SOCIOCULTURAL COMPETENCE AS AN INTEGRATED SYSTEM: FROM STRUCTURAL MODEL TO APPLIED TECHNOLOGIES

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Abstract. This study examines the development of sociocultural competence (SCC) through a component-based model tested in the context of foreign language education. Five core components of sociocultural competence were identified based on key theoretical frameworks: cultural awareness, behavioural strategies, cultural sensitivity, social skills, and self-awareness. To foster these components, the research employed a set of pedagogical technologies commonly used in language education, including collaborative learning, debates, immersive quests, reflection activities, and discussions, all reframed for the targeted development of SCC. The study involved 40 second-year university students majoring in "Foreign language: two foreign languages (English/Chinese)" with the Kazakh language as the language of instruction. The participants represented various regions of Kazakhstan: Turkestan, Kyzylorda, Zhambyl, Almaty, and Akmola. They were assigned to the control group (n = 20) and the experimental group (n = 20). A pre-test/post-test experimental design with mixed-effects modelling was used to assess the impact of the educational intervention. Following the implementation of pedagogical technologies in the experimental group, a post-test was conducted to determine changes in the level of SCC development. Comparative analysis of pre- and post-test results revealed statistically significant improvements across all components of sociocultural competence in the experimental group. Additionally, a statistical analysis of the SCC structure was conducted, providing a deeper understanding of the interrelationships between its components. The results confirm the internal coherence of the proposed model and the pedagogical value of the applied technologies. This research contributes to the field by providing empirical validation of the integrated approach to SCC development and outlining effective instructional strategies for implementing the component-based model in language education.

Keywords: sociocultural competence, sociocultural competence components, cultural awareness, behavioural strategies, cultural sensitivity, social skills, self-awareness, educational technologies

Introduction

In the modern world, sustainable development is impossible without the awareness of the value of cultural diversity and respect for the identity of different communities. This is reflected in the Sustainable Development Goals (SDGS) proclaimed by the United Nations, which emphasise the role of culture as one of the key factors in the harmonious development of society [1]. Kazakhstan,

as a multinational state, actively supports these principles through the activities of the Assembly of the Kazakh People and by integrating cultural policy into its education system.

The National Strategy for the Modernisation of Higher Education, outlined in the Concept for the Development of Higher Education for 2023-2029, aims to form academically trained, socially responsible and culturally aware specialists [2]. Within the framework of this concept, special attention is paid to the development of students' social activity, which is realised, in particular, through the introduction of an integrated social score system.

At the same time, teacher requirements are also changing. The professional standard emphasises commitment to Kazakhstan's national and cultural values, respect for global cultural and linguistic diversity, and the ability to integrate Kazakh culture and language, as well as those of other nations, into the educational process [3].

All these factors lead us to the need for an in-depth study of sociocultural competence as one of the essential training areas for future specialists. This is especially relevant in teaching foreign languages, where it is necessary to form students' understanding of intercultural differences, respect for the values of other nations, and a willingness to engage in dialogue. Developing the component composition of sociocultural competence and its purposeful implementation in the educational process is a suitable approach in this direction. This article aims to describe the approbation of the component-based model of sociocultural competence through a set of educational technologies used in foreign language education.

Sociocultural competence includes navigating the world with a commitment to peace, social accountability, and equitability [4]. The concept of sociocultural competence holds a central position in the Threshold Level model developed by van Ek and Trim [5] within the European Council's efforts to standardise language education across Europe. According to their framework, sociocultural competence is considered an integral component of communicative competence that entails knowledge of the cultural and societal norms that manifest in the communicative behaviour of a given speech community.

Trim and van Ek [5] identify several core components that structure sociocultural competence. Initially, universal experience refers to essential aspects of everyday life, such as meal customs, holidays, work hours, leisure activities, housing conditions, ethnic diversity, family and social structures, degrees of formality, and shared values related to religion, politics, identity, and tradition. Secondly, they distinguish between social conventions and rituals, including non-verbal elements (such as gestures, eye contact, physical proximity, punctuality, and dress codes) and linguistic conventions (like politeness formulas and the pragmatic use of language functions, including greetings and apologies, in culturally appropriate ways).

