THE FORMATION OF SOCIOCULTURAL COMPETENCE IN THE PROCESS OF TEACHING WRITING TO THE STUDENTS OF NONLINGUISTIC SPECIALTIES

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Abstract. The article deals with the psychological, linguistic and methodological aspects of teaching writing to students of nonlinguistic specialties. The essence of sociocultural competence is outlined, its component composition is determined, and the importance of its development in the process of teaching writing to students of nonlinguistic specialties is proved. The components of sociocultural competence, the stages of its formation in students of nonlinguistic specialties, exercises that will contribute to its formation are considered. 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. An algorithm for the formation of sociocultural competence of students of nonlinguistic specialties in the process of learning writing has been developed.

Key words: communicative competence, sociocultural competence, foreign language, teaching writing, students of nonlinguistic specialties, algorithm of teaching writing.

Introduction. In the world of the new language policy in Europe and Ukraine, the emphasis in training students of nonlinguistic specialties is on the need to organize the teaching of foreign languages in new multicultural conditions, which would allow the teacher to sufficiently fully realize his culturally conscious role in building an educational and educational environment at the university, encouraging students to the dialogue of cultures, perception of socially significant spiritual and aesthetic values.

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 student's sociocultural competence.

Main part. The problem of teaching a foreign language at the university is particularly relevant at the moment, because changes in the nature of education are more and more clearly oriented towards the 'free development of a person', creative initiative, independence, competitiveness, and mobility of students. Studying language and culture at the same time provides not only effective achievement of practical, general educational and developmental goals, but also contains significant opportunities for further support of student motivation.

In pedagogical and methodical literature, a significant number of researchers worked on the issue of developing students' sociocultural competence, namely: V.V. Safonova, Yu.I. Passov, N.E. Bulankivna, NF. Borysko, N.B. Ishkhanyan, O.L. Kraskovska et al. The problems of teaching writing are explored in the works of I.L. Beam, S.F. Shatilov, G.V. Rohova, N.I. Gez, V.N. Rachmaninova, S.Yu. Nikolaev. Studies of the psychological features of students' development are studied in the works of Sh.O. Amonashvili, L.I. Bozhovich, L.S. Vygotsky, V.V. Davydov, V.Ya. Liaudis, L.S. Slavina.

The *purpose of the article* is to work out a scientifically and methodologically grounded algorithm for the forming of sociocultural competence in the process of teaching writing.

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

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

The sociocultural competence is the ability of the individual to acquire a variety of cultural (linguistic-) geographic, sociocultural and cross-cultural knowledge and use them to achieve their goals and foreign language communication. Sociocultural components are knowledge (general cultural, background and cross-cultural), skills, ability and willingness to sociocultural competence. 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, behaviour patterns that determine lifestyle, etc.

The program envisages teaching the following components of sociocultural competence: choose and use greetings, polite words, appeals, exclamations appropriate to the communication situation; understand the features of holiday greetings and use them in accordance with the communication situation; knowledge of the cultural realities of the community whose language is studied related to everyday life (Bighych, Nikolajeva, 2013).

In the process of teaching foreign language, writing as a type of speech activity is the goal of learning, serves as an effective means of teaching foreign language, and also plays a significant role in achieving the practical, educational and educational goals of training. At the current stage of foreign language education, writing plays one of the important roles, presenting in general other types of speech activity: listening, speaking and reading, with which it is very closely related, being a receptive and reproductive mechanism of foreign language reproduction.

In the content of learning writing, three components are distinguished: linguistic, it is "an additional means of communication to sound speech using graphic signs, which allow you to record information for transmission over a distance for storage in space and time (Abramovych, 2013);

psychological – creation of visual and graphic impressions of language signs and development of the mechanism of the writing hand (Bighych, 2013: 429); and methodological – as a means and method of communication, cognition and creativity in accordance with the achieved programmatic level of students' knowledge.

Teachers should teach the students to work with authentic materials, to use language as a source of sociocultural information, a certain number of sociocultural behaviour strategies, and help to form a complete linguistic and sociocultural picture of the world. Also they should teach their learner how to form a cross-cultural awareness, the ability to analyze and highlight similarities and differences between the native and foreign culture.

Learners should master the rules of verbal and non-verbal behaviour of the language and learn foreign cultural realities, customs, traditions.

In order to make the writing experience a success for their learners teachers need to take into account the psychological characteristics of writing process and mechanisms which regulate it.

The psychological characteristics of writing are to create visual and graphic prints of linguistic signs and the development of a mechanism the writing hand.

It's important to take into account the linguistic aspect of teaching writing as writing the text the learners review sounds and letters, vocabulary and grammar, spelling of words, the meaning of words and word combination. The linguistic peculiarities of writing are analysis of the sound structure of words; transformation of sound to phonemes; transferring sound to the letter; writing letters and letter combinations; correct spelling writing.

The effectiveness of teaching writing and the forming of sociocultural competence directly depend on taking into consideration age peculiarities of the students, mainly the cognitive processes, memory, attention, imagination, thinking, perception of speech.

