

PREPARATION OF TEACHERS FOR THE SOCIO-CULTURAL COMPETENCE OF PRIMARY SCHOOL STUDENTS IN ENGLISH LESSONS

ПІДГОТОВКА ВЧИТЕЛЯ ДО СОЦІОКУЛЬТУРНОЇ КОМПЕТЕНЦІЇ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

Primary school English teachers don't always realize that simply learning a foreign language learning in the lessons isn't sufficient. The purpose of learning a foreign language is not just to gain communicative skills, but also to cultivate a cultural and linguistic identity. This fact has led to the emergence of new concepts in foreign language teaching, such as intercultural communication and sociocultural learning. This article addresses the preparation of future primary school teachers for the vital task of developing students' sociocultural competencies in English lessons. This article focuses on effective methods and approaches to develop students' sociocultural understanding in the context of learning a foreign language and provides suggestions for the usage of innovative technologies and resources for the effective implementation of this aspect in the educational process. Key ideas are assigned that teachers can get when planning and conducting lessons to promote the development of the sociocultural competence of students, taking into account their individual age and cognitive characteristics. The role of the teacher is very significant and explained in detail in the research.

The teaching requirements for the formation of sociocultural competencies of future foreign language teachers are defined as the comprehensive task of applying sociocultural orientations of variable content when learning a foreign language; by introducing the peculiarities of national and cultural characteristics and national communicative behavior of speakers of another language topics to improve subject content; a comprehensive use of traditional and innovative teaching methods.

The development of socio-cultural competencies in future teachers is extremely important. In today's globalized world, it's important for future teachers to communicate and interact effectively with people from different cultures. Developing teachers' intercultural qualities can help them incorporate intercultural aspects into the educational process and cater to the diversity of cultural perspectives and learning experiences. This promotes more effective learning and the development of intercultural competencies.

Overall, understanding the cultural peculiarities of other people will help them to create a supportive and inclusive learning environment and include in their lesson plans exciting tasks. This article is a helpful resource for aspiring teachers who want to enhance the quality of teaching English at the early stages of education. It includes sociocultural aspects to make lessons more engaging and contribute to a harmonious and open learning environment.

Key words: sociocultural competence, communicative competence, competence-based approach, linguistic competence, country competence.

Вчителі англійської мови в початковій школі не завжди розуміють, що просто вивчати іноземну мову на уроках недостатньо. Метою

вивчення іноземної мови є не лише набуття комунікативних навичок, а й виховання культурної та мовної особистості. Цей факт призвів до появи нових концепцій у викладанні іноземних мов, таких як міжкультурна комунікація та соціокультурне навчання. У статті йдеться про підготовку майбутнього вчителя початкової школи до життєво важливого завдання формування соціокультурних компетенцій учнів на уроках англійської мови. У статті розглядаються ефективні методи та підходи до розвитку соціокультурного розуміння студентів у контексті вивчення іноземної мови та надаються пропозиції щодо використання інноваційних технологій і ресурсів для ефективної реалізації цього аспекту в освітньому процесі. Визначено ключові ідеї, які вчитель може отримати при плануванні та проведенні уроків щодо сприяння розвитку соціокультурної компетентності учнів з урахуванням їх індивідуальних вікових та пізнавальних особливостей. Роль вчителя дуже значна і детально пояснена в дослідженні.

Педагогічні вимоги до формування соціокультурних компетентностей майбутніх учителів іноземної мови визначено як комплексне завдання застосування соціокультурних орієнтацій варіативного змісту під час навчання іноземної мови; шляхом ознайомлення з особливостями національно-культурних особливостей та національної комунікативної поведінки іношомовних тем для вдосконалення змісту предмета; комплексне використання традиційних та інноваційних методів навчання.

Надзвичайно важливим є розвиток соціокультурних компетенцій у майбутніх учителів. У сучасному глобалізованому світі для майбутніх учителів важливо ефективно спілкуватися та взаємодіяти з представниками різних культур. Розвиток міжкультурних якостей вчителів може допомогти їм включити міжкультурні аспекти в освітній процес і задовольнити різноманітність культурних перспектив і досвіду навчання. Це сприяє більш ефективному навчанню та розвитку міжкультурних компетенцій.

Загалом, розуміння культурних особливостей інших людей допоможе їм створити сприятливе та інклюзивне навчальне середовище та включити в свої плани уроків цікаві завдання. Ця стаття є корисним ресурсом для вчителів-початківців, які хочуть підвищити якість викладання англійської мови на початкових етапах навчання. Він включає соціокультурні аспекти, щоб зробити уроки більш захоплюючими та сприяти створенню гармонійного та відкритого навчального середовища.

Ключові слова: соціокультурна компетентність, комунікативна компетентність, компетентнісний підхід, лінгвістична компетенція, країнознавча компетенція.