Celce-Murcia [6] also incorporates sociocultural competence into her model of communicative competence. She defines it as a set of pragmatic and sociocultural knowledge that enables speakers to express meaning appropriately,

considering the interaction's social and cultural context. In her framework, sociocultural competence includes understanding variation in language use based on social norms of the target language. Notably, she emphasises that cultural or social errors in communication may have more severe consequences than linguistic ones.

According to Celce-Murcia [6], immersion in the target culture is the most effective way to develop this competence, provided learners possess sufficient linguistic preparation and observational skills. Her model consists of three interrelated components: social contextual factors such as age, gender, status, level of social distance, and the interpersonal dynamics between speakers; stylistic appropriateness including politeness strategies, knowledge of genres and registers; cultural factors such as encompassing general cultural understanding of dialectal and regional differences, and intercultural awareness.

The foundational model of Trim and van Ek was later expanded upon by Byram, Zarate, and Neuner [7], who recognised the sociocultural component as more than a subset of communicative competence. While van Ek and Trim incorporated it as a key part of language education, Byram and his colleagues [7] argued that sociocultural competence could also exist relatively independently from linguistic ability. They differentiated between two types of knowledge and skills: those related to specific languages and cultures (gestures, proxemics, and other nonverbal features), and more universal intercultural abilities, such as the capacity to relativise one's values and act as a mediator between cultures.

Building on this line of thought, scholars such as Savignon and Sysoyev [8] emphasised the role of sociocultural competence as a foundation for intercultural communication. They describe it as the learner's ability to be both a reflective and conscious representative of their native culture and engage in intercultural dialogue. This competence, they stress, requires not just linguistic knowledge, but also a deep understanding of the cultural context in which communication unfolds.

In line with the theoretical developments, Safina [9] defines sociocultural competence as the application of multicultural knowledge, skills, and attitudes in intercultural contexts while tolerating other national identities. She proposes a three-stage model of development, where each stage has specific objectives aligned with the overall goals of sociocultural education. This framework reflects a dynamic understanding of competence that evolves in response to learners' exposure and reflection.

In the Kazakhstani educational system, sociocultural competence is also widely recognised as a multifaceted concept. Berzhan and Ayapova [10] describe this competence as more than language proficiency, highlighting that it encompasses understanding cultural norms and communicative practices and adapting one's behaviour and interpretations to align with social contexts. Zhorabekova and Shakiyeva [11] define sociocultural competence as knowledge of the sociocultural context in which the language is used, including information about behavior and etiquette.

Similarly, Zhanggirbay and Tankibaeva [12] define sociocultural competence as the ability to recognise language as part of culture and effectively apply cultural knowledge in communication, such as customs, etiquette conventions, social stereotypes, and historical background.

Ryspayeva and Musaipova [13] emphasise sociocultural competence as involving the integration of learners into the culture, traditions, and realities of the target language's communities in ways appropriate to the students' interests and developmental stage. Importantly, their view of this competence also includes fostering learners' ability to represent their national culture during intercultural communication, enabling a two-way cultural exchange.

Sanatbek and Utelbayeva [14] identify core components that structure sociocultural competence, each addressing a distinct aspect of cultural and communicative ability. These components are described as follows: linguistic-cultural component – mastery of language elements that carry cultural significance, cultural component – understanding of the target culture's societal norms and traditions, socio-psychological component – the ability to navigate and adapt to culturally specific interaction patterns. According to Sanatbek and Utelbayeva [14], developing all the components is essential for a learner to attain complete sociocultural competence in a foreign language.

