

METHODOLOGY FOR DEVELOPING SOCIO-CULTURAL LANGUAGE SKILLS OF FUTURE ENGLISH TEACHERS IN THE PROCESS OF READING FICTION

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Abstract: *The article specifies the methodology of language-sociocultural competence of future English teachers in the process of reading fiction. The stages and the goal of each stage of linguistic-socio-cultural competence development were differentiated, and the requirements for the exercises and the typology of the exercises were defined. A system of exercises for the development of language and socio-cultural competencies was proposed, consisting of a sub-system for the development of socio-cultural, socio-linguistic, and social competencies and a series of exercises for the development of socio-cultural, socio-linguistic, and social knowledge and skills.*

Keywords: *linguosociocultural competence, the stages of linguosociocultural competence development, a system of exercises.*

The formation of linguosociocultural competence (LSCC) plays an important role in the preparation of future English Language teachers because it provides students with the ability to understand the phenomena of the culture, and the language that is being studied and to implement cross-cultural communication. The research of O. V. Biryuk, I. Yu. Golub, N. B. Ishkhanyan, V. V. Safonova, M. V. is devoted to the development of a methodology for the formation of LSCC (or socio-cultural competence). Byram, L. Sercu. However, the analysis of scientific and methodological sources shows that the problem of the methodology for forming LSCC in reading fiction remains unresolved. The purpose of the article is to substantiate the methodology of LSCC formation in future English Language teachers in reading fiction. There is no unanimous opinion in methodological sources regarding the stages of LSCC formation. We support the idea that, since the LSCC is a component of foreign language communicative competence, and therefore, each speech and language competence, is formed in an integrated and complex way with the formation of these competencies [2]. This means that the LSCC is formed integrated with reading competence, which is interpreted as «the ability to read authentic texts of various genres and types with different levels of understanding of content in conditions of indirect communication» [2]. In methodological sources, pre-text, text, and post-text stages of Reading are distinguished [2], according to the above statements that the

LSCC is formed in an integrated manner with competence in reading, we believe that the stages of reading a work of art can also be stages of the formation of the LSCC. So, the formation of LSCC in reading fiction occurs during three stages: pre-text, text, and post-text.

At each of these stages, socio-cultural, sociolinguistic, social knowledge, skills, abilities, and the psychological component of attitude are formed. Since the formation of skills goes through three stages: the formation of skills, the improvement of skills, and the development of skills [3], we believe that the formation of sociocultural, sociolinguistic, and social skills is appropriate at the post-text stage based on relevant knowledge and skills formed at the first two stages. At the pre-text stage of reading, the language and semantic difficulties of the text are analyzed; an introduction to the problem is made [2]. At the pre-text stage of LSCC formation, an image of a foreign-language reality is created with the help of background knowledge, and preparation for indirect intercultural communication is carried out. Goals of developing competencies at the pre-text stage:

- * socio-cultural competence-to form background knowledge about the peculiarities of life in the UK under a specific topic; to provide theoretical information about the culture of this country;
- * sociolinguistic competence-explain the main formal features of the nationally labeled vocabulary, somaticize the nationally labeled vocabulary that is present in a particular work;
- * Social competence-to form background knowledge about the features of cross-cultural communication and its barriers.

At the next stage, a communicative task is formulated that orients students to a purposeful and conscious understanding of Information [2], and involves reading texts independently by students outside the classroom. The purpose of the text stage as a whole is to understand the work of Art and continue the formation of skills. More specifically, this goal includes the following goals:

- socio-cultural competence-teach you to identify socio-cultural information in the text, and understand values, and beliefs in the context of stories;
- sociolinguistic competence – teach you to identify and relate national-marked vocabulary to the content of the work;
- social competence-teach you to identify social phenomena of British culture in the work and see their impact on events in it.

The reading process ends with a post-text stage, during which the understanding of the text is monitored, the content of the text read and the semantic processing of information in the text is analyzed [2]. We specify the goals of the post-text stage in the formation of the LSCC:

- socio-cultural competence-teach you to analyze the events of a work from the standpoint of two cultures, to be aware of the peculiarities of the culture of Great Britain; to notice its influence on events in a work of art, to compare the phenomena of native and foreign-language cultures, to use socio-cultural information in your statements;

- sociolinguistic competence-teach you to compare national-marked vocabulary with the context of a work of Art, and use it in statements following the norms and situations of communication;

- social competence-teach you how to use social information for cross-cultural communication, be aware of the barriers of cross-cultural communication, and the ability to cope with them.

