

DOI <https://doi.org/10.30525/2592-8813-2024-1-14>

THE FORMATION OF FOREIGN LINGUOSOCIOCULTURAL COMPETENCE OF STUDENTS OF LANGUAGE SPECIALIZATIONS BY MEANS OF VIDEO MATERIALS

Svitlana Sukhovetska,

Senior Lecturer,

*Senior Lecturer at the Department of Theoretical and Applied Linguistics,
Zhytomyr Polytechnic State University (Zhytomyr, Ukraine)*

ORCID ID: 0000-0001-7749-6399

gef_ssv@ztu.edu.ua

Liudmyla Mohelnytska,

PhD in Philology, Associate Professor,

*Head of Theoretical and Applied Linguistics Department,
Zhytomyr Polytechnic State University (Zhytomyr, Ukraine)*

ORCID ID: 0000-0002-1570-1200

kim_vlf@ztu.edu.ua

Valentyna Shadura,

Senior Lecturer,

*Senior Lecturer at the Department of Theoretical and Applied Linguistics
Zhytomyr Polytechnic State University (Zhytomyr, Ukraine)*

ORCID ID: 0000-0001-7385-876X

kim_shva@ztu.edu.ua

Abstract. The article reflects the experience of using video materials and significant attention is paid to the formation of linguosociocultural competence. The authors emphasize that modern programs provide an opportunity not only to promote the effective development and learning of a foreign language but also to monitor the performance of tasks, to develop training exercises that are individually suitable for each student.

The article highlights the problems that may arise when using video in the educational process, educational materials and combining them into one whole database that is convenient for students, as well as the implementation of the educational process taking into account the state of war in Ukraine.

The components of linguosociocultural competence, the stages of its formation in students of language specializations, exercises that will contribute to its formation when using video materials are considered.

Key words: innovation linguosociocultural competence technologies, foreign language, video materials, linguosociocultural competence, video communication, students of language specializations.

Introduction. As the conflict in Ukraine unfolded, compelling a significant portion of the population to seek refuge abroad, certain individuals encountered challenges in assimilating into the culture of their temporary host countries. Numerous citizens lacked proficiency in a foreign language, while others struggled to grasp the local rules and political conventions. Additionally, some individuals were unprepared for intercultural communication. This situation primarily arose because they had not prioritized the development of linguosociocultural competence and had not assigned it a central role in their endeavors to learn a foreign language.

Modern linguistics pays considerable attention to the study of issues related to the reflection of national culture and history in a certain language, because the role of language in the accumulation of cultural achievements is significant. It reflects all aspects of the people's life – geographical location, climate, lifestyle, moral norms and values. The language reflects the national character and creates

a unique picture of the world for people who use it as a means of communication, as it preserves the cultural values and heritage of the people in vocabulary, grammar, folklore, literary works, etc.

That is why it is no coincidence that one of the goals of teaching a foreign language in a higher educational institution is the formation of the teacher's linguosociocultural competence.

The use of video materials is a particularly useful tool for the formation of linguosociocultural competence. This will interest students and allow them to practice listening to a foreign language.

Main part. Currently, there is a plethora of publications, prominent articles, and conferences dedicated to the advancement of modern education. These discussions primarily center around the integration of state-of-the-art technologies into the teaching of foreign languages. Emphasis is placed on exploring the potential for incorporating a wide array of knowledge acquisition methods, along with addressing additional challenges that may emerge during the application of innovative technologies in education.

The problem of the formation of linguosociocultural competence is highlighted in the research of such scientists as: M. Natsyuk, I. Bronetko, L. Horodetska, V. Sysoev, K. Antipova, O. Vozniuk, I. Beam, R. Gurevich, S. Nikolayeva, V. Safonova, V. Maslova, A. Hordeeva, S. Ter – Minasova, N. Borysko and others. An important role is played by the works of V. Safonova and V. Furmanova, which are dedicated to the study of global and general issues of intercultural communication, as well as cultural and linguistic pragmatics in the theory and practice of foreign language teaching.

The problem of professional training of prospective foreign language teachers is revealed in the studies of: I.N. Vereshchaginoi, N.D. Galskova, O.O. Myrolyubova, S.Yu. Nikolayeva, Yu.I. Passova, G.V. Rohova and others. The researches of A. Aleksyuk, S. Honcharenko, R. Gurevich, A. Pavlenko, O. Pehoty, O. Pometun, S. Stetsenko, L. Pyrozhenko, and others are devoted to the analysis of innovative technologies and teaching methods. N. Pshenyannikova, M. Rudenko, O. Bogdanova and other researchers worked on the study of the effectiveness of using video materials in foreign language classes.