The literature provides a strong conceptual basis for examining and testing new frameworks. The component-based model integrated in the research includes cultural awareness, behavioural strategies, cultural sensitivity, social skills, and self-awareness. This component-based view aligns with the works of Trim and van Ek [5], Celce-Murica [6], Byram, Zarate, and Neuner [7], Savignon and Sysoyev [8], Safina [9], Berzhan and Ayapova [10], Zhorabekova and Shakiyeva [11], Jangirbaı and Tankıbaeva [12], Ryspayeva and Musaipova [13], and Sanatbek and Utelbayeva [14], suggesting that sociocultural competence is inherently multidimensional. In the component-based model, cultural awareness can be defined as the ability to understand and perceive key elements of English culture meaningfully, including traditions, values, taboos, historical context, symbols, and religious beliefs. Speech and behavioural strategies encompass understanding how to apply appropriate speech forms, nonverbal signals, and norms of politeness and etiquette when communicating with representatives of other cultures. Cultural sensitivity is considered to be emotional responsiveness and respect for differences in the worldview, values, and traditions of representatives of English culture. Social skills relate to the readiness to interact and adapt in an intercultural environment. Self-awareness refers to the ability to critically reflect on one's own cultural identity and its impact on thinking and behaviour.

The study incorporates collaborative learning, debates, immersive quests, reflection activities, and discussion methods that have been successfully implemented in foreign language education to foster the development of sociocultural competence. However, their targeted application to develop specific components of sociocultural competence remains underexplored. The novelty of this study lies precisely in testing this component-based structure through a purposeful integration of these pedagogical technologies within the context of sociocultural competence development.

Materials and methods

The study involved 20 students from the control group and 20 from the experimental group. The students are second-year students of the speciality "Foreign language two foreign languages (English/Chinese). The average age of students is 19 years. The participants were representatives of the Turkestan region, the Kyzylorda region, the Zhambyl region, the Almaty region, and the Akmola region. The study was approved by the Ethics Commission of Kokshetau University named after Shokan Ualikhanov. The participants signed an informed consent to participate in the study.

A paper-based Likert scale questionnaire was developed to assess sociocultural competence, particularly its components. Its validity was peer-reviewed by experts. The reliability of the questionnaire was verified using the Cronbach's Alpha coefficient, which yielded a value of 0.76 in the JASP 0.19.3 program.

The experimental work lasted 15 weeks and was part of the course "Basic Foreign Language in Intercultural Communication". During this period, a series of educational technologies was consistently introduced to enhance students' sociocultural competence.

In particular, immersive quests were used to model realistic sociocultural situations: students analysed the behaviour of English culture representatives, identified the values and norms underlying their behaviour, and proposed solutions demonstrating an understanding of the target culture. Collaborative learning technologies contributed to the development of teamwork in various sociocultural contexts, where students work in groups on assignments, discuss sociocultural phenomena, and learn to compromise within the context of social and cultural diversity. Debates and discussions stimulated the expression of opinions on sociocultural differences, contributing to the active development of a critical understanding of cultural aspects and behavioural strategies. Finally, reflective exercises allowed students to reflect on their experiences interacting with representatives of other cultures and analyse their sociocultural attitudes.

Upon completion of the educational technologies introduction, a post-test was administered, the purpose of which was to assess changes in the level of sociocultural competence formation among the students in the experimental group. The results of the pre- and post-tests were compared to evaluate the effectiveness of the experimental work. Additionally, a statistical analysis of the sociocultural competence structure was conducted to provide a deeper understanding of the interrelationships between its components. This approach provides a comprehensive understanding of the processes involved in developing sociocultural competence within the educational environment.

Results and discussion

The pre-test results of the sociocultural competence level and its components were analysed using the independent t-criterion (Independent Samples T-test) in the JASP 0.19.3 program. Based on the data obtained, graphs were constructed. The analysis revealed that at the initial stage (before the experiment), the level of

sociocultural competence was comparable in both the control and experimental groups. Statistically, no significant differences were revealed between the groups.

