

## SOCIO – CULTURAL COMPETENCE IN TEACHING A FOREIGN LANGUAGE

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**Abstract.** The article discusses the conditions for the formation of the socio-cultural competence of teachers of a foreign language.

Nowadays, much attention is paid to socio - cultural competence in teaching a foreign language, which becomes a requirement for the proper use of a foreign language in specific social and cultural situations. The purpose of this article is to accurately define the concept of socio - cultural competence and its relationship with communicative competence, to analyze the process and principles of formation of socio - cultural competence in the modern system of teaching foreign languages. Consider what principles are the main focus in the learning process, how the teacher can create an atmosphere of partnership, joint search and creative solutions to a particular problem, improve the ability of students to determine how their own socio-cultural affiliation affects their behavior, and adjust their actions in accordance with situations that will encourage learning a foreign language at the intercultural level.

**Keywords:** competence, socio-cultural competence, future foreign language teacher.

The education system has recently undergone major changes associated with the acceleration of the pace of development of society in all areas. The emergence of numerous cultural ties has led to a redistribution of iconic landmarks and approaches to building a modern educational environment similar to the similar educational situation in other countries [1].

In modern methods of teaching foreign languages in non-linguistic universities, the goals of teaching have changed: from “language learning” to “learning a foreign language”, and then “learning foreign language communication”. One of the main components of the content of training is cultural orientation, because when learning a language, we study the culture of native speakers. The development of national culture through country- specific information in the educational process increases students’ cognitive activity, expands their communication capabilities, contributes to the creation of positive motivation in the classroom, and encourages students to study a foreign language independently.

If we consider the concept of “competence” from the point of view of the educational process, we can say that competence is primarily the result of learning. By studying the educational material, the student acquires a certain competence - specific knowledge, skills - and gains experience (professional quality), thereby demonstrating perseverance, self-confidence and responsibility (personal qualities). In addition, competence in the educational process is the result of integrated learning

(integration of theory and practice, integration of teaching methods and educational technologies, integration of academic disciplines).

Language is considered as a means of social communication between representatives of different national and cultural communities. Through a foreign language, students are introduced to the conceptual system of a different society, the ability to recognize the motives and value orientation of the bearer of a different picture of the world is formed, which together constitutes a new manifestation of the language personality-the personality of the subject of intercultural communication S. S. Kunanbayeva [2].

As a result of the merging of cultures, a person's socio - cultural adaptation takes place through mediated dialogue, where a foreign language is assigned a leading role. The conceptual basis for the modernization of higher education is related to the improvement of principles and approaches to the formation of socio-cultural competence of foreign language teachers.

In Russian science, the study of language and culture is considered in the works of Professor S. S. Kunanbayeva. The cognitive-linguoculturological methodology of modern foreign language education developed in Russian methodological science puts forward as the goal of education the formation of a "subject of intercultural communication", while language and culture are an integral part of the process of cognition [2].

Issues related to the theory of intercultural communication in the system of modern foreign language education, with promising ways to form it at various stages of learning a foreign language are considered in the research of O. A. Leontovich, R. P. Millrud, E. I. Passov, V. V. Safonova, I. A. Zimnaya, A. A. Zernetskaya, D. Haymes and others.

The role of socio - cultural competence in the process of teaching foreign languages in the research of R. P. Millrud, P. V. Sysoev, M. Bayram,

G. Neuner is considered. In the approach of Z. I. Nikitenko, socio - cultural competence is represented in language knowledge (non-equivalent and normal vocabulary), knowledge of national culture and norms of behavior. Under the term "socio-cultural competence" we understand the aspect of communication ability, which includes specific features of society and its culture, which are manifested in the communicative behavior of members of this society.

G. A. Vorobyov notes that "socio-cultural competence is a complex phenomenon and includes a set of components belonging to different categories" [3]. According to R. P. Millrud, "socio-cultural competence refers to the activity component of communicative competence" [4]. V. V. Safonov believes that "the didactic description of the tasks of socio - cultural education using a foreign language should be carried out from the point of view of socio-cultural competence". V. V. Safonova identified the following components of socio-cultural competence:

- 1) linguistic and cultural component (lexical units with national and cultural semantics and the ability to use them in situations of intercultural communication);

- 2) sociolinguistic component (language features of social strata, representatives of different generations, social groups, dialects);
- 3) socio-psychological component (national-specific models of behavior using communicative techniques adopted in this culture);
- 4) cultural component (socio-cultural, historical-cultural, ethno-cultural background) [5].

Under socio-cultural competence, we understand the possession and ability to apply a set of multicultural knowledge, skills and qualities in the process of intercultural communication in specific living conditions and tolerance towards people of other nationalities. The formation of socio-cultural competence is carried out in three stages. Each stage has its own problems related to its goals.

The first stage is “motivational”, i.e. ensuring psychological readiness to communicate with all students. M. I. Dyachenko and L. A. Kandybovich and other scientists in their research identified the problem of readiness at different times and from different positions. Thus, readiness is a special mental state that allows you to perceive a certain situation or act [6].