The effectiveness of the use of video materials, in foreign language classes was considered by L. Petryk. Studies of the psychological features of students' development are researched in the works of Sh.O. Amonashvili, L.I. Bozhovich, L.S. Vygotsky, V.V. Davydov, V.Ya. Liaudis, L.S. Slavina. However, despite the significant contribution of scientists, some issues of this topic still remain understudied.

The *purpose of the article* is to highlight the role of video materials in the formation of linguosociocultural competence, the importance of innovative technologies, ensuring a high-quality and continuous educational process in the conditions of martial law in Ukraine.

The set *goal* is implemented through a number of tasks: to characterize linguosociocultural competence; to study the psychological characteristics of students of language specialties and take them into account when determining the requirements for exercises regarding the use of video materials in English classes; to develop a system of exercises for the use of video materials in teaching English to students of language specialties.

The main method of the research is a critical analysis and generalization of theoretical sources, as well as the own work on the use of video materials in teaching English to students of language specialties.

According to the foreign language curriculum for higher educational institutions of Ukraine, the main task of modern teachers is the formation of students' foreign language communicative competence (Bronetko, 2014: 183–186). In order to actively participate in the dialogue of cultures, to fully understand a foreign language, its speakers and their intentions, it is extremely important to have well-developed linguosociocultural competence, which means the ability and readiness of an individual for foreign language intercultural communication (Abramovych, 2013: 27).

The purpose of the teacher's development of the specified competence is the formation of correct and appropriate speech behaviour of the student in various situations in the conditions of intercul-

tural communication. A student must possess not only a high level of language (phonetic, lexical, grammatical) and speech (speaking, listening, reading, writing), but also have a sufficient base of sociocultural knowledge, be able to understand foreign language realities, compare and contrast them with their own culture, be able to analyze and think critically, find connections between phenomena (Bochkarjova, 2007: 12).

The formation of linguosociocultural competence is an important element in learning a foreign language, the purpose of which is to ensure effective communication and mutual understanding between people from different cultures, which means not only knowledge of the language and linguistic means, but also awareness of the cultural and social life of the country whose language is being studied.

S.Yu. Nikolayeva emphasizes that linguosociocultural competence includes three components: 1) sociolinguistic competence; 2) sociocultural competence; 3) social competence (Nikolajeva, 2010: 13).

In the process of learning, the teacher takes into account and shapes the sociolinguistic experience of students, since the language reflects the peculiarities of the lives of people who communicate with it, their values, customs, traditions and other cultural features.

First of all, it is worth noting that the teacher's development of students' sociolinguistic competence contributes to the creation of motivation for independent language learning, helps to consciously learn the material, develops critical thinking, the ability to compare, analyze and draw conclusions. According to S.Yu. Nikolayeva, sociolinguistic competence is the ability to correctly choose language forms, use them and adapt them according to the context, the ability to realize the connections between language and the phenomena of social life (Nikolajeva, 2010: 14).

Sociocultural competence is a set of knowledge about the rules and social norms of behaviour of the speakers of the language being studied, their traditions, history, culture, social system of the country, its organization (Bronetko, 2014: 183–186). In the process of learning a foreign language, the teacher introduces students to a new culture, so the ability to understand certain features of its development, to take into account rules of behaviour, norms of etiquette, and certain stereotypes when communicating with native speakers is extremely important. It should be noted that sociocultural competence is formed as certain background knowledge, students' awareness of various phenomena of social and cultural life, certain generally accepted norms, behavior patterns that determine lifestyle, etc.

The content of foreign language learning for students is created based on the ideas of mastering it in the intercultural paradigm, which involves the interconnected learning of language and culture (Bronetko, 2014: 183–186).

S.Yu. Nikolayeva considers social competence as the direct ability and readiness to communicate with other people, the ability to navigate and manage a social situation. This competence implies the readiness and desire to cooperate and interact with the interlocutor, self-confidence, the ability to solve certain problems that may arise in the process of communication, the ability to put oneself in the place of another (Nikolajesku, 2014: 52; Bighych, 2013: 267).