Table 1. Pre-test results of the control and experimental groups

Variable	Control group (n=20)	Experimental group (n=20)	Group difference
Cultural awareness	2.6 (0.4)	2.5(0.2)	$H(38)=1.2, p = 0.22$
Behavioural strategies	2.5(0.4)	2.3(0.2)	$H(29.1)=1.8, p = 0.08$
Cultural sensitivity	3.4(0.4)	3.2(0.4)	$H(38)=1.3, p = 0.17$
Social skills	2.7(0.5)	2.5(0.3)	$H(29.3)=1.3, p = 0.19$
Self-awareness	3.1(0.3)	3.1(0.4)	$H(38)=0, p = 1$
Sociocultural competence (overall level)	14.53(1.4)	13.8(0.9)	$H(38)=1.8, p = 0.07$

Table 1 presents the pre-test results comparing the control and experimental groups across the five components of sociocultural competence and the overall score. No statistically significant differences were observed between the two groups at the pre-test stage.

Specifically, the cultural awareness scores were slightly higher in the control group (M = 2.6, SD = 0.4) than in the experimental group (M = 2.5, SD = 0.2), although this difference was not statistically significant. Similarly, the behavioural strategies component showed a marginal difference ($H(29.1) = 1.8$, $p = .08$), with mean scores of 2.5 (SD = 0.4) for the control group and 2.3 (SD = 0.2) for the experimental group.

For the cultural sensitivity component, the control group also scored slightly higher (M = 3.4, SD = 0.4) than the experimental group (M = 3.2, SD = 0.4). However, the difference was not significant ($H(38) = 1.3$, $p = .17$). Social skills and self-awareness also did not differ significantly between groups ($H(29.3) = 1.3$, $p = .19$ and $H(38) = 0$, $p = 1$).

The overall level of sociocultural competence was marginally higher in the control group (M = 14.53, SD = 1.40) compared to the experimental group (M = 13.80, SD = 0.90). Yet, the difference approached but did not reach statistical significance ($H(38) = 1.8$, $p = .07$). These results confirm that both groups were statistically comparable at baseline.
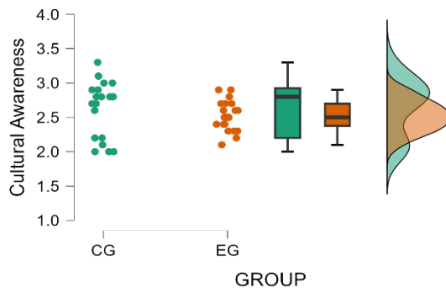
Figure 1 - Comparison of groups on cultural awareness
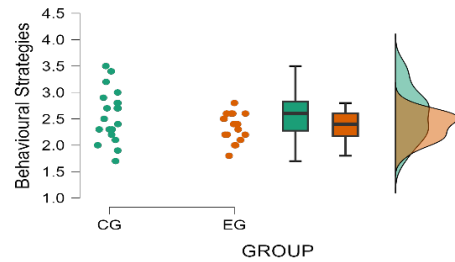

Figure 2 - Comparison of groups on behavioural strategies
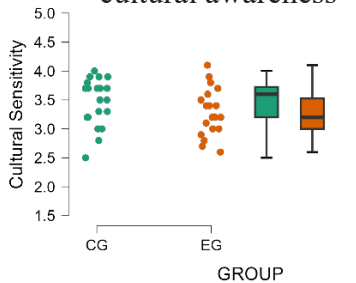

Figure 3 - Comparison of groups on cultural sensitivity
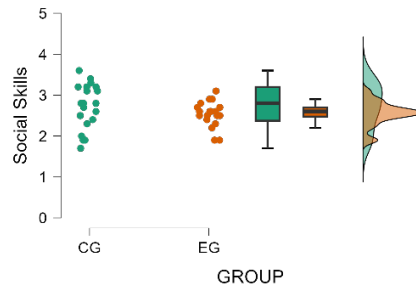

