

The Importance of Developing Sociocultural Competence in Teaching a Foreign Language in Technical Universities

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Abstract: The sociocultural teaching and learning objective is defined as an integrative learning objective that allows the practice of various linguistic and intellectual activities in conditions of social interaction with representatives of other cultures and a linguistic worldview different. The article highlights the importance of developing sociocultural competence in teaching a foreign language in technical universities.

Keywords: teaching a foreign language, intercultural interaction, developing sociocultural competence, communicative-cognitive role-playing games.

Introduction:

The new social order in society aimed at teaching a foreign language as a means of intercultural communication and forming a personality ready for interethnic communication is reflected in the concepts of intercultural and socio-cultural teaching of foreign languages. The practice of communicating with foreigners has shown that knowledge of a foreign language does not exclude misunderstandings, since there is also a need for knowledge of cultural characteristics and practical skills in intercultural communication. To do this, knowledge of a foreign language must be supplemented by knowledge of cultural characteristics, the presence of practical and behavioral skills.

The sociocultural approach most clearly demonstrates the process of intercultural interaction, since it is associated not only with the concepts of general or national culture, but also with customs and traditions, stereotypes of everyday life. Ignoring the sociocultural aspect of communication in the learning process leads to the appearance of errors, the main categories of which are distinguished at the level of knowledge of the sociocultural context, speech behavior of communicators and speech culture. The use of a sociocultural approach in language teaching makes it possible to reveal in a new, deeper and more meaningful way all the components of the concept of the level of functional sociocultural competence.

Today, in the modern language teaching system, such phenomena as trends towards democratization and humanization are clearly visible [4, p. 46]. These phenomena should lead to an increase in the cognitive activity of students, which will ultimately give them skills in a foreign language, not only as a means of communication, but also as a means of understanding world culture, national cultures and social subcultures of peoples of the countries of the language studied. The implementation of a sociocultural approach to the teaching of foreign languages in a technical university opens up a number of possibilities for this purpose. The sociocultural approach is in keeping with the times and meets the requirements of modern society. Sociocultural competence in itself is responsible for the formation in students of a number of skills, without which learning a foreign language has no practical meaning.

Literature review:

The following researchers dealt with the problem of implementing the sociocultural approach in foreign language lessons: A. G. Asmolov, E. V. Bondarevskaya, G. V. Elizarova, V. G. Kostomarov, V. V.



Safonova, P. V. Sysoev. All researchers note that the sociocultural approach is an integral part of foreign language teaching in light of modern trends in international integration [2]. It becomes clear that using this approach in a technical university is necessary and that variations of its use in the classroom are different.

Discussions:

The socio-cultural approach has developed since the second half of the 1980s. The socio-cultural concept of didactics and methods of teaching foreign languages is based on pedagogical considerations arising from an accurate analysis of the student's point of view, the search for his own factors, life experience, educational traditions and customs, knowledge of the world, the relationship between the culture of origin and the target culture, individual motivation and academic success, institutional preconditions (curricula, status of foreign language subjects, equipment, teacher qualifications). It develops more strongly when there is a pronounced geographical, cultural and territorial distance and other social relations with the countries of the language being studied. Socio-cultural learning assumes that statements must be made and understood in the context of another culture. Introducing students to different manifestations of another culture means not only conveying another world as an objective learning object, but also making their own world understandable through feedback and influencing their own experiences and socialization processes through feedback. This makes students more sensitive to the behavior and reactions of people from different cultural backgrounds, which contributes to the development of empathy. This in turn creates the opportunity to engage in social interaction with representatives of other cultures and to overcome indecisiveness in the face of a new and different cultural environment.

However, according to V. Pauwels, the emphasis on cultural distance from the target language country and contrasting regional studies carry the risk of changing roles and identities, as they focus almost exclusively on differences in language levels. Meanwhile, sociocultural learning or sociocultural communication involves a reverse influence on one's own position, attitude towards the cultural environment of one's country and its evaluation. Therefore, they signify a critical understanding of one's own social norms and one's ideas about the norms and principles of operation of one's own linguistic behavior.

Since sociocultural learning does not simply result from the collision of different cultures and their means, it requires, on the one hand, the recognition of particular characteristics and, on the other hand, a new logic or a new critical understanding of its own standards of success.

