Principles and Methods for the Formation of Sociolinguistic Competence

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Abstract: The modern practice of communication is characterized by the processes of globalization in all areas of human life and activity and leads to an increase in international contacts. At the same time, experience shows that even in cases where the language barrier is overcome, and the interlocutors speak the same language fluently, it is far from always possible to establish understanding. You can pronounce phrases, remarks, exchange information, but understanding in the process of communication may not occur. In this case, there are many reasons and, first of all, it is the lack of socio-cultural competence. Its presence is extremely important, and the very problem of its formation is still being developed in modern methods. The article deals with the issues based on analyzing principles and methods for the formation of sociolinguistic competence.

Keywords: sociolinguistic competence, socio-cultural competence, global integration, globalization, foreign language.

Introduction

The development of international relations and their qualitative change, the internationalization of all spheres of public life have led to an increase in the role of a foreign language in human life. In the context of the global integration of cultures of different countries, the growing mobility of the population of the whole world, the expansion of employment, the development of tourism, personal contacts, knowledge of a foreign language becomes a vital necessity, which poses new problems for the theory of teaching foreign languages that meet the modern needs of society. The teacher of a foreign language has an important task - the formation of students not only general educational skills: working with a book, with a text, with a reference book, the ability to tell, reason, develop their thoughts logically and consistently, but also the formation of socio-cultural competence.

Undoubtedly, the most effective means of developing socio-cultural competence is staying in the country of the language being studied, immersing in the very atmosphere of culture, traditions, customs and social norms of the country of the language being studied. However, in view of the fact that not all citizens in our country have such an opportunity, it is necessary to find effective ways to develop socio-cultural competence outside the language environment. A difficult task faces a foreign language teacher: to teach schoolchildren at the present stage of development of society not only to speak, but also to think in a foreign language. And they get into a foreign language environment only in the classroom, and this environment, unfortunately, is artificial. Therefore, it is necessary to search for effective ways for the development of competence by socioculture outside the language environment.

Discussions

According to the theory of intercultural learning, the acquisition of a foreign language means penetration into the mentality and culture of another people, involves acquaintance with the views, assessments and experience of another cultural community, since behind each national language there is a national and cultural specificity of the image of the world, consisting of elements and phenomena, integral and essential for this people. In the modern theory and practice of teaching foreign languages, the fundamental goal is the acquisition by students of the communicative competence necessary for intercultural communication. In turn, one of the subcomponents of communicative competence identified by many linguists, as well as state standards that determine the policy of linguistic education, is the sociolinguistic component, which reflects the sociocultural parameters of communication. This type of competence is significant for the adequate perception of each other by interlocutors, the ability to freely navigate in a foreign language environment and respond adequately in various situations of communication.

Analysis of the component composition of sociolinguistic competence in the documents of the Council of Europe and the federal state standard of higher professional education of the Russian Federation, where the above competence is implicitly present among professional competencies in the field of production and practical activities, allows us to reduce the essence of the concept of sociolinguistic competence to the following definition - the individual's possession of a set of verbal and non-verbal means communication, the ability to choose and use them in accordance with a specific communicative situation and socio-cultural norms of society [5, 8].

Sociolinguistic competence is the ability of a person to organize his speech behavior adequately to the situation of communication. The concept of a communication situation includes such components as "the place and time of the communicative act, its purpose, the social status of the speaker and the status of the interlocutors, the relationship between the interlocutors" [7, p. 22]. This skill is acquired in the process of natural communication or specially organized learning and is carried out against the background of a cultural context [7].

An effective tool for the formation of sociolinguistic competence, as shown by the generalization of the experience of using audiovisual means in teaching foreign languages, are authentic video materials that allow demonstrating various communicative situations, visually represent sociocultural reality, form students' stable associations of verbal and non-verbal behavior in a certain situational context [2, 3 , 4, 6].

Joining the opinion presented above, we consider it expedient to regularly use authentic video materials in practical classes in a foreign language. Before proceeding to consider the technology of working with these resources, it is necessary to identify the component composition of the communicative situation and determine the criteria for selecting video clips that represent the methodological potential for the formation of sociolinguistic competence.

In linguistics and sociolinguistics, a certain structure of a communicative situation is distinguished, which, in general, comes down to the following components:

➢ sphere of communication (genre), for example, social, industrial, professional, educational;

➢ place of communication (settings and stage), eg school, restaurant, hospital;

➢ participants - the speaker (sender, sender) and listener (receiver, public or addressee) and the relationship between the speaker and the listener, determined by their social roles and status;

➢ register (tonality, key) of communication, for example, official, neutral, informal, friendly, intimate;

➤ content, theme and purpose of the communicative act;

➤ channel: way of communication (oral / written, contact / distant), a means of communication (language, dialect, slang, jargon, as well as paralinguistics: gestures, facial expressions) [1, 7].

To the criteria for selecting authentic video material or its individual episodes, we propose to include one fundamental - sociolinguistic informational content and two auxiliary ones that complement it - sociocultural and educational informational content.

Sociolinguistic information content lies in the variety of communicative situations reflected in the video material. Each communicative situation is characterized by certain social and professional areas of communication with their inherent dialects and jargon, paralinguistic means of communication, the choice of forms of greeting, farewell, address, conversation, request, etc., characteristic of specific communication registers.

Sociocultural informativeness is a variety of modern realities of a foreign-speaking society reflected in the film. Forming the sociolinguistic competence of students, it is advisable for the teacher to use this informativeness, since language is a sociocultural phenomenon. This need is reinforced by the assertion of many linguists and sociolinguists that everything related to the sociocultural component is essential for sociolinguistic competence.

