COMPONENTS OF SOCIOCULTURAL COMPETENCE AS A COMPONENT OF INTERCULTURAL COMMUNICATIVE COMPETENCE

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ABSTRACT

Regarding the second interpretation of sociocultural competence, this characteristic also seems to be legitimate, since sociocultural competence is, as shown above, part of intercultural communicative competence and therefore has the same characteristics - in particular, the same components as intercultural communicative competence.

Keywords: Intercultural communicative competence, undergraduate.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

As regards the third interpretation of the components of sociocultural competence set forth above, it seems necessary to dwell on this issue in more detail for the following reasons. Firstly, this position is not accepted by all researchers); secondly, a detailed examination of the components indicated in this interpretation is fundamentally important, necessary for effective communication of non-philological specialists.

First of all, let us dwell on the components of the content of the sociolinguistic component of sociocultural competence. Scientists define this component as the ability to make the correct choice of the linguistic form and methods of language expression of certain information that are adequate to the goals and conditions of the communication act (communication situation, intentions and social roles of communication partners, etc.) [1, p. 140]. The specificity of sociolinguistic competence, according to scientists, is as follows: Sociolinguistic competence, reflecting certain information, has its own specificity, which, according to a number of scientists (G.V. Vorobyova, V.V., Safonova, V.P. Sysoeva, E. V. Tikhomirova and others), acts as a component of sociocultural competence. These researchers also emphasize the presence of background knowledge common to sociocultural and sociolinguistic competencies, which may include:

1) cultural and historical heritage;

2) the culture of modern society, including its axiological system, which has a significant impact on:

- Communicators belonging to certain social, political, religious and other communities and their attitude to them;

- social rules and norms of interaction in intercultural communication;

- the choice of communication tools depending on the communication situation and the effectiveness of the use of linguistic units "[4, p. 48].

Further study of the concept of "sociolinguistic competence" revealed the following. Foreign researchers associate this concept with the choice of linguistic forms depending on the situation and the context of communication (M. Canale and M. Swain, D. Heimes, van Dyck, etc.). Domestic researchers define this concept in different ways. So, according to some scientists, sociolinguistic competence is "a combination of certain knowledge, skills and

abilities that allow for intercultural communication, depending on the context in which it is implemented, on the traditional rules for using language units and non-verbal components of communication accepted in this society, as well as from the specific situation of communication (field of activity, situation (place), topic, communicative goals and intentions of communicants, their communicative, social and psychological p oli)" [2, p. 74]. According to other scientists, sociolinguistic competence is defined as "knowledge and skills necessary for the effective use of language in a social context" [3, p. 288].

In order to solve the problem of this study, we will rely on the following definition of the term "sociolinguistic competence". This concept means "possession of a set of language tools and the ability to make their choice depending on the main aspects of the context in which communication takes place, from generally accepted rules for using the language that are in line with the traditions of a particular society, as well as from a specific situation, communication, namely, from such its elements as communicative goals, intentions, outfitting characteristics of communicants (their status and situational roles), theme and situation (place) "[4, p. 21]. Sociolinguistic competence is reflected in the rules of courtesy, communication registers, linguistic markers of social relations, expressions of folk wisdom, including dialects and accents [2].

Based on the foregoing, it can be argued that sociolinguistic competence is focused on social norms of communication in the intercultural space, respectively affecting the success of communication between representatives of different cultures and societies.

The study of the characteristics of sociolinguistic competence showed that this phenomenon, in turn, has a certain set of components. In the monograph "Pan-European Competences of Foreign Language Proficiency: Study, Training, Assessment" (2005), the following are distinguished as such components:
- markers of social relations, including the choice and use of greeting formulas and forms of communication, conventions in conducting dialogue, depending on the status of the interlocutors, their relations, situation and communication register, etc .;
- etiquette-usual forms of politeness, reflecting expressions of positive and negative politeness, adequate use of words of appreciation and gratitude, or their ignoring;
- expressions of folk wisdom expressed in proverbs, sayings, idioms, signs, attitudes, clichés, etc .;
- communication registers, by which researchers understand "the system and patterns of language tools selection depending on the social situation" and distinguish solemn / ritual, official, neutral, informal, conversational and intimate registers [5, p. 82];
- dialects (which means "a kind of a nation-wide language defined by the limited number of people connected by a territorial (territorial dialect), social (social dialect), professional (professional dialect) community" [4, p. 60], and accents ("a set of pronunciation errors or features in the speech of a person speaking a foreign language, which are caused by the influence of the system of his native language and are the result of interference "[3, p. 13].