The ideas of the Ukrainian scientist O. Nikolaescu, who considers social competence as "the process and result of assimilation and active reproduction by an individual of socio-cultural experience (complex of knowledge, skills, values, norms, traditions) based on his activities, communication, relationships, are very apt. as an integrative result, which involves a shift of emphasis from their accumulation to the formation of the ability to apply experience in solving life problems, take responsibility, show initiative, activity in teamwork, warn and resolve conflicts, be tolerant in difficult situations, show empathy" (Nikolajesku, 2014: 47).

It is worth noting that the teacher should take into account all the above-mentioned components when preparing for the formation of linguosociocultural competence of students. After all, by neglecting at least one of these components, students will not be able to fully develop the studied phenomenon.

The use of video materials in the educational process in the process of learning a foreign language greatly facilitates the understanding of the material, allows you to present interesting facts visu-

ally and within a relatively short time, observe and analyze the correct pronunciation of words by native speakers, promote the development of mental processes, makes it possible to simultaneously engage several channels of information perception (under 15% of information is absorbed during auditory perception, 25% during visual perception, and 60% during auditory perception, which in turn increases the effectiveness of students' understanding of the content of the educational material (Panova, 2010: 158).

The use of video materials in the educational process in the process of learning a foreign language greatly facilitates the understanding of the material, allows you to present interesting facts visually and within a relatively short time, observe and analyze the correct pronunciation of words by native speakers, promote the development of mental processes, makes it possible to simultaneously engage several channels of information perception (under 15% of information is absorbed during auditory perception, 25% during visual perception, and 60% during auditory perception, which in turn increases the effectiveness of students' understanding of the content of the educational material (Panova, 2010: 126).

The created video materials can be used at any stage of the lesson. For example, at the beginning of the lesson as a phonetic exercise, where students can not only hear the clear correct pronunciation of words, but also for a deeper understanding see the plot in question; at the stage of explaining new material, where at the same time you can repeat the lexical units you have passed, listen to the text for listening, show pictures for further speaking, create an imaginary journey through new lexical units, turn on a small video about language structures, explain a certain type of sentences or time; as a physical exercise minute to switch the type of activity of students and prevent fatigue; during the final part of the lesson in the form of a game to consolidate the material, etc.

The work on the use of video materials in a foreign language lesson in the formation of linguistic and sociocultural competence involves the fulfillment of a number of requirements:

- video materials must correspond to the topic provided by the program;
- before watching the video material, the task for which the video is used is clearly formed beforehand;
- videos are short in time, should take no more than 10 minutes or be divided into meaningful sections that can be repeated several times during the lesson (Panova, 2010);
- the announcer's pronunciation must be clear and understandable;
- video materials should correspond to the age characteristics of students;
- the material selected on the video recording should be based on the existing level of knowledge of the students and their experience;
- after watching the video, it is mandatory to complete tasks based on the content of the material presented (Pshenjannikova, 2012: 7).

The use of video in the formation of the foundations of linguosociocultural competence is undoubtedly very effective for a number of reasons:

1. Increasing motivation.
2. Visualization (setting, characters, actions, objects).
3. Better understanding of vocabulary (visualization of vocabulary, guessing the meaning during viewing, better memorization).
4. Improving grammar and pronunciation.
5. Immersion in the cultural environment.
6. It is worth mentioning the requirements for video materials in the formation of the foundations of linguosociocultural competence. The main criteria for selecting video:
 1. Authenticity.
 2. Sociocultural component.

3. Motivation component.
4. Information component (informative).
5. A series of vocabulary.

The traditional main stages of the use of video materials in the formation of the foundations of linguosociocultural competence:

1. Pre-watching.
2. While-watching.
3. Post-watching (Bihych, 2013: 434).

Let's consider groups of exercises related to each stage.

Pre-watching

I. A group of exercises focused on developing anticipation and predictive skills.

1. Exercises aimed at removing linguistic difficulties (vocabulary, grammar, phonetics)
2. Exercises aimed at stimulating learners' experience on a definite topic in terms of content and culture anticipation
3. Exercises aimed at developing learners' skills to predict linguosociocultural information.