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Problem statement in general form and its relation to important practical tasks. Teachers daily face the challenges of implementing techniques and strategies aimed at building skills of mutual understanding, cultural tolerance and active participation of students in intercultural interactions. Lack of attention to this aspect can lead to ineffective communication and misunderstandings that will affect the quality of English language learning and the development of socio-cultural skills of students. Sometimes teachers may feel the lack of clear methods and guidelines for effective work in this direction, which can affect the quality of education, communication in the classroom and the development of socio-cultural aspects of the students' personality. The need to improve teacher training in this context becomes relevant to ensure the full education and development of children in English lessons.

An analysis of recent research and publications. Educators studied communicative activity in the process of teaching humanitarian disciplines and claimed that sociocultural competence is one of the important components of the general cultural development of society.

L. Kalinina emphasized that socio-cultural competence is a set of knowledge about values, beliefs, behavioral patterns, customs, traditions, language, cultural achievements characteristic of a certain society [5, c. 12].

According to O. Pershukova's point of view, sociocultural competence is defined as the level of students' awareness of the national and cultural features of the country, the language they study. In addition, an important element is the correspondence of speech behavior to this knowledge, as well as students' readiness for life and effective interaction in the modern multicultural world [8, p. 18–19]. I. Zakiryanova believes that sociocultural competence acts as a means for the formation of a personality-oriented towards international development. That is, in the process of learning, students acquire the skills to understand the interdependence and integrity of the world, understand the need for international cooperation to solve the global problems of humanity [4, p. 17].

Scientist I. Alekseenko believes that sociocultural competence reflects aspects of communicative capabilities and covers specific features of social and cultural traditions that are revealed through the communicative behavior of members of this society [1, p. 438].

N. Bachinska emphasized that in applying linguistic-cultural experience and national-cultural customs and traditions, the subject of intercultural communication simultaneously tries to take into account another language code (development of speech experience), other customs, as well as other norms of social behavior, while being aware of their alienation [7].

Formulation of the article's goals. The main goal of the article is to highlight the effective and specific methods and strategies of primary school English teacher teaching for the development of students' sociocultural competence in order to ensure their successful study, integration, and active participation in the educational process in English lessons.

Presentation of the basic research material. One of the key elements in primary education is socio-cultural competence as such, which covers the general cultural development of students, their adaptation to a certain social environment, and also provides for the provision of civic, patriotic, moral and ethical education. It is clear that all modernization processes that can be seen in education today are reflected in the activities of the New Ukrainian School. This is due to the fact that primary school is a reproduction of all the various trends and innovations. These are the processes of differentiation, humanization, innovation, integration, etc. They also include the competent approach as an innovation in theory and practice, because for a long time the home education system was dominated by the approach of accumulating knowledge, the result of which was a set of knowledge, skills and abilities acquired by the student. That is why the educational process of a modern school must be built in accordance with the needs of the personality and individual capabilities of children, the growth of their creative activity and independence, which requires the organization of education taking into account the abilities, learning ability, and talent of the child. Cultural competence refers to students' understanding of various aspects of the culture of the country whose language they are learning. This encompasses knowledge of the country's history, geography, economy, government, lifestyle, traditions, and customs.

Linguistic competence is a comprehensive system of ideas about the national and cultural characteristics of a particular country, the ability to distinguish and master the features of speech and non-speech behavior of representatives of this culture in their daily life and communicative interactions. The development of linguistic competence includes an important component called «background knowledge» a deep context that is known to the inhabitants of a given country and is different from the general or regional aspects [1, p. 184–185].

Starting from this definition of socio-cultural competence, which is based on the ability to use one's skills, acquired knowledge and individual characteristics, the socio-cultural competence of the student is the ability to use socio-cultural knowledge, skills, abilities and personal qualities in the process of foreign language communication. The formation of socio-cultural competencies of schoolchildren can occur through parallel and interconnected learning of diverse speech activities. During this time, taking

into account the age characteristics, the transition to productive types of work is carried out. Such activities are intended to promote the desire of students to engage in creativity, to think, to develop independence when determining the linguistic design of speech actions and choosing the methods of their acquisition [3, p. 143–144].

If these components are formed at the appropriate level, it enables the student to easily navigate in another language environment, to adapt quickly to it and to constructively solve the obstacles that will arise in the process of intercultural communication. The acquisition of socio-cultural competence by schoolchildren implies the acquisition of the necessary level of socio-cultural knowledge, further formation of skills and the ability to adjust their behavior in accordance with this knowledge.

It is crucial to emphasize the key aspects of the teacher's role in developing students' socio-cultural competence. The teacher should serve as a model of high-level socio-cultural competence, demonstrating respect for other cultures, linguistic traditions, and intercultural understanding.

It is necessary that English lessons create an immersive speaking environment where learners engage in deep cultural exploration using the language in real-world contexts.

The teacher must understand the difference in the cultural contexts of the students and adapt their approach to provide appropriate and inclusive learning for all students. One should create conditions for open discussion of topics related to culture and society, compare with one's own country, look for similar things to develop critical thinking and promote mutual understanding. For interest, it is worth involving a variety of educational resources in the lessons: literary works, videos, short fragments from films, Internet resources, etc., which will reflect cultural aspects.