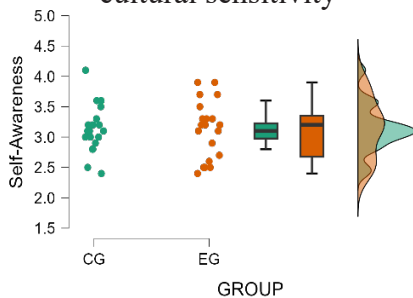Figure 4 - Comparison of groups on social skills

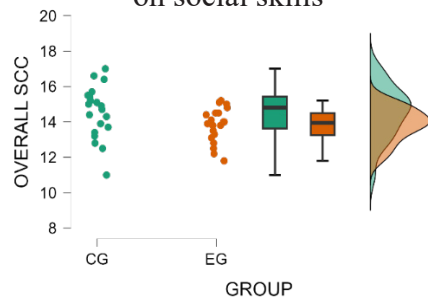Figure 5 - Comparison of groups on self-awareness

Figure 6 - Comparison of groups on the overall SCC level

Figures 1–6 visually illustrate the pre-test comparisons between the control group (CG) and the experimental group (EG) across the five components of sociocultural competence and the overall score. Each diagram presents the distribution of scores using combined dot plots, box plots, and kernel density.

The next stage, which lasted 15 weeks, involved introducing educational technologies into the classroom. The lessons were conducted interactively, aiming to develop SCC and its components. The integration of educational technologies was systematic and purposefully implemented within the course. After the implementation of the educational technologies, a post-test was administered.

Table 2. Pre-test and post-test results of the experimental group

Variable	Pre-test (n=20)	Post-test (n=20)	Difference
Cultural awareness	2.5(0.2)	3.7(0.3)	$H(38)=12.8, p < 0.001$
Behavioural strategies	2.3(0.2)	3.7(0.5)	$H(38)=10.8, p < 0.001$
Cultural sensitivity	3.2(0.4)	4(0.3)	$H(38)=5.8, p < 0.001$
Social skills	2.5(0.3)	3.6(0.3)	$H(38)=10.3, p < 0.001$
Self-awareness	3.1(0.4)	3.8(0.3)	$H(38)=5.3, p < 0.001$
Sociocultural competence (overall level)	13.8(0.9)	19(1.5)	$H(38)=12.5, p < 0.001$

Table 2 presents the descriptive statistics for the experimental group, comparing pre-test and post-test results across the main components of sociocultural competence. Statistically significant improvements were observed in all components following the intervention. The most notable effect seen in cultural awareness ($H(38) = 12.8, p < .001$) and the overall level of sociocultural competence ($H(38) = 12.5, p < .001$).

Figures 7–12 visually illustrate the distribution of scores before and after the intervention, supporting these findings. Each plot provides a comparison for a specific component of sociocultural competence. The diagrams reflect positive shifts in all SCC components. Figure 12 integrates these improvements into a composite measure, confirming the growth in students' sociocultural competence.
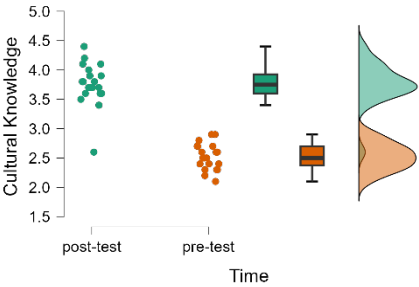

Figure 7 - Comparison of pre-test and post-test on cultural awareness
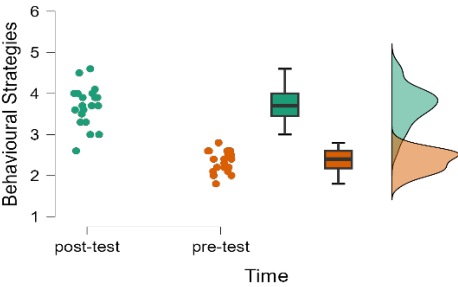