While-watching

II. A group of exercises focused on extracting information from country-study materials.

1. Exercises aimed at developing skills to understand general information
2. Exercises aimed at developing skills to recognize specific information
3. Exercises aimed at developing skills to identify detailed information

Post-watching

III. A group of exercises focused on presenting linguosociocultural information in bilingual environment.

1. Exercises aimed at analyzing and interpreting linguosociocultural information
2. Exercises aimed at developing skills to create a linguosociocultural picture of English speaking countries and to compare it with native culture
3. Exercises aimed at determining and testing the level of linguosociocultural formation.

Conclusions. The importance of incorporating video materials in foreign language learning is underscored, given that contemporary language education, both in learning and teaching, can greatly benefit from an innovative component facilitated by modern computer technologies. This avenue offers a substantial opportunity to enhance the educational process and elevate the effectiveness of learning to a new level. The utilization of video materials in foreign language classes not only heightens students' interest in language acquisition but also opens up significant avenues for advancing the competence of future specialists.

Throughout the various stages of fostering linguosociocultural competence with the aid of video materials, there is a concurrent development of sociocultural, sociolinguistic, and social knowledge, skills, and abilities. The teacher should be cognizant that a pivotal role is assigned to the psychological component of students' attitudes towards other cultures, contributing to a comprehensive and well-rounded language learning experience.

The article does not cover all aspects of the research problem. Further scientific interpretation requires the determination of the conceptual foundations of this process in the outlined direction, the development of technologies and the creation of appropriate educational and methodological support for teaching English in secondary schools, the study of foreign experience of its organization.

References:

1. Abramovych S.D., Chikarjškova M.Ju. Movlennjeva komunikacija [Language Communication]: pidruchnyk. K.: Vydavnychyj dim Dmytra Buragho, 2013. 464 s. [in Ukrainian].

2. Bochkarjova O.Ju. Metodyka navchannja majbutnikh uchyteliv anghlijskoho movy profesijno sprjamovanogho audijuvannja [Methodology of training future teachers of the English language in professionally-oriented listening]: dys. ... kand. ped. nauk: 13.00.02. Kyiv, 2007. 179 s. [in Ukrainian].
3. Blyznjuk O.I. Video u navchanni inozemnykh mov [Video in learning foreign languages]. Inozemni movy [Foreign Languages]. 1996. #3. S. 22. [in Ukrainian].
4. Bronetko I.A. Metodyka formuvannja linghvosociokuljturnoji kompetenciji uchniv zahaljnoosvitnikh shkil [Methods of formation of linguistic and sociocultural competence of secondary school students]. Naukovi zapysky Nizhynskogho derzhavnogho universytetu im. Mykoly Ghogolja. Ser. : Filologhichni nauky [Research Notes. Nizhyn Mykola Gogol Stae University. Series "Philology"]. 2014. Kn. 3. S. 183–186. [in Ukrainian].
5. Metodyka navchannja inozemnykh mov i kuljtur: pidruchnyk dlja stud. klasychnykh, pedagoghichnykh i linghvistychnykh universytetiv [Methods of teaching foreign languages and cultures: a textbook for students. classical, pedagogical and linguistic universities] /Bighych O.B. ta in.; za zahaljn. red. S.Ju. Nikolajevoji. K.: Lenvit. 2013. 590 s. [in Ukrainian].
6. Nikolajeva S.Ju. Cili navchannja inozemnykh mov v aspekti kompetentnisnogho pidkhodu [Objectives of learning foreign languages in the aspect of competence approach]. Inozemni movy [Foreign Languages]. 2010. # 2. S. 11–17. [in Ukrainian].
7. Nikolajesku I.O. Formuvannja socialjnoji kompetentnosti uchniv zahaljnoosvitnikh navchaljnykh zakladiv vidpovidno do vymogh novykh derzhavnykh osvitnikh standartiv: Naukovo-metodychnyj posibnyk [Formation of social competence of students of general educational institutions in accordance with the requirements of new state educational standards: Scientific and methodological manual]. Cherkasy: OIPOP, 2014. 76 s. [in Ukrainian].
8. Metodyka navchannja inozemnykh mov u zahaljnoosvitnikh navchaljnykh zakladakh : pidruchnyk [Methods of teaching foreign languages in general educational institutions: a textbook] / Panova L.S. ta in. K.: VC "Akademija", 2010. 328 s. [in Ukrainian].
9. Pshenjannikova N. O. Vykorystannja videofiljmiv na urokakh anghlijskoho movy [Using video films at the English lessons]. Naukovyj visnyk Donbasu. 2012. # 1. [in Ukrainian].