbal strategies to compensate for gaps in the user's knowledge of the code” [4]. This refers to the use of verbal and non-verbal communication strategies to compensate for the lack of knowledge of the grammatical code, and if necessary, enhance the rhetorical effect of a speech message or a pause in communication.

4. The basis of educational and cognitive competency is the mastery of generalized methods of activity: general educational and special educational skills. If we talk about a foreign language, then these skills are formed in the process of mastering various types of communicative activities specific to a foreign language.

5. The sociocultural component of a Foreign Language communicative competency includes knowledge of the sociocultural context in which the language is used, as well as the influence of this environment on the choice of language forms. Sociocultural component means the possession of information on ethnocultural and social nature and their consideration in the selection and use of language means; the ability to use the resources of those elements of the sociocultural context that are similar to the generation and perception of speech from the point of view of native speakers: customs, rules, norms, social stereotypes.

Further on fig. 1 presents the structure of Foreign Language communicative competency.

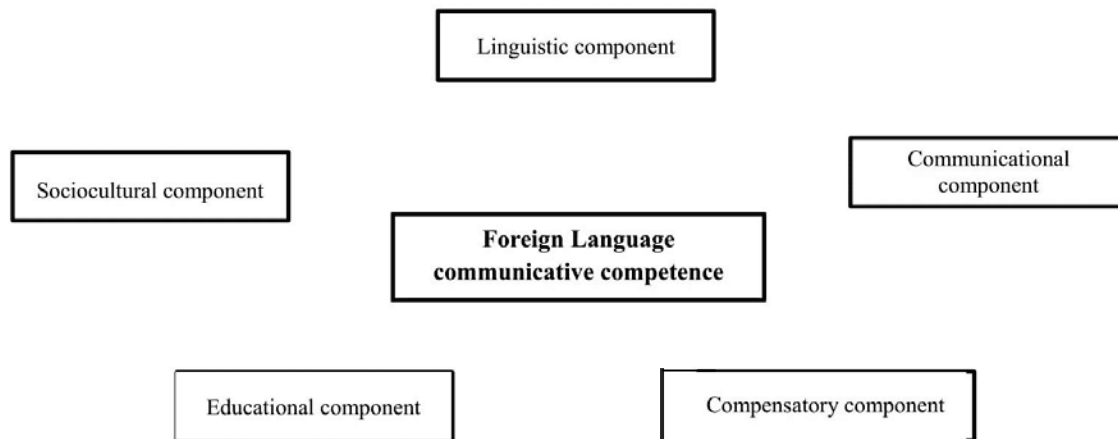


Figure 1. Structure of Foreign Language communicative competency

When teaching a foreign language as a second in a non-linguistic university, students should master the following skills:

- exchange their thoughts in a dialogical and monological form in a stylistically neutral register of everyday communication;
- to conduct a conversation in everyday communication in compliance with the rules of speech and non-speech etiquette;
- make short messages on a given topic according to the proposed situation;
- understand authentic texts with no more than 3% unfamiliar vocabulary, the meaning of which should be disclosed on the basis of the ability to use linguistic and logical guesses;
- transmit the main content of the heard text;
- reproduce the listened text;
- read texts with cultural and everyday topics and extract information from the text of varying degrees of completeness (with a full understanding of the text, with a partial understanding of the text, with the search for the necessary information);
- write short messages on the topic using well-known keywords and expressions;

- make a written translation from the mother tongue into a foreign language and from a foreign language into the mother tongue.

In other words, the level of communicative competency of graduates of a non-linguistic university can be equated with the level of communicative competency of linguistic universities students [7].

Sociocultural competency has three levels: cognitive, behavioural, and emotionally evaluative, that is, each learner of a new language takes possession of the sociocultural content gradually and can communicate in the language being studied with varying degrees of adequacy to the conditions of intercultural communication.

The allocation of levels of language and culture is possible not only on the basis of taking into account the degree of formation of certain skills, but also in terms of the content of assimilation. Thus, in sociocultural competency the following levels were identified:

- a cognitive level, assuming knowledge of the features of the language being studied and the culture of its speakers;
- behavioural level, providing possession of the behaviour models of native speakers of the studied language, possession the skills of speech and non-speech behaviour;
- emotionally evaluative level, providing awareness and assessment of their own emotional reactions to the characteristics of the people culture whose language is being studied; identification of similarities and differences between the phenomena of a different and native culture.

