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## FORMATION OF STUDENTS' SOCIO-CULTURAL AND LINGUAL COMPETENCE AT FOREIGN LANGUAGE LESSONS IN PRIMARY SCHOOL

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**Abstract.** The article identifies the problem of formation of socio-cultural and lingual competence of primary school students at foreign language lessons (namely English). The author analyzed the concept of "socio-cultural" and "lingual" competence and their theoretical-methodical components. The essence of the socio-cultural competence is highlighted through internationalization of all aspects of social life and its importance for socialization of modern students and their preparation for intercultural communication. The researcher considered elements of verbal and non verbal communicative behavior of students. The paper presented ways and means of attracting students to get acquainted with the culture of the countries whose language they study. The methodological bases of the usage of the country and language skills and knowledge are actualized by using a particular content.

**Keywords:** socio-cultural competence, lingual competence, communication practice samples, speech communicative behavior, not speech communicative behaviors, background knowledge.

### 1. INTRODUCTION

Modernization of the structure and content of primary language education against the backdrop of globalization and integration of Ukraine into the world educational space greatly increases the interest in the foreign language learning process. Methodological basis for updating primary school is humanistic personality - oriented paradigm of education and upbringing. This paradigm aims to ensure interoperability of such modern approaches to teaching foreign languages as personality – oriented, active, communicative and cognitive, socio-cultural, intercultural, as well as competence approaches.

From the standpoint of the language policy teaching foreign languages in primary school is one of the priorities of modern education (P. Bech, L. Byrkun, V. Moshkov, O. Savchenko). The means of implementation of such guidance, taking into account the achievements of theory of communication (I. Bim, N. Halskova, V. Skalkin, N. Brooks, H. Brown, C. Brumfit, M. Canale, A. Halliday, S. Savignon, M. Swain, J. Valdes, J. Van Ek et al.) should be the creation of socio-cultural competence of students that means lingual competence and geographic knowledge systems or ideas about the main national traditions, customs and realities of the country, which is studied and systems of skills and abilities to coordinate one's behavior in accordance with this knowledge.

Learning a foreign language is directly related to the student immersion in the culture of its people. In modern conditions a foreign language is seen as a means of communication and as a means of attracting students to the culture of a people. It is gradually becoming the dominant strategy of foreign language teaching in primary school and causes the necessity in formation of students' socio-cultural and lingual competence.

Domestic and foreign scholars L. Kuznetsova, A. Polupan, A. Konstantinov focused on this issue in the middle and the end of the last century. In recent years, attention to such phenomena as socio-cultural and lingual competence as indicators of readiness of the individual to intercultural communication has intensified. The problem is the formation of as socio-cultural competence has been the subject of research of O. Budnyk, M. Safonov, T. Nefedova, S. Lotarovoyi, S. Roman, and others. The issue of forming lingual competence of the students in the process of foreign languages study worked out E. Vereshchagin, V. Kostomarova, V. Furmanov, G. Tomahin. et al. However, in most researches the problem of formation of such skills was considered in the context of communicative competence.

In our scientific research, we set a purpose to characterize the constituents of "socio-cultural competence" and "lingual competence", outlining the elements of speech and non speech communicative behavior, and get acquainted with the ways and means of the use of socio-cultural and lingual materials in teaching English language students in order to attract them to the culture of the people, whose language they study.

## **2. RESULTS AND DISCUSSION**

### **2.1. THE ESSENCE OF SOCIO-CULTURAL COMPETENCE (SCC)**

The socio-cultural competence (SCC) is an essential component of communicative competence. In terms of the internationalization of all aspects of social life the importance of SCC for socialization of modern students and their preparation for intercultural communication at the level is very significant.

Survey of different approaches shows that early decision of early foreign language learning and therefore forming SCC (first or second forms) depends largely on the level of communicative development of students in the field of native language (I. Zymnya). Its features, according to I. Zymnya and our tests are: volume of the native language vocabulary, the level of assimilation of language rules, the level of oral forms of communication, reading and writing techniques, the level of development of different types of memory, thinking mechanisms, including reflection, cognitive interests, and general outlook.

Communicative development of any student in native language as the basis for the formation of SCC and communicative competence in a foreign language should be considered in the overall context of socialization of a child. After this process, according to the theory of cultural-historical development of the human psyche L. Vygotsky, promotes not only mental development, but also mastering appropriate national culture by a child. Therefore, creating conditions for socialization of primary school children should be seen as one of the crucial psychological problems of early foreign language learning and early formation of SCC in junior pupils.