In addition, the researchers indicate that for sociolinguistic competence, pronunciation of the language is typical, including the pronunciation aspect, which is of great importance (V.A. Vasilyeva, V.V. Lapina, Yu.V. Manukhina, etc.) - in in particular, the phonetic features of speech that is perceived by ear, allowing to establish the sociocultural affiliation of the participants of intercultural communication, their situational roles, the degree of formality of the environment in which communication takes place [5, p. 25].

Thus, on the basis of the above, it can be argued that there is a certain interconnection of the concepts of "sociolinguistic competence" and "sociocultural competence", noting in them a number of similar features and at the same time a certain independence. The main factor showing the similarity of these two concepts is the functioning in each of them of a certain language material - linguistic culture (see more on this below).

Next, we consider the following component of sociocultural competence - cultural studies and the characteristics of the information included in it, that is, those linguistic phenomena that are reflected in the consciousness, language and memory of speakers of a particular foreign language. In this regard, it seems necessary to analyze the cultural competence in such an aspect of culture that interests us as the background knowledge of native speakers, decorated with the appropriate speech units, as well as idiomatic and colloquial connotations of words and expressions. The possession of this knowledge and the linguistic material that forms them constitutes a cultural competence. This competency, defined as the possession of the national-cultural specificity of the country of the studied language and the ability to build its speech and non-speech behavior in accordance with this specificity, allows many researchers (S.A. Vanyukova, A.D.Deykina, L.A. Khodyakova, etc. .) consider this competency as one of the components of sociocultural competence. The content of this competence is, in particular, information about the country of the language being studied, its geographical location, natural conditions, sights, state structure, national features of life, traditions, customs and customs, culture, as well as about the features of speech and non-speech behavior of native speakers of this language [6, p. 98].

In the interpretation of the definition of "cultural competence" in the Russian Federal component of the state standard of basic general education, this phenomenon is specified. It is understood as "recognition of the language as a form of expression of national culture, the relationship of the language and history of the people, the national and cultural specifics of the Russian language, knowledge of the norms of Russian speech etiquette, cultural international communication". The documents contain explanations about the parameters showing the formation of cultural competence. The following can be used as such parameters:

1) Both the mother tongue and the foreign language are part of the main national culture, the most important means of familiarizing with its various wealth.

2) To learn one or another language means to study national culture.

3) A person's speech, his attitude to language is a reflection of the spiritual and moral culture of a person.

4) Language proficiency as a means of communication assumes knowledge of cultural speech, the culture of verbal communication Cultural, or regional geographic information characterizing sociocultural competence, is, in turn, a complex whole, consisting of certain parts, which scientists also call components. Possession of this information is extremely important for realizing the goals of intercultural communication. The following are indicated as such components of cultural competence:

1) Knowledge suggesting "comprehension of cultural information embedded in the material under consideration, comprehension of its deepest meanings" [7]. Learning such knowledge aims to provide students with an understanding of:

- the meaning of such common concepts relevant to the humanities, such as "the spirit of the people, national character, language, culture, mentality, values, spirituality, conflict of cultures";

- features of the "mutual relations of language and culture: the Russian language is a treasury and accumulator of culture, a product of culture and its result, condition and means of transmitting culture";

- cultural meanings of language units, their meaning, emotional and figurative filling, accumulating properties of words;

- differences of domestic culture from other cultures.

