

FORMATION OF SOCIOCULTURAL COMPETENCE THROUGH EPISTEMES IN FOREIGN LANGUAGE LESSONS

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Introduction. In recent decades, the topic of sociocultural competence has gained great relevance in the methodology of teaching foreign languages. Scientists began to study in detail the influence of cultural and social aspects on the study of foreign languages. Therefore, at the moment, there are a lot of studies that reveal and evaluate socio-cultural competence and its aspects, develop more and more new means and methods of its successful formation in foreign language lessons. But despite the large number of developments, this topic still remains inexhaustible, and the ideal means have not yet been found. One of these means is considered episteme.

Analysis of recent research and publications. The study of sociocultural competence was carried out by researchers such as Bibler V.S., Tomalin B., Carlfried K., Zarifian F., Nikolayeva S.Yu., Borysko N.F., Oliynyk T.I., Mykolaeva S.Yu., Bondarenko L.N., Sklyarenko N.K., Tomakhin G.D., Florin S., Vlahov S., Tkachenko Yu.V., Pershukova O.O. and many others.

The purpose of the article is to consider the role of epistemes in the formation of sociocultural competence in foreign language lessons.

Presenting main material. Scientists consider sociocultural competence as a component of a communicative structure, closely interconnected with such components as social and general cultural. The social component is the readiness of students to adapt to the society in which they live, and which can be conventionally characterized by such concepts as the state, native region, family, school, public places. The general cultural component of the student's sociocultural competence involves the possession of knowledge about the peculiarities of national culture, customs, traditions, holidays and the use of this knowledge in speech practice, the use of the most well-known small folklore forms in one's own speech; formation of moral and ethical qualities.

Ukrainian researcher Pershukova O.O. based on the needs of modern society in multilingual specialists, sociocultural competence includes the following elements:

- geopolitical portrait of modern Europe;
- political and social European structures;
- the historical heritage of Europe, ideas of statehood and freedom in society;
- pan-European culture and European cultural diversity;
- multilingualism of modern Europe and linguistic human rights;
- the history of the development of the idea of a single pan-European home, preservation of the cultural diversity of its citizens;
- the desire to balance the interests of representatives of various countries and peoples of Europe, to conduct joint actions aimed at solving environmental, economic, social and political problems of modern Europe and the world [2; 241-243].

Shumakov D. G. expressed one of the relevant theories of the formation of sociocultural competence based on *the epistemic approach*. According to which, the study of epistemes (signs that symbolize the totality of knowledge, skills, thoughts, traditions, mentality of a certain people) allows you to acquire the necessary knowledge of the people's culture and

form sociocultural competence. According to the concept of the scientific formation of sociocultural competence consists of the following four aspects:

1. developmental aspect (development of thinking, logic, eradication of stereotypes and better understanding of the peculiarities of the culture of the language being studied; development of translation skills; development of speech competences in intercultural communication);
2. educational aspect (study of epistemes in the socio-cultural aspect and improvement of the skills of their use);
3. cognitive aspect (expansion of socio-cultural and cultural knowledge);
4. educational aspect (education of tolerance to various phenomena of the world, formation of an adequate picture of the world) [3].

These aspects should be realized when performing the following algorithm:

The first stage is cognitive and familiarizing. Before starting to learn new material, students need to analyze their existing knowledge, its level and quality. At the second introductory stage, students learn about cultural phenomena, socio-cultural features, characteristics and realities of the country of the language being studied; primary speech competences are formed with the help of receptive and reproductive exercises. The third stage is categorization, in which students look for and analyze common and different things in two cultures at three levels: at the level of their own culture; at the level of culture of the language being studied and at the level of world culture [3]. It is here that students begin to really evaluate world phenomena and live in a world without borders. The fourth stage - the stage of interpretation involves the direct use of acquired knowledge in practice to solve social problems. The fifth stage is productive-creative – final – analysis of intercultural communication based on acquired knowledge [3].

For the organic and successful implementation of the proposed algorithm, the author of this concept suggests using the following formative elements of sociocultural competence: speech exercises in all types of speech activity, which are aimed at mastering sociocultural knowledge, skills, and mastering sociocultural experience based on the study of epistemes; exercises based on problematic socio-cultural situations; analysis of fiction, texts of various genres; audio texts (songs, dialogues, radio broadcasts, etc.); exercises using visual material (photos, posters, maps, graphics); theatrical productions/role sketches; analysis of video materials [3].

Many teachers agree on the use of the listed elements for the formation of sociocultural competence in multilingual education, emphasizing that in the modern world there is a large selection of means for creating a bright, functional, rich and high-quality educational process, which are available to everyone. The main thing is that these tools meet the following criteria when choosing them [2]:

- authenticity of materials (corresponding to the level of knowledge of students for whom it is chosen);
- novelty and relevance (the presented material should relate to the range of students' interests);
- cultural and country studies content;
- motivational component (I want to know more...);
- compliance of language units with the norms of the language being studied;
- comprehensibility for children of a certain age;
- thematization and organization of educational material in one logical and clear system [2].

And all of the above will be implemented in a smaller unit of the curriculum - the lesson plan - in the form of exercises.

Conclusions. The formed skills of socio-cultural competence are not only a set of knowledge about the customs and traditions of the culture whose language we are studying, they provide an idea of the cultural features of the social and linguistic behavior of the native speaker and, moreover, prepare students for faster and easier "entry" into the foreign sphere of communication. In particular, thanks to knowledge about the culture of behavior, norms of etiquette, stereotypes, language picture of the world and realities.

According to D. G. Shumakov, the formation of a high level of sociocultural competence is ensured precisely through the study of epistemes, as a set of knowledge about the culture of the people whose language is being studied. Collectively, all aspects of the epistemic approach develop thinking and logic, educates a comprehensively developed personality of a student who possesses sociocultural and cultural knowledge and knows how to use this knowledge in everyday life.

References:

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