The goal of this stage is to interest students in learning about different peoples and their cultures, to show how diverse the world and people living in this world are, to achieve a positive attitude to the study of other cultures and to awaken in them. Yu. V. Frolov (2001) States that the main goal of a teacher is not only to provide information about different cultures, but also to change the attitude of students to other cultures [7]. At this stage, the native language is used together with English, because the information provided in the native language quickly comes to mind. Watching feature films and documentaries describing the life, traditions and customs of different nationalities and discussing them is effective.

The second stage of socio - cultural competence formation is “cognitive”. The main tasks of this stage are the collection and processing of educational material that makes up the content of training. The content of education should promote mutual understanding and cooperation between peoples and Nations, regardless of race, nationality, nationality, religion or social origin, and take into account various philosophical approaches.

Note that the methods we use in the course of educational activities are based on a consciously comparative approach. This is based on the principle of awareness of language phenomena during the period of study and use, as well as the principle of comparative study of a foreign language with a native one. The stage of comprehension, comparison, analysis and correction is the most important in the work, since it is here that the intellectual growth and development of the individual takes place, the disclosure of personal potentials of students and the awakening of their interest in learning and acquaintance with foreign culture occurs, i.e. formation of socio-cultural competence.

The final stage of the work is the formation of the concept of “socio - cultural competence” together with students, determining the ways of its

manifestation in modern conditions and practical consequences.

Socio-cultural education is leading in the formation of socio-cultural competence, and the application of the socio-cultural approach in activities enriches cultural and sociolinguistic knowledge.

The above suggests that the development of socio-cultural competence is reduced not only to the formation of “a set of knowledge about the country of the language being studied, national and cultural features of social and speech behavior of native speakers and the ability to use such knowledge in the process of communication, following customs, rules of behavior, etiquette, social conditions and stereotypes of behavior of native speakers”.

In the process of development of components of the socio – cultural competence undergo qualitative modifications and find out your content:

- a) understanding the system of values and forms of their manifestations in other cultures community,
- b) awareness of the values of their native culture and forms of their manifestations in their own cultural community,
- c) knowledge of the existence of universal cultural values ability to use existing knowledge about differences in cultural perceptions and norms when communicating with the partner communication.

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#### ШЕТ ТІЛІН ОҚЫТУДАҒЫ ӘЛЕУМЕТТІК-МӘДЕНИ ҚҰЗЫРЕТТІЛІК

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**Аңдатпа.** Мақалада шет тілі оқыту барысындағы әлеуметтік – мәдени құзіреттілігі туралы шарттары қарастырылады.

Қазіргі уақытта шет тілін оқытудағы әлеуметтік – мәдени құзіреттілігіне көп көңіл бөлінуде, бұл нақты әлеуметтік – мәдени жағдайларға шет тілін дұрыс қолданудың қажетті шарты болып табылады. Бұл мақаланың мақсаты – әлеуметтік – мәдени құзіреттілік ұғымын және оның коммуникативті құзіреттілікпен байланысын дәл анықтау, шет тілдерін оқытудағы қазіргі жүйесінде әлеуметтік – мәдени құзіреттіліктің процесі мен принциптерін талдау. Оқу процесінде қандай принциптер негізгі бағыттар болып табылады, мұғалім серіктестік атмосферасын қалай құра алады, бірлескен ізденіс және белгілі бір мәселені шығармашылық тұрғыдан шеше алады, оқушылардың өздерінің әлеуметтік – мәдени қарым-қатынасы олардың мінез-құлқына қалай әсер ететінін анықтау қабілетін арттырады және шет тілін үйренуге ықпал ететін жағдайларға сәйкес өз әрекеттерін мәдениеттік деңгейде реттей алады.

**Тірек сөздер:** құзіреттілік, әлеуметтік – мәдени құзіреттілік, болашақ шет тілі мұғалімі.

## СОЦИО – КУЛЬТУРОЛОГИЧЕСКАЯ КОМПЕТЕНЦИЯ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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**Анотация.** В статье рассматриваются условия социо-культурологической компетенции при обучении иностранному языку.

В настоящее время большое внимание при обучении иностранному языку уделяется социо-культурологической компетентности, которая становится требованием для надлежащего использования иностранного языка в конкретных социальных и культурных ситуациях. Целью данной статьи является точное определение понятия социо-культурологическая компетенция и ее соотношение с коммуникативной компетенцией, проанализировать процесс и принципы формирования социо – культурологической компетенции в современной системе обучения иностранным языкам. Рассмотреть на какие принципы делается основной акцент в процессе обучения, как учителю создать атмосферу партнерства, совместного поиска и творческого решения определенной проблемы, улучшить способность учащихся определять, как их собственная социо-культурологическая принадлежность влияет на их поведение, и корректировать свои действия в соответствии с ситуациями, что позволит стимулировать изучение иностранного языка на межкультурном уровне.

**Ключевые слова:** компетенция, социо-культурологическая компетенция, будущий учитель иностранного языка.

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