Now let us consider in more detail the structure of sociocultural competency. Structurally, sociocultural competency is a complex phenomenon and includes a set of components that belong to different categories [8]:

- linguistic and cultural component (lexical units with national and cultural semantics and the ability to apply them in situations of intercultural communication);
- sociolinguistic component (linguistic features of social strata, representatives of different generations, genders, social groups, dialects);
- social–psychological component (possession of socio – and culturally determined scenarios, national specific behaviours using the communicative technique adopted in this culture);
- cultural component (sociocultural, historical and cultural, ethnocultural).

Priority is given to linguistic and cultural components, the main means of revealing which is textual material of linguistic and cultural nature, which serves as the basis for obtaining knowledge (including lexical) and the development of sociocultural, linguistic and cultural geographic skills [5].

The structure of sociocultural competency is presented in Fig. 2

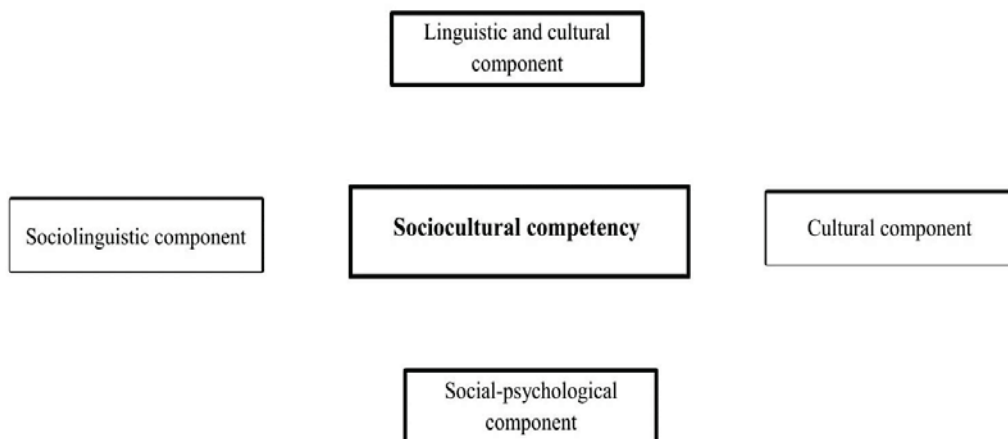


Figure 2. Structure of sociocultural competency

Sociocultural competency implies acquaintance of a student with the cultural and linguistic specifics of speech behaviour and the ability to use those elements of the sociocultural context that are relevant to the generation and perception of speech from the point of view of native speakers: customs, rules, norms, social conventions, rituals, social stereotypes, regional knowledge and other.

Sociocultural competency involves:

- the realization that language is not only a means of cognition and a means of communication, but also a form of social memory, the "cultural code of a nation", a developed ability to compare language facts and facts of reality;
- the ability to see the cultural background behind each language unit;

- knowledge of the culture, history, traditions, customs of their nation
- the ability to detect regionally significant lexemes and understand their role in the text.

Thus, the social development of a person is associated with the acquisition of their own social experience, individual qualities and properties that allow them to independently carry out communicative activities interact seamlessly in socially determined situations of the linguistic and cultural space of their country and the country of the language being studied [3].

The development of sociocultural competency plays a special role in the modern world, where interethnic relations are often exacerbated, where patriotic and international education is of great importance. Sociocultural competency implies a willingness and ability to live and interact in the modern multicultural world.

References

1. Arnoldov A.I. Introduction to culturology. – M.: Narodnaya akademiya kulturey i obshchelovecheskikh tsennostey, 1993. – 349 p.
2. Abramovskaya N. Yu., Fedoruk S.V. Socio-cultural component in the process of teaching a foreign language // Young scientist. – 2018. – No. 38. – P. 76-78.
3. Byram M. Foreign Language Teaching and Young People's Perceptions of Other Cultures // Cultural aspects of language education: Sat. scientific works. – M.: Euroschool, 1998.
4. Fastovets R. Typically American/ Cross-cultural Approach in Teaching a Second Language // "Lingua". – 1996. – N2. – P. 11-14.
5. <https://www.degruyter.com/viewbooktoc/product/466624> [02.09.2019]
6. Galskova N.D., Gez N.I. The theory of teaching of a foreign language: Linguistic didactics and methods of teaching: textbook for students of linguistic Universities and foreign languages departments of higher pedagogical institutions. – M.: Akademiya, 2004. – 336 p.
7. Oxford advanced learner's dictionary of current English. – Longman Press, 2004.
8. Savignon S. Communicative Competence: an Experiment in Foreign Language Teaching. Language and the Teacher: a Series in Applied Linguistics. – Philadelphia: Center for Curriculum Development, 2003.
9. The New Encyclopedia Britannica. – Chicago, 1994. – V. 14. – 852 p.