When developing a system of exercises for the formation of LSCC, it is necessary to specify the requirements for exercises, based on the requirements proposed by N. K. Sklyarenko as the main ones, and define additional ones related to the specifics of the formation of LSCC [6]. Traditionally, three mandatory components of an exercise are defined: a task that specifies what to perform in the exercise; performing a task that involves the actual action; and monitoring the task, which means checking actions. The component of the exercise «task» includes such requirements as motivation, novelty, and cultural orientation [6]. According to the principle of the dominance of problem tasks derived by V. V. Safonova for the joint study of language and culture [5], we propose an additional requirement of problem problems. Problematic is defined as a specific problem-communicative form of students' educational activity, which allows combining communicative practice with cognitive and value-oriented activities [5].

To form an LSCC, it is advisable to perform the following problem-based search tasks:

- * research projects (for example, the difference between the Labour and conservative parties);
- * creative projects (write a letter describing life in the UK);
- * role-playing and game projects (for example, dramatization of a work of art);
- * information projects (for example, about the regions of the UK);
- * practice-oriented projects (for example, formulating behavior advice in a foreign-language culture).

The requirements for the component «performing an exercise» are the degree of manageability of speech actions of students, the forms of Organization of the exercise, and the support required for its implementation [6]. The exercise control component includes an explanation of the object, methods, and forms of control. Let's move on to substantiating the typology of exercises that should be used in the formation of LSCC. The typology of exercises determines the internal mechanism of functioning of the

system and subsystems, where exercises are classified based on many features [1]. Our typology of exercises for the formation of LSCC is based on the typology of N. K. Sklyarenko, whose criteria somewhat correlate with the requirements for the exercises we discussed above. Exercise requirements define the mandatory characteristics of exercises. Thus, exercises for the formation of LSCC should be motivated, culturologically directed, problematic, with novelty, a certain degree of manageability of speech actions, explanation of supports, forms of work, methods, objects, and forms of control. Exercise criteria define the basis for characterizing an exercise. According to the criterion of motivation, motivated and unmotivated exercises are distinguished [7]. For the formation of LSCC, fourth-year students have selected only motivating exercises that should develop research interest and cause a desire to get into the essence of cultural phenomena. The criterion of communicativeness determines the division of exercises into communicative, conditional communicative, and non-communicative [7]. The proposed system of exercises for the formation of LSCC is dominated by conditional-communicative exercises and communicative, and non-communicative exercises (speech) are aimed at mastering non-equivalent and background vocabulary outside the text and, accordingly, outside the situation of indirect communication.

According to the criterion of receiving or issuing information, receptive, receptive-productive, receptive-productive, and productive exercises are distinguished [7]. Since our research focuses on the formation of LSCC in reading, which is a receptive type of speech activity, receptive, receptive-reproductive, receptive-reproductive-productive, and receptive-productive exercises occupy a significant place in the system of exercises for the formation of LSCC. Receptive exercises involve recognizing and highlighting LSKI in works. Receptive and reproductive exercises are aimed at reproducing, classifying, and structuring linguosociocultural information obtained from texts, that is, they are exercises for filling in tables and sociograms. Receptive-reproductive-productive and receptive-productive exercises are aimed at the creative use of linguosociocultural information from texts in their statements when composing dialogues, monologues, performing role-playing games, writing characteristics, comparative analysis, letters, performing projects, and other search tasks.

So, the method of forming the LSCC in reading fiction provides for the formation of this competence in three stages: pre-text, text, and post-text. Socio-cultural, sociolinguistic, and social knowledge and skills are formed at the pre-text and text stages and socio-cultural, sociolinguistic, social knowledge, skills, and abilities are formed at the post-text stages. The system of exercises for the formation of LSCC includes exercises for the formation of socio-cultural knowledge, skills, abilities, sociolinguistic knowledge, skills, abilities, social knowledge, skills, and abilities. Exercises meet the requirements of motivation, novelty, cultural orientation, problem,

determining the degree of manageability of speech actions, the presence of supports, determining the form of organization, objects, forms, and method of control and are characterized by the criteria of communication, receiving or issuing information, the presence of a psychological component of attitude, the presence of supports, the way of interaction, the way of control. We see the prospect of further research in the development of a model for the formation of LSCC in future English Language teachers in reading fiction.

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