Figure 8 - Comparison of pre-test and post-test on behavioural strategies
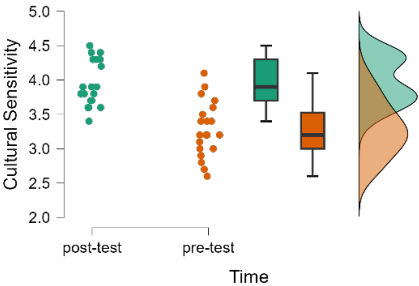

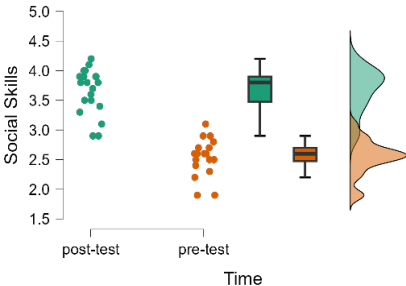Figure 9 - Comparison of pre-test and post-test on cultural sensitivity

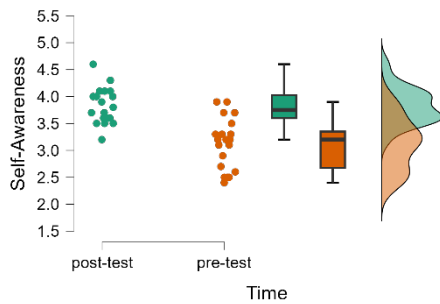Figure 10 - Comparison of groups on social skills

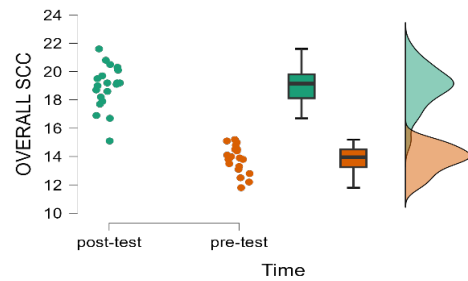Figure 11 - Comparison of pre-test and post-test on self-awareness

Figure 12 - Comparison of pre-test and post-test on the overall sociocultural competence level

An independent t-test was also conducted to assess the level of sociocultural competence in the control group. The obtained p-values for all components were above the threshold of statistical significance ($p > 0.05$), indicating no statistically significant differences between the results of pre- and post-tests in the control group. This allows us to conclude that the sociocultural competence level of this group remains unchanged without a targeted methodology.

A series of linear mixed-effects models were conducted to examine the effect of sociocultural competence components on one another. Each model included a fixed effect for the predictor variable and a random intercept for participants (ID). The table below presents the F-values, degrees of freedom, and significance levels (p-values) for each pairwise effect tested. All models were assessed using the Satterthwaite approximation for degrees of freedom and Type III Sum of Squares.

Table 3. Linear mixed-effects model results

Predictor variable	Fixed effect	df	F	p
Self-awareness	Time	1, 19	43.812	< .001
Self-awareness	Cultural awareness	1, 20.26	56.252	< .001
Self-awareness	Behavioural strategies	1, 20.81	50.818	< .001
Self-awareness	Social skills	1, 22.67	39.139	< .001
Self-awareness	Cultural sensitivity	1, 30.52	32.996	< .001
Social skills	Cultural awareness	1, 22.29	129.396	< .001
Social skills	Behavioural strategies	1, 22.63	199.391	< .001
Social skills	Cultural sensitivity	1, 38	49.795	< .001
Social skills	Time	1, 19	119.407	< .001

Behavioural strategies	Cultural sensitivity	1, 38	35.561	< .001
Behavioural strategies	Time	1, 19	179.689	< .001
Behavioural strategies	Cultural aware-ness	1, 22.86	207.097	< .001
Cultural awareness	Cultural Sensitivity	1, 38	35.561	< .001
Cultural awareness	Time	1, 19	179.689	< .001
Cultural sensitivity	Time	1, 19	43.220	< .001

As shown in Table 3, all tested effects reached statistical significance at the $p < .001$ level, indicating relationships between components of sociocultural competence. Notably, the interaction between behavioural strategies and cultural awareness yielded the highest F-value ($F = 207.097$). These results support the theoretical assumption that the development of each component is interconnected. The study's results confirm the effectiveness of the integrative approach and component-based model in forming sociocultural competence through a combination of modern educational technologies.