In primary school, from the very first lessons, children get acquainted with the socio-cultural characteristics of the country: they learn the name of the country whose language is studied, the capital, famous cities and cultural monuments, learn the names of foreign peers, learn the names of monetary units, get acquainted with the names of writers and the names of their works, learn information about some holidays, traditions and customs associated with these holidays, acquire samples of foreign-language folklore (rhythms, proverbs, children's poems and songs) and so on.

The means of verbal fluency during the learning of foreign languages in primary school are poems, fairy tales, and stories, on the material of which students perform research and creative tasks, and find information for use in role-playing games, dramatization, or project work.

One of the techniques can be the use of authentic poems from the studied topics. Children learn poems

easily and with interest, they can be staged, acted out, recited by heart in the form of a competition, and even compose their own. In the 2nd-3rd year of studying foreign languages, students begin to get acquainted with the literature of the language being studied. In addition to reading, translating, and dramatizing individual passages, students can compare, for example, one or another foreign fairy tale and its characters with equivalents in their native language. Due to the differences in details in Ukrainian and foreign literature, children will learn about the dissimilarity of the worldview, mentality, and culture of the two peoples. Working with proverbs and sayings that are in current foreign language textbooks or selected by the teacher will not only contribute to the enrichment of the vocabulary of younger schoolchildren but will also immerse students in the cultural and national diversity of the world, teach them to feel the common and special things in each culture and language, better and deeper understanding of each other, will foster respect for others and will become a source of formation of socio-cultural competence of students at the early stage of learning foreign languages.

Translation, searching for Ukrainian equivalents, comparing different ways of expressing the same thought will also contribute to the formation of students' sociocultural competence. Primary school age is characterized by vivid imagery, immediacy of perception, ease of entering into various images, therefore, at the early stage of mastering a foreign language, the most effective form of learning is a game. With the help of the game, schoolchildren develop an interest in foreign language communication, apply cultural elements of communication, provide international aesthetic education, create a foreign language information base, and develop language mechanisms [9].

During game technologies, students have the opportunity to try themselves in the role of someone else, and when playing during lessons, children will not have the opportunity not to participate in the process. As a result, the learning process will become more interesting, even when studying a complex grammatical topic.

The effectiveness of the process of formation of sociocultural competence can be ensured by maximum involvement of students in educational activities that create conditions for professionally oriented and intercultural communication. In foreign language classes, work in pairs, small groups, discussion, brainstorming, case method, simulation, dramatization, role-playing, and business games should be preferred.

A variety of games should be used in English lessons: business, plot, situational, and role-playing. For example, a business game includes simulation tasks, game design, and situation analysis. At the same time, a complex of communicative skills is formed, and the

ability to feel the communication partner, the ability to identify oneself with him, to find ways to achieve a positive result [6, p. 157–158]. Business games are recommended to be held at the end of studying the topic. The effectiveness of using business games as a developmental and active method is determined, in particular, by the position of the teacher as an organizer, orientation to the formation of an individually oriented learning style, and the implementation of an interactive form of interaction [10, p. 198].

For the development of written communication skills of younger schoolchildren, it is advisable to choose a direct approach: correspondence between characters (Ukrainian, British/American peers), which allows visually comparing similar typical situations in each culture. Children can identify cultural realities relevant to the lives of Ukrainian schoolchildren and their foreign peers, and remember the peculiarities of language behavior in each language environment.

Dramatization is another effective method of engaging younger schoolchildren in a country's culture. This method allows students to take on the role of a character who speaks a foreign language and experience the character's life.

The next means of developing students' socio-cultural competence is video materials, a cultural portrait of the country whose language is being studied. Thanks to them, students can see the sights and landmarks of the country being investigated by observing the country's landscapes, landmarks, festive and ceremonial processes, everyday life, and people's behavior.

Elementary school students can work on various socio-cultural projects with the assistance of teachers or independently. The project method, as a way to enhance students' sociocultural competence in foreign language classes, involves a set of search, research, problem-solving, and creative methods used by students. This method is effective for developing students' sociocultural competence as it encourages language learning in real-life situations and incorporates elements of intercultural communication. Assignments for groups may include planning and researching traditions, customs, cuisine, and other aspects of life in a chosen country or culture. Students can create presentations that include visuals, photos, videos, and other means of presenting information on a chosen topic. The project allows students to use a foreign language to present their work and discuss their research. The presentations should be followed by a discussion during which students can express their thoughts and insights about what they have learned regarding the cultures of other countries.

Conclusions. Teacher preparation for fostering sociocultural competence in primary school English lessons is essential for developing well-rounded personalities and preparing students for diverse cultural settings. Teachers should prioritize developing language skills and intercultural communication, nurturing understanding, respect for diverse cultures, and fostering open-mindedness and tolerance among students. Pedagogical strategies should also include the study of not only language but also cultural aspects. The teacher should skillfully integrate elements of culture into the lessons to create a comfortable environment for language learning and promote a deeper understanding of the language material. Teachers should take into account the influence of world trends on the process of learning languages and cultures.

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