

TEACHING SOCIOLINGUISTIC COMPETENCE

Oksana Ivasiuk

PhD, Lecturer,

National Technical University of Ukraine 'Igor Sikorsky Kyiv Polytechnic Institute'

The society needs to expand communication ties on the basis of students learning foreign languages, primarily English as the language of international communication. For productive communication in a foreign language, it is necessary to have not only grammatical, lexical and phonetic skills, but there is also a need for knowledge of cultural and behavioral norms, politeness norms. An important task of the learning process is teaching the understanding of foreign speech and communication in a foreign language, taking into account the specifics of the communicative situation. Much attention should be paid to developing the ability of students to use and transform language forms in accordance with the situation of communication, mastering situational variants of the language, and developing the ability to adequately respond to the statements of the interlocutor using a variety of speech models.

A prerequisite for successful intercultural communication of representatives of different cultures is the formed communicative competence, which is a set of knowledge about the language system, its units, their construction and functioning in speech, ways of formulating thoughts and understanding the judgments of others, national and cultural characteristics of native speakers of the language being studied, as well as "the ability of a language learner to communicate by its means in various types of speech activity in accordance with the set communicative tasks, to understand, interpret and generate coherent statements" (Akulova, 2005).

Communicative competence includes a number of competences, including sociolinguistic competence. By sociolinguistic competence we understand the sociolinguistic context of the existence of a language and its speakers. Sociolinguistic competence is the ability to use and transform linguistic forms in accordance with the situation.

Sociolinguistic competence contains three main areas of knowledge: cultural, linguocultural and socio-psychological.

In addition to the facts of culture, those entering into an intercultural dialogue must master speech etiquette, and also take into account the psychological and social characteristics of each other. Successful intercultural communication is impossible without knowledge of the sociolinguistic features of the country of the language being studied.

Sociolinguistic competence consists in the ability to choose the right way of expressing one's communicative intention, suitable for a specific situation, the

communicative goal of the speaker, depending on the social role of the communicants, the relationship between them, which is very important for communication.

The requirements of sociolinguistic adequacy apply to a greater extent to the content plan of educational linguocultural texts. Educational texts should, firstly, provide students with linguocultural and sociolinguistic information necessary for further learning not only the language, but also subjects in the specialty, as well as introduce them to the future profession. Secondly, these texts must contain language units and grammatical constructions that constitute the immediate linguistic goal of the lesson.

Sociolinguistic competence means the meaningful participation of the student in the educational process, in mastering a foreign language culture with the aim of becoming an individual, as a subject of his native culture and as a participant in the future dialogue of cultures. Thus, in the lessons of a foreign language, the student acquires the ability not only to talk about something, he expresses his opinion, his attitude to the subject of communication, that is, evaluates.

The area of sociolinguistic competence includes the ability to organize pedagogical communication and take into account a specific pedagogical situation, it consists of the ability to use realities, special turns of speech, specific rules of speech communication, characteristic of the country of the language being studied, that is, originality in the language, which indicates the influence of customs, culture.

Since the requirements for the level of proficiency in sociolinguistic competence are somewhat vague, it is necessary to single out individual components, the proficiency requirements for which can be described more precisely, and accordingly can be measured and controlled. Such components include: 1) Etiquette formulas of greeting, farewell, appeal, gratitude; 2) Expression of a polite request, wish, interest, concern; 3) Congratulations, expression of condolences, expression of gratitude; 4) Expression of regret, use of mitigating language; 5) Expression of dissatisfaction, impatience, complaints; 6) The use of all of the above speech means, taking into account the Register of communication; 7) Understanding the most commonly used set expressions; 8) Understanding differences in different varieties of English.

When explaining a new lexico-grammatical phenomenon, one should show students how they can rely on their knowledge, skills, abilities in their native language. In addition, it is necessary to demonstrate the differences in pronunciation, vocabulary, grammar that exist in two languages when expressing similar, but not coinciding phenomena. For example, when studying English proverbs, they are usually not translated verbatim, but compared with their counterparts in the Ukrainian language. (*"It's better to be safe than sorry"* – *"Сім разів відміряй - один раз*

відриж". «*The early bird catches the worm*» — «*Хто рано встає, того удача чекає*», «*A rolling stone gathers no moss*» – «*Під лежачий камінь вода не тече*»).

To master sociolinguistic competence one should consider the following tasks: exercises for practicing idioms, vocabulary, Everyday English ability to write formal and informal letters. One of the most effective – project activities: discussion, presentation preparation, speeches using the studied vocabulary take place in English using the studied vocabulary on the topic. "The method is closely related to student-centered learning. In cooperation with the teacher and other students, the motivation for learning improves, stress is relieved, and faith in one's success increases" (Kurkova, 2010). Role-plays are considered to be the most effective for ESP classes – wide range of situations at university, workshops etc. (*Student A: you are the professor and you have a lecture on problems of water purification at university. Prepare a short speech using the ideas stated in the text. Student B: you are the student of the department, where the lecture will be held. Think of questions on the issue and ask the professor about the problem mentioned*).

The socio-cultural component makes it possible to expand the professional and cultural horizons of the trainees, to teach them to be tolerant of the behavior of representatives of another culture. That is why the role of sociolinguistic competence in teaching foreign languages and cultures is increasing.

References

- Akulova, O. V., Pisareva, S. A. & Piskunova, E. V. (2005). *Sovremennaja shkola: opyt modernizacii* [Modern school: the experience of modernization] / - SPb. : Izd-vo RGPU im. A. I. Gercena, 290 s.
- Kurkova, S.V. (2010). *Proektnaja tehnologija na uroke anglijskogo jazyka* [Project technology in the English lesson] // *Innovacionnye proekty i programmy v obrazovanii*, 4, P. 62-64.