2) The activities of students in the process of culture-oriented learning, which manifests itself in the form of the following skills:

- "to see phenomenal historical and cultural features in phenomena and facts (including linguistic ones);

- "to extract or independently obtain cultural information from the words ... language";

- "to adequately understand and analyze texts related to the national culture of the Russian people, with its individual artifacts";

- "create texts of various styles and genres, the contents of which are the most important artifacts of national culture";

- "to expand the reduced (case-law) texts in accordance with the assigned educational task, the ability to adequately assess the cultural information encrypted in them";

3) The worldview formed in the process of culture-oriented learning, designed to show those results and changes that are "predicted in the worldview, worldview of the personality of students. The worldview potential of humanitarian subjects is associated with awareness, emotional experience and appropriation of spiritual national values. The effectiveness of this component is manifested through:

- belief in the priority of spiritual values;

- awareness of the need for respect for the language and other basic values of national culture, their preservation and transmission to future generations ";

The problem of the formation of this component of cultural competence is reflected in modern research. At the same time, "acquaintance with the culture of the country of the language being studied has been one of the main tasks since antiquity," and today the teaching of foreign languages is also impossible to imagine without cultural commentary.

Thus, based on the above arguments, it seems possible to consider information of a cultural history character as a component of sociocultural competence along with information of a sociolinguistic nature.

Turning to the consideration of the characteristics of the linguistic and regional component of sociocultural competence, it can be noted that this competence includes a set of certain linguistic cultures that reflect information of a sociolinguistic and cultural character. This characteristic also occurs when considering materials containing linguistic and regional information and constituting the content of sociocultural competence. Such linguistic cultures include equivalent vocabulary, and the formation of this competency involves the possession of both this equivalent vocabulary (within the framework of topics studied, speech objects, etc.), as well as ways of conveying the meaning of these lexical units in their native language, as well as ways of transmitting such the realities of the native language in a foreign language (within the framework of topics studied, subjects of speech, etc.) [1, p. 36]. According to scientists, such linguistic and regional information (linguoculture) is reflected in the lexical realities functioning in the language (denotative and connotative) and in the background vocabulary [6].

Researchers also note that in the structure of linguistic and regional competence, as in the components of sociocultural competence discussed above, it is legitimate to single out certain components - namely:

- cognitive component, including linguistic and regional (linguistic and thematic) knowledge, based on linguistic and regional material;

- praxylogic component, showing how to use the specified linguistic and regional knowledge;
- a motivational component that characterizes the motives and interests of students to study a foreign language and foreign language culture, as well as an interest in mastering linguistic and regional material [5].

The concept of "linguistic and regional studies" was initially interpreted as "a methodological discipline that realizes the practice of selecting and presenting in the educational process information about the national and cultural specifics of verbal communication of a linguistic personality in order to ensure the communicative competence of foreigners studying Russian" [4, p. 7]. Later, the term "linguistic and regional studies" was defined by researchers as "an area of methodology associated with the study of ways and means of familiarizing foreign students with the reality of the country of the language being studied in the process of mastering a foreign language and through this language" [1, p. 128].

Thus, a detailed consideration for methodological purposes of information of a linguistic and regional nature acts, along with sociocultural competence, and, as analysis has shown, the general are linguistic cultures that are included in the characteristics of each of the listed components.

The results of the study, set out above, allowed us to proceed further to resolving the issue of those descriptors - sociocultural skills that should be formed in students of a foreign language in the process of teaching this subject.

A descriptor is a description of the skills achieved by language learners at each level and the implementation of these skills in the process of each type of speech activity [1, p. 57]. Solving the question of what constitutes descriptors of interest to us, we will proceed from the results of the above analysis of the components of sociocultural competence, which includes certain knowledge, skills and abilities. On this basis, we can determine the descriptors of interest to us, which are as follows:
- "knowledge about / about: relations of equivalence / nonequivalence between units of the studied and native language; realities characteristic of specific thematic areas of communication; acceptable methods of transmitting the realities of the mother tongue into a foreign one; features of speech and non-speech behavior in a foreign culture in the studied areas of communication; universal and specific in the culture of comparable countries and peoples, general and specific in their worldview and worldview;
- skills: recognition and distribution of culturally marked words, phrases and phrases, cultural information in oral and written texts; identification of carriers of cultural information;
- skills: to navigate in the sociocultural markers of the authentic language environment and sociocultural characteristics of people; to predict possible sociocultural hindrances in the conditions of intercultural communication and use the methods of their elimination or mitigation; adapt to a foreign language environment, following the canons of courtesy, respecting the traditions and lifestyles of people of another cultural community; to study the history and culture of other peoples with an open mind; to represent the native culture in a foreign language environment "[6, p. 211].