This includes texts that explain cultural misunderstandings and demonstrate opposing influences on our own behavior.

V.V. Safonova emphasizes that the sociocultural approach includes the understanding of culture as a vast complex of social phenomena that are the result and means of social functioning and development. It is not only about science, art, the educational system and other spiritual and creative institutions and the activities corresponding to them, but also all material culture, relational culture, social culture, politics, etc. The state of culture is determined by the economy, and the cultural development of a person through his lifestyle is based rather on the fact that in modern times it is cultural factors that largely determine the potential economic of society and its stability, the political system as well as the environmental and demographic situation, etc. [5, p.105].

V.V. Safonova highlights the main provisions of the sociocultural approach to teaching foreign languages:

1. It is based on a preliminary study of the sociocultural context of the use of non-native languages, the sociocultural context of the teaching of foreign languages in a specific country and a specific national environment.



2. "Globalization" and humanization of the content of language teaching are necessary.

3. Sociocultural education is an obligatory element of language teaching in the 21st century. It is necessary to develop the student's self-awareness as a cultural and historical subject, as a bearer of collective and individual socio-cultural characteristics and his role as a subject of dialogue between cultures, as well as his general cultural and communicative skills in the use of a foreign language as a means of intercultural communication, the needs of the socio-cultural development of the world, the development of multilingualism and multiculturalism.

4. The result of sociocultural education is sociocultural competence, which provides the ability to navigate the sociocultural features of an authentic linguistic environment, foresee possible sociocultural obstacles in the conditions of intercultural communication and find ways to eliminate them, sociocultural knowledge of countries and peoples, sociocultural knowledge, self-education in any other area.

5. The basis of socio-cultural education using a foreign language is regional studies.

6. A system of problematic sociocultural tasks is used: cognitive research, cognitive research tasks, communicative and communicative-cognitive role-playing games, cognitive research educational projects, and educational discussions. Attention should be paid to sociocultural impartiality, the degree of communicative and sociocultural complexity.

The basis should be a sociological analysis with a didactic orientation of the language environment for teaching and learning a foreign language, the socio-cultural peculiarities of languages and cultures, and the spectrum of social functions of the foreign language, examined in a specific living environment, the socio-cultural and communicative needs of students, the level of socio-cultural education [6, pp. 2-12].

Researchers (V.V. Safonova, I.L. Bim, V.P. Sysoev) stated that the result of the training is the formation of both communicative and socio-cultural skills that guarantee the use of the language in a specific cultural context based on the dialogue between cultures. The sociocultural approach to language education is characterized by two trends in interpreting facts and culture for educational purposes:

- from linguistic facts to cultural facts;
- from culture facts to language facts.

To implement these trends, E. I. Passov has developed the following provisions:

1. The language acquisition process is an educational process whose content is the culture of the language learned. Thus, foreign language culture is everything that is a source of cultural formation of foreign languages in its four aspects: cognitive, developmental, educational and educational.

2. From a cognitive point of view, the basis of learning within the framework of this approach is the dialogue between cultures as a comparison of facts from the field of artistic creation (ideas, themes, questions, moral genres, learning processes). Moreover, the lifestyle of native speakers. This direction of language and culture research has developed particularly actively in recent years within the framework of a new scientific discipline: comparative language and regional studies.

3. In the educational project with a socio-cultural approach, the emphasis is on identifying common moral guidelines in the lives of two peoples and on the differences that exist between them.

4. The main task of the development aspect is to form a sustainable motivation to learn a foreign language and culture in dialogue with the indigenous culture.

5. The educational purpose of the training is limited to the formation of communicative and socio-cultural skills based on the students' native language. A comparison of two languages is intended to help alleviate the difficulties in mastering a foreign language and overcome impairments that are especially noticeable at the initial stages of learning in mastering the linguistic structure of a language.

Conclusion:



From the above it follows that in order to avoid the difficulties associated with the difference not so much between objects and phenomena, but rather between cultural concepts, it is necessary to take into account the specific features of the country in which the language is spoken. The socio-cultural approach is therefore one of the most important principles of foreign language education.

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