However, despite the positive results, it is essential to consider that sociocultural competence is developed in both the educational environment and through intercultural communication. The environmental context in which an individual functions significantly impacts the perception and interpretation of sociocultural aspects. In this regard, a promising area of future research may be the interaction with native speakers online and through educational exchanges or joint projects. Such interaction will enable deeper immersion in the sociocultural context, contributing to the development of sociocultural competence components. Moreover, the expansion of sociocultural knowledge through the creation of special textbooks can also be beneficial for students striving for SCC development.

In addition, the presented set of educational technologies is versatile. It can be adapted to various language courses, considering their target audience and discipline specifics. Expanding the course content, adding examples from different sociocultural contexts, and introducing new digital solutions open up vast opportunities to develop further methods for forming sociocultural competence.

Thus, the prospects for future research include the deeper study of the interrelation of the sociocultural competence components in the context of honest intercultural communication, the inclusion of native speakers as active participants in the educational process, the differentiation of technology and textbooks for various educational formats, and the long-term monitoring of the sustainability of the sociocultural skills formed in professional and academic practice.

Conclusion

This study confirmed the effectiveness of a component-based model for developing sociocultural competence in foreign language education. The five identified components were shown to be conceptually grounded and empirically measurable. The targeted use of collaborative learning, debates, immersive quests, reflection activities, and discussions facilitates progress in each component, as demonstrated by improvements in post-test scores.

These findings suggest that sociocultural competence can be developed systematically by integrating educational technologies. The model presented in this research offers practical value for curriculum design, enhancing students' readiness for intercultural communication. Future research may extend these findings by testing the model across diverse educational contexts and over extended implementation periods to examine the sustainability of outcomes.

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ӘЛЕУМЕТТІК-МӘДЕНИ ҚҰЗІРЕТТІЛІК ИНТЕГРАЦИЯЛЫҚ ЖҮЙЕ РЕТІНДЕ: ҚҰРЫЛЫМДЫҚ МОДЕЛЬДЕН ҚОЛДАНБАЛЫ ТЕХНОЛОГИЯЛАРҒА ДЕЙІН

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Аңдатпа. Зерттеуде шет тілді білім беру жағдайында сыналған компоненттік модель арқылы әлеуметтік-мәдени құзыреттілікті (ӘМҚ) дамыту қарастырылады. Негізгі теориялық тәсілдер негізінде ӘМҚ-тің бес негізгі құрамдас бөлігі бөлінді: мәдени хабардарлық, мінез-құлық стратегиялары, мәдени сезімталдық, әлеуметтік дағдылар және өзін-өзі тану. Аталған компоненттерді қалыптастыру үшін шет тілді білім беруде дәстүрлі түрде қолданылатын педагогикалық технологиялар кешені пайдаланылды, мысалы, бірлескен оқыту, пікірталастар, иммерсивті квесттер, рефлексивті тапсырмалар және ӘМҚ мақсатты дамыту міндеттеріне бейімделген пікірталастар. Зерттеуге қазақ тілінде оқытатын «Шетел тілі: екі шет тілі (ағылшын/қытай)» білім беру бағдарламасы бойынша оқитын екінші курстың 40 студенті қатысты. Қатысушылар Қазақстанның түрлі аймақтарынан: Түркістан, Қызылорда, Жамбыл, Алматы, Ақмола облыстарынан қатысты. Олар бақылау (n= 20) және эксперименттік (n= 20) топтарға бөлінді. Педагогикалық араласудың тиімділігін бағалау үшін алдын - ала және кейінгі тестілеу және аралас эффектілері бар модельдерді қолдану арқылы эксперименттік схема қолданылды. Педагогикалық технологияларды енгізгеннен ӘМҚ кейін эксперименттік топта даму деңгейіндегі өзгерістерді анықтау мақсатында қорытынды тестілеу өткізілді. Эксперименттке дейінгі және кейінгі нәтижелерді салыстырмалы талдау эксперименттік топтағы барлық компоненттері бойынша статистикалық маңызды жақсартуларды көрсетті. Сонымен қатар, ӘМҚ құрылымына статистикалық бағалау жүргізілді, бұл оның компоненттері арасындағы байланысты тереңірек түсінуге мүмкіндік берді. Алынған нәтижелер ұсынылған модельдің ішкі дәйектілігін және қолданылған технологиялардың педагогикалық тиімділігін растайды. Зерттеу ӘМҚ қалыптастыруға эмпирикалық негізделген тәсілді ұсына отырып және осы құрамдас модельді білім беру үдерісіне енгізудің тиімді педагогикалық стратегияларын анықтау арқылы лингвистикалық білім беру саласына өз үлесін қосады.