Working with material that reflects social and cultural characteristics of the studied language country expands information background of the lesson and thus constitutes a factor which, in line with the optimization theory of the lesson by J. Babanskii has an impact on students' awareness of educational activities and significantly accelerates the speed of the latter.

According to expert estimates by UNESCO, teaching children nonnative language, which is linked to the certain culture and social values, can and should serve as a powerful tool for understanding between peoples (G. Voronin, H. Fennes, K. Hapgood).

SCC formation also expands opportunities for early application of authentic learning materials. It requires the selection of socio-cultural lexical minimum and development of techniques for its assimilation. That will make students' speech more natural. Authenticity of the speech is one of the

requirements of modern methodological standards of teaching foreign languages in school. It is closely related to the authenticity of behaviour, which is also a characteristic feature of modern methodological concepts (R. Milrood). Social and cultural specificity of the material at the initial phase of study, including elements of folklore, songs, children's poetry, etc., creates real preconditions for the implementation of the ideas of humanization, humanization and integration of education.

So taking into account these factors should contribute to the creation of a situation of social development of junior students by means of foreign language learning, significantly enhance motivation and optimize the process of early learning fundamentals of English communication on the cross-cultural level.

The purpose of formation of SCC of primary school students is integrative in nature. It involves preparing children for elementary intercultural communication at the level of the most typical situations based on communicative minimum of primary school. It must include a certain amount of geographic and lingual knowledge. Realization of this goal should facilitate harmonization of the early learning process, education and development of the student through the English language.

The content of SCC of younger students includes the following components: 1) socio-cultural knowledge: a) language (authentic vocabulary), b) knowledge of certain facts of national culture (national realities, etiquette, folklore elements in its small form); 2) skills and abilities of speech and non speech behavior.

Acquisition of new socio-cultural information and ensuring the required quality of skills and abilities can be promoted by: 1) planning lesson - scenarios - imaginary meeting of students with native speakers, especially with their English-speaking peers; 2) a reasoned use of relaxation, aerobics, songs, recitation etc.; 3) hidden forms of control; 4) graphics supports in the form of transcription signs, which promotes accuracy in auditory-speaking pronunciation skills; 5) geographic aids (visual, auditory, audiovisual). These reinforce the illusion of involvement in the authentic speech environment and provide the required quality of speech skills that are being formed.

Formation of lingual, socio-cultural and spiritual values of a different ethnic reality is the basic content of speech.

Socio-cultural competence is a body of knowledge about the country whose language students study, as well as the ability to use national-cultural component of the language for the purpose of communication [4].

According to V. Safonova, regional socio-cultural competence forms a complex of knowledge of specific country's culture, skills and abilities to operate with them. Specificity is implemented in well-organized and adjusted set of information about the culture of the people of the country: social values, norms, traditions and customs; lifestyle; socio-cultural portrait of the country, its people and language; historical and cultural background, peculiarities of the historical memory of the people; mentality, etc. [6].

In contrast L. Holovanchuk considers it appropriate to enter instead of the term "socio-cultural competence" the term "cultural and competence", which includes not only the specific cultural and social knowledge but also skills and abilities that help in ensuring the ability and willingness of the individual to foreign language intercultural communication and mutual understanding.

## 2.2. THE ESSENCE OF LINGUAL COMPETENCE (LC)

Lingual competence is seen by V. Furmanova as possession of features of verbal and non verbal behavior of native speakers in communicative situations. To the components of lingual competence belongs non verbal and verbal behavior. Verbal behavior is knowledge of lexical units with national-cultural component of semantics and skills to adequately possess in terms of intercultural communication, and the ability to use background knowledge to achieve understanding in situations of direct and indirect intercultural communication. Non-verbal behavior involves acquisition of non verbal knowledge and skills. The structure of non verbal behavior is acquisition of the following means of communication such as gestures, facial expressions, eye contact; subjects' of communication posture,

body movements, distance between participants during communication; rhythm, melody, tone, pauses of speech [8].

As LC includes not only speech but also non verbal behavior, in our view, an important and appropriate task is to familiarize students with the same non verbal behavior of the British and their involvement in the use of various means of communication at foreign language lessons.

We consider it extremely necessary to form LC background knowledge, ie knowledge about the country and its culture what is well-known to all residents of the studied country (as opposed to universal or regional).