The sociocultural approach to teaching English involves:

Place in the educational process	Integrated into a foreign language lesson
Learning objectives	Development of the ability to navigate in a foreign culture, the formation of communicative competence in intercultural situations
Learning content	Sociocultural portrait of the country of the language being studied. The value of sociocultural knowledge for systematic comparison with the corresponding area in one's own culture
Methods of teaching	Language learning is a journey into a foreign culture, through which there is an awareness of one's own culture. Using the methods of mastering a foreign culture in order to participate in intercultural communication as a representative of one's own culture.

So, sociocultural language competence is a set of sociocultural language knowledge that is adequately used in intercultural communication. The lack of skills of socio-cultural competence significantly complicates communication and mutual understanding with representatives of foreign cultures.

In recent years, in the practice of teaching foreign languages, the ideas of interconnected teaching of a foreign language and the corresponding culture have been embodied. Thus, the theoretical foundations are being created for the practical development of a foreign language teaching system, taking into account its cultural component. Culture is becoming one of the most important components in teaching foreign languages.

Speaking about the interconnected teaching of language and culture, we consider language as part of the corresponding culture, as a means of its expression, fixation, preservation and transmission to the next generations, and we believe that cultural knowledge is one of the main parts of linguistic education.

The methodological literature emphasizes that communication in a foreign language is inextricably linked with linguistic and regional studies, linguistic and cultural studies, and sociocultural studies. The idea is obvious that in order to ensure intercultural communication, it is necessary to provide students with certain knowledge and form certain skills and personality traits that will allow them to effectively participate in the process of communication with representatives of another culture, that is, in other words, to form foreign language communicative competence among students.

Understanding foreign language communicative competence as "the ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers within the limits specified by the standard / program" (3, p.5-8), we distinguish the following components in its structure:

- ✓ linguistic competence,
- ✓ sociocultural competence,
- ✓ strategic competence,
- ✓ learning competence.

We consider sociocultural competence in relation to the process of teaching a foreign language and the corresponding culture as a core and system-forming component of foreign language communicative competence, which permeates the structure of linguistic (linguistic and speech), strategic (compensatory), educational competencies and links them together.

The components of socio-cultural competence that are formed in the process of interconnected teaching of a foreign language and the corresponding culture at the middle stage of education are:

- ➢ sociocultural knowledge;
- ➢ models of behavior in a different cultural environment, that is, the ability to use acquired knowledge (in the field of linguistics, regional studies, linguistic and regional studies) in solving verbal and non-verbal tasks based on the socio-cultural aspect of communication;
- ➢ a set of relations and qualities of a multicultural linguistic personality of students - future "mediators of cultures".

Sociocultural competence is a complex phenomenon and includes a set of components belonging to different categories.

We can distinguish the following components of sociocultural competence, the development of which through teaching foreign languages can and should be effective:

- ➢ linguocultural component (lexical units with national-cultural semantics and the ability to apply them in situations of intercultural communication). Reflection of the mentality of the people are national proverbs and sayings, phraseological units. They give students knowledge about the rules and principles of communication between representatives of a given nation, about values, priorities.
- ✓ My house is my castle.
- ✓ The hut is not red with corners, but the hut is red with pies.
- ➢ sociolinguistic component (linguistic features of social strata, representatives of different generations, genders, social groups, dialects);

➢ socio-psychological component (possession of socio- and culturally conditioned scenarios, national-specific behaviors using the communicative technique adopted in a given culture) "nobody bothers you if you don`t want it";

➢ culturological component (socio-cultural, historical-cultural, ethno-cultural background). Knowledge and ability to use them to achieve mutual understanding with the carriers of a given culture.

✓ Black cat brings good luck.

✓ It is not customary to put a bouquet of lilacs in the house. (Unfortunately)

The sociocultural approach, being personality-oriented, which corresponds to the new pedagogical paradigm, is designed to ensure the formation of an appropriate worldview of the individual, a general culture and culture of speech, the development of thinking, memory, feelings and emotions, imagination, as well as such character traits as will, purposefulness, creativity , industriousness, the need for improvement, self-education and self-education, in other words, a person of culture is brought up - a holistic personality.

Conclusion

To implement this task, it is necessary to rethink the goals, objectives, content and technologies of teaching foreign languages in our country, taking into account the rich experience in this area. A conceptual reform of the teaching of foreign languages should be carried out, during which the interconnected communicative and sociocultural development of students should be carried out.

The result of this process should be an intercultural socio-cultural competence formulated by students, which means:

➢ introducing students to the culture, traditions and realities of the countries of the studied foreign language within the framework of topics, areas and situations of communication that correspond to the experience, interests, psychological characteristics of primary school students;

➢ a sensitive attitude and interest in the phenomena of a different mentality and a different culture, the ability to compare them with one's own worldview and cultural experience;

➢ formation of the ability to represent one's country, its culture in the conditions of foreign language intercultural communication;

➢ the ability to navigate the phenomena of a different way of life, a different way of knowing, a different hierarchy of values, to enter into a dialogue with them, to comprehend and thereby enrich one's own picture of the world.

So, to implement these tasks, teaching foreign languages is currently carried out in a broad sociocultural context, has a clearly defined cultural orientation, according to which the language being studied is considered not only as a means of communication, but also as a tool for familiarization with world culture. As E. Sapir wrote, "language does not exist outside of culture, that is, outside the socially inherited set of practical skills and ideas that characterize the way of life." The language performs not only a communicative function, but also a cumulative one; learning any language is usually accompanied by penetration into the culture of its speakers. studying a foreign language, he studies not only linguistic units of different levels, but also the culture, mentality of another people, features of everyday life.

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