Тірек сөздер: әлеуметтік-мәдени құзыреттілік, әлеуметтік-мәдени құзыреттілік компоненттері, мәдени хабардарлық, мінез-құлық стратегиялары, мәдени сезімталдық, әлеуметтік дағдылар, өзін-өзі тану, білім беру технологиялары

СОЦИОКУЛЬТУРНАЯ КОМПЕТЕНЦИЯ КАК ИНТЕГРИРОВАННАЯ СИСТЕМА: ОТ СТРУКТУРНОЙ МОДЕЛИ К ПРИКЛАДНЫМ ТЕХНОЛОГИЯМ

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Аннотация. В настоящем исследовании рассматривается развитие социокультурной компетенции (СКК) посредством компонентной модели, апробированной в условиях иноязычного образования. На основе ключевых теоретических подходов были выделены пять основных компонентов СКК: культурная осознанность, поведенческие стратегии, культурная чувствительность, социальные навыки и самосознание. Для формирования указанных компонентов был использован комплекс педагогических технологий, традиционно применяемых в иноязычном образовании, таких как коллаборативное обучение, дебаты, иммерсивные квесты, рефлексивные задания и дискуссии, адаптированные под задачи целенаправленного развития СКК. В исследовании приняли участие 40 студентов второго курса, обучающихся по образовательной программе «Иностранный язык: два иностранных языка (английский/китайский)» с казахским языком обучения. Участники представляли различные регионы Казахстана: Туркестанскую, Кызылординскую, Жамбылскую, Алматинскую и Акмолинскую области. Они были разделены на контрольную (n = 20) и экспериментальную (n = 20) группы. Для оценки эффективности педагогического вмешательства была применена экспериментальная схема с пре- и посттестированием и использованием моделей со смешанными эффектами. После внедрения педагогических технологий в экспериментальной группе было проведено итоговое тестирование с целью выявления изменений в уровне развития СКК. Сравнительный анализ результатов до и после эксперимента показал статистически значимые улучшения по всем компонентам СКК в экспериментальной группе. Кроме того, была проведена статистическая оценка структуры СКК, что позволило глубже понять взаимосвязи между её компонентами. Полученные результаты подтверждают внутреннюю согласованность предложенной модели и педагогическую эффективность применённых технологий. Исследование вносит вклад в область иноязычного образования, предлагая эмпирически обоснованный подход к формированию СКК и обозначая эффективные педагогические стратегии для внедрения данной компонентной модели в образовательный процесс.

Ключевые слова: социокультурная компетенция, компоненты социокультурной компетенции, культурная осознанность, поведенческие стратегии, культурная чувствительность, социальные навыки, самосознание, образовательные технологии

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