According to S. Roman background knowledge is knowledge that is specific to a particular country residents and largely unknown to foreigners, which to some extent, makes it difficult to communicate, since understanding is impossible without the fundamental identity of communicators in awareness of the reality that surrounds them [5, p. 55].

Each of Britons, for example, including a child of primary school age, knows what means the abbreviation UK, what the flag of the United Kingdom looks like, which they call the Union Jack, which are national customs and traditions. Thus, the tradition of celebrating Christmas among British children are associated with 34 different concepts, each of which is associated with active children's actions or interest to these events.

In order to help students assimilate the British tradition of celebrating and acquire new background knowledge, the teacher should engage them in a variety of holidays and acquaint with customs using vivid images, collages, interesting texts, dialogues or elements of English children's folklore.

Background knowledge is realized through certain linguistic resources such as language background and national realities.

Vocabulary with different basis is called background [5, p. 56]. By definition of H. Tomahin, reality are names peculiar only to certain nations and peoples with the history facts, government institutions, names of national and folk heroes, mythological beings [7].

In lingual study there is authentic vocabulary, in which the value of understanding lexical items, the expression of which cannot be compared with any other language lexical concepts [2]. Authentic words are not translated in their accurate sense, and their meanings are revealed through interpretation. Thus, an example of this in English may be the name of a vehicle: double-decker; holidays names: Boxing Day, Late Summer Bank Day.

To form the SCC and LC the teacher needs to develop its program of teaching speech etiquette because it has its own national characteristics and a number of versatile features for different people.

The reading materials and their further processing have to be selected so that with their content they reproduce the real social relationships, contain appropriate rules of politeness and behavior, include basic information about the culture of the English or Americans, their daily life, interpersonal relationships, national identity, history and art .

When planning a lesson, the teacher must provide it with the informative, authentic texts in the form of articles, modern prose and poetry, audiotexts, photographs and videos, etc.

It is interesting for primary school students to work with small forms of English children's folklore, poems, rhymes, tongue twisters, songs. Involvement of authentic, so appealing to children of this age, means contributes to the image formation of the English peer and gives our students a sense of belonging to a people-carrier of the English language. It should be appropriate to conduct this work in comparative terms with small children's forms of Ukrainian folklore. Such approach promises to be an important aspect of parenting as typical carriers of national culture [1].

### 3. CONCLUSIONS

Thus, we can make a conclusion that the problem of formation of socio-cultural and lingual competence is subject of many works for domestic and foreign scholars, methodologists, and teachers. Some of them also reveal the issue of verbal communicative behavior. The means of systematizing methods of forming SCC and optimization of the process suggests a detailed task with a certain charge

of problematic issues that implements the relevant socio-cultural purpose in the specific circumstances of the lesson. Authentic social and cultural material is a strong lever for creating and maintaining interest in learning foreign languages. It follows that the increased motivation the stronger is the desire to increasingly use the elements of such character.

Still the problem of formation of primary school students' non verbal communicative behavior remains unresolved. Thus, prospects for further researches we see in refinement of techniques and ways of offering students more opportunities for widening their outlook. So before teachers, innovators, scientists and methodologists, the goal is to develop methods of formation of students' socio-cultural and lingual competence through training standards of verbal and non verbal communicative behavior.

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Близнюк Тетяна. Формування країнознавчої та лінгвокраїнознавчої компетенції в учнів початкової школи на уроках іноземної мови. *Журнал Прикарпатського університету імені Василя Стефаника*, 3 (2-3) (2016), 73–78.

Статтю присвячено проблемі формування країнознавчої та лінгвокраїнознавчої компетенції учнів початкових класів на уроках іноземної мови. Проаналізовано поняття “країнознавча компетенція”, “лінгвокраїнознавча компетенція” та їх складові. Розглянуті елементи мовленнєвої та не мовленнєвої комунікативної поведінки учнів. Представлено прийоми та засоби залучення

школярів до культури країн, мова яких вивчається. Значна увага приділена питанням порівняння національних та іноземних культурних особливостей. Обґрунтовано необхідність врахування в педагогічній діяльності вчителя ідеологічних, національних, расових відмінностей учнів, толерантного ставлення до їх світоглядних уявлень і переконань.

**Ключові слова:** країнознавча компетенція, лінгвокраїнознавча компетенція, зразки комунікативної поведінки, мовленнєва комунікативна поведінка, не мовленнєва комунікативна поведінка, базові знання.