Coming to the question of descriptors of interest to us and compiling their register, we considered it appropriate to correlate each of the descriptors we identified with certain levels of knowledge of a foreign language - in accordance with the scale of pan-European

competencies [6]. In addition, solving this problem, we were guided by the instructions that are outlined in this paper, namely:

1. A positive attitude is required when formulating the descriptor. This means that the formation of a competency as a goal, the description in a descriptor of a knowledge, skill or ability should be perceived by the addressee of this wording in a positive way.

2. When formulating skills that act as descriptors, as the formed competence improves, some elements that act as supports for the student should be excluded. An example is the aspect of independence, which shows "the degree of dependence of the student on: a) how much his interlocutor is ready to adjust his / her gender level, b) how likely is it to receive additional explanations, and c) how likely is it to get help from an interlocutor in formulating other thoughts "[6].

3. A prerequisite for the successful formulation of each descriptor is accuracy - that is, the reflection in it of a specific skill required to perform a specific communication task. Moreover, in such a formulation, vagueness should be avoided, maximally specifying the quality of acquired knowledge and the criteria for the formation of the required skills.

4. A prerequisite is the clarity or transparency of the descriptor, its maximum freedom from professional vocabulary (a communicator's precise understanding of the content of a particular descriptor).

5. The description of skills in descriptors should be brief, since a very detailed presentation of the characteristics of features helps, on the one hand, to take into account the possible options for the formation of one or another component of any competence and creates a detailed portrait of the student at a certain level, and on the other, causes the recipient to difficulties, since there is no person who is fully suitable for the ideal stereotype, and excessive details of the description hinder the efficiency of the assessment.

6. Autonomy is also required, which is expressed in the brevity of the descriptor wording and helps to quickly evaluate the student's activities, reasonably arguing that "shorter, specific descriptors can be used as independent of other criteria in the questionnaires / questionnaires for monitoring and for self-monitoring / self-esteem ", which, undoubtedly, increases the value of the identified skills.

As a result of the analysis of existing research in the field of linguodidactics, we were not able to find a register of descriptors characterizing the quality of the formation of sociocultural competence. The exception is a number of descriptors reflecting this competency in the monograph "Common European Competencies in Foreign Language Proficiency: Study, Training, Assessment" (2005). It should also be noted that the descriptors indicated in the table below and correlated with different levels of foreign language proficiency assume the implementation of these descriptors in relation to different types of speech activity (reading, listening, speaking and writing).

It should be noted that the register of the above descriptors of the formation of sociocultural competence (at different levels of foreign language proficiency according to the Common European Competency Scale) is not final - this register should be considered as almost the first attempt to study this aspect of the problem solved in this dissertation. It seems that further refinement and expansion of the nomenclature of these descriptors is possible when conducting relevant targeted research.

The listed descriptors characterizing the quality of the formation of sociocultural competence can be considered as guidelines in the development of methodological recommendations aimed at the formation of this competency for any contingent studying a foreign language.

In accordance with the principles of consistency and consistency, increasing difficulties, etc., the formation of sociocultural competence in accordance with each of the descriptors listed above at each level of foreign language proficiency correlates with a certain stage of training and is carried out using the appropriate methodology, including a series of communicative exercises and controlling tasks.

Thus, the definition of the concept of "sociocultural competence" adopted by us on the basis of the study, the establishment of the content of this concept, the characteristics of its constituent components, as well as the compilation of the register and the formulation of descriptors characterizing the phenomenon of "sociocultural competence", allowed us to proceed to the solution of the problem of the formation of sociocultural competence students of a non-linguistic university who master a foreign language at the undergraduate level, and use our data to solve the basis of the obvious problem of this dissertation is the formation of sociocultural competence among future bachelors-nephilologists.

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