Teachers should identify the most difficult facts and phenomena of reality, organize the teaching process of using authentic materials according to the age peculiarities and the interests of learners and distribute the materials according to the stages of teaching writing.

Also it is very important to involve learners into the various learning activities that help to improve the learning of foreign languages and develop the identity of a learner.

Summarizing the general requirements of the program, it is possible to predict the amount of work of the teacher on the development of writing tasks. Thorough preparation is necessary in the development of exercises on this topic, communicative situations. When teaching writing, an important point is the correlation of the existing material with the formation of sociocultural competence. After all, this is the main condition for further successful mastering of a foreign language. That is why the first "bricks" of international culture should be laid in education for a comfortable existence in the international space (Nikolajeva, 2010: 14).

We created the algorithm according to the methodological stages of teaching writing and stages of the forming of sociocultural competence (Humankova, 2009). We integrated the stages of the forming of sociocultural competence into the stages of teaching writing working with the greeting card.

The algorithm includes the following stages:

The first stage is to prepare students for the writing of a certain type of written expression. It includes Content anticipation, Language anticipation and Sociocultural anticipation. The aim of this stage is to determine the value of the suggested material concerning the sociocultural component according to the topic, Syllabus requirements and the age peculiarities of the learners. To familiarize students with a sample of a certain type of written statements and his special directions in English-speaking countries:

A: its contents;

B: with its structure;

C: with this type of feature writing statements in English-speaking countries.

This stage is based on <u>the exercises of receptive character.</u>
To form <u>Content anticipation</u> we suggest such exercises:
– Choose the postcard
– Look and identify
– Think and say
– Analyze and compare
– Look and underline
– Match the beginnings with the endings
To form <u>Language anticipation</u> we suggest such exercises:
– Point out greetings
– Locate the words of "hellos" and "good byes" in a box
– Use the words instead of the pictures
– Write the words in circles
– List the key words
– Write as many words as you can in the circles around the picture
– Read the poem and locate the words of greeting in the cards
– Read the poem and point out the words of greeting in it
– Look at the greeting cards with different pictures in them and choose one card for you mummy, your sister or brother and your friend
To form <u>Sociocultural anticipation</u> we suggest the following exercises:
– Look at the picture & give your reasons
– What do you usually say if
– Group up with your friend and decide
– Say what you know about
– Listen to pieces of music and say
– Look and try to guess
– Fill in the gaps
– Fill in the chart and speak
– Listen and clap your hands
– Listen and snap your fingers
<u>Sociocultural component</u> includes the next exercises:
– Listen to the girl's talks about…
– Read the information about holidays in Great Britain and compare
– Look through the carols and try to guess
– Draw the symbol of … and try to remember
– Listen to the descriptions
– Look at the postcards written in English and compare Ukrainian and English postcards
– Look at the postcards written in Ukrainian. Pay attention to the address. What is the logical order of the words in the address? Where is the address usually written?
The second stage is to develop the students' skills of building a certain type of text written statement. <u>The aim of this stage</u> is to organize students' work on formulating skills to build some kind of written statements with various sociocultural supports, to activate language, speech and sociocultural material and to expand students' knowledge of sociocultural phenomenon.
<u>The aim of this stage</u> is to review the text comprehension, activate language, speech and sociocultural material on the basis of reading, broaden students' knowledge about the sociocultural phenomenon. This stage is based on<u> the exercises of receptive and receptive-reproductive character.</u>
<u>The exercises of this stage are:</u>
– Analyze and say what kind of postcard it is

– Identify the words

– Distribute the content of the postcard into groups

– Guess the name of the addressee

– Jigsaw activities

– Fill in the grid

– Choose the information and write it out

– Complete a card with necessary words

– Omit some information

– Choose the right card

– Read and send your answer

– Address your greetings

The third stage is to write a self-written statement. The aim of this stage is to organize the students work creating their own written statements with the use of various sociocultural incentives. This stage is based on the exercises of reproductive and productive character.

Here we suggest:

– Follow the instructions

– Reply to the invitation

– Complete the greeting card

– Use pictures for a greeting card

– Write a postcard back to your friend

– Circle writing

– Create a collage

– Shape writing

– Congratulate on somebody

– Choose a holiday and congratulate your best friend

– Look at the greetings card and complete it with your greetings, adding necessary information

– Reply to Sue's greetings card using the prompts and a sheet of paper

– Look at the things in the pictures, use them for a greeting card, congratulating your granny on Christmas

– Read one of the postcards and send your answer in the form of a greetings card

– Sit in a circle and write only one line of a greeting card, pass the postcard to your neighbour.

– Congratulate one another on Christmas holiday and send your cards with the help of a postman.

Conclusions. Therefore, one of the most important tasks of teaching writing at school is the formation and development of sociocultural competence in all its outlines. In the process of formation of sociocultural competence, all outlined components should be taken into account and included in the process of learning to write, starting from the initial stage of education in higher education institutions. 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 universities, the study of foreign experience of its organization.

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