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FORMATION OF SOCIOCULTURAL COMPETENCE IN FOREIGN LANGUAGE TEACHING

It is known that the purpose of learning a foreign language is formation of communicative competence, including linguistic and sociocultural competence, because without knowledge of the socio-cultural background it is impossible to form communicative competence even to a limited extent. Learning a foreign language is to form a personality capable and willing to participate in intercultural communication. But such a personality cannot be formed without knowledge of the socio-cultural characteristics of the country of the target language.

The formation of social competence is linked with the basic aims of education: practical, developmental and educational. And the educational task is the most important, because the solution of this problem depends on the formation of the modern young man a sense of patriotism and a sense of internationalism. Studying the English language, we are forming a culture of peace in the human mind. We study and compare linguistic phenomena, customs, traditions, art, way of life of the people.

Studying English Proverbs, for example we compare, as one and the same idea is transmitted by different means in different languages. And we will pay attention to such things, that the folk wisdom expressed in proverbs is international. We say in Russian, "pretty is as pretty does" and in English: "Handsome is a handsome does" or "Knowledge is power" is known throughout the world. Knowledge of proverbs plays an important role in the study of the Russian language and in foreign language learning.

Great importance for the formation of social competence is the study of the culture of English speaking countries and its native country. We have "English songs", "American songs", which can be used in the classroom, and in an elective course and in the club work. The program is based on authentic material about music in the UK and America. This material allows children to get acquainted with the works of famous musicians in the world, to evaluate, to express their attitude to the diversity of cultures and to find something in common that unites all tendencies of the world culture.

You realize that the person who admires, is able to appreciate the art and traditions of different people, never be aggressive and not tolerant of these people, the bearers of distinctive spiritual culture. This program also fosters a sense of patriotism and pride for their country, because the guys know a lot about their culture and can represent their country with dignity in the diversity of cultures.

Literature of the people of the English-speaking countries need to be explored in the classroom and in extracurricular activities is another important means of forming sociocultural competence. From literature we learn about the life, traditions, customs and lifestyle of English speaking countries, as well as get acquainted with the language culture of these countries.

The next point which must not be forgotten, referring to the formation of social competence is of course speech etiquette. Speech etiquette is a culture of speech, culture of speech is a human face, the face of the student. Speech etiquette of English is of particular importance for the education of the whole person. Given our linguistic culture, there is much to learn and to teach, learning English, conversational etiquette. About the British saying that they "hardly ever lie, but they would not dream of telling you the truth which means they are hardly telling the truth, but the truth is not told." Those who have been in the UK, point to the fact that at every step on the street and in any public place you hear: "I am sorry, Excuse me, Thanks a lot, How kind of you", etc. What is not an example for the education?

Teaching speech etiquette to remember, for example, about the difference between "sincere appreciation and flatter" (a sincere rating and flattery), it is necessary to know not only old traditions, but also to be at the level . For example, to be aware that there is a new word "Ms" which allows to refer to any woman without fear of contradiction, she's married or not, along with the old calls of "Miss" and "Mrs".

Although we study the speech etiquette in the process of mastering the English language constantly, it would be very helpful to highlight this problem in the form of special programmes and targeted use in the classroom and in extracurricular activities.

Learning language and culture simultaneously provides not only effective achievement of practical, educational and developing purposes, but also contains significant opportunities for challenge and further sustain the motivation of trainees.

For effective activity for students is characteristic of non-traditional forms of training. Such lessons include: lesson-performance, lesson-holiday, lesson-tour, video tutorial, etc.

The experience of school teachers and research of teachers-innovators has shown that non-traditional forms of lessons support students ' interest in the subject and increase learning motivation.

The main advantage of non-traditional forms of lessons is the development and improvement of social competence of students, the extension compared with the baseline level of knowledge about the cultural heritage of the target language.

Today teachers-innovators actively implement and encourage non-traditional forms of study, such as tutorial-lesson, holiday-lesson, internet-lesson and other forms. Advantage of the tutorial is to introduce students to the culture of the target language. The videos not only represent the students live speech of native speakers of the language but also immerse them in a situation in which "safe environment” students learn the language of mimicry and gestures, style of relationships, and the realities of the country of the target language.

In our time, when more and more ties are developing between different countries and nations, familiarity with the Kazakh national culture is becoming a necessary part of the process of learning a foreign language. The student should be able to conduct a tour of the city, to tell foreign guests about the uniqueness of Kazakh culture, etc.

The principle of dialogue of cultures involves the use of cultural material on the native country, which allows to develop a culture of submission of their native country, as well as forming ideas about the culture of the target language.

Effective and productive form of learning is the lesson-play. The use of artistic works of foreign literature at foreign language lessons improves pronunciation skills of students, provides creation of communicative, informative and aesthetic motivation. Preparation of the play is a creative work which promotes the development of skills of linguistic communication in children and discovering their individual creative abilities.

The kind of work activates mental and speech activity of pupils, develops their interest in literature, serves as a better assimilation of the culture of the country of the target language.

A very interesting and fruitful form of lessons is the lesson-holiday. This lesson expands students 'knowledge about the traditions and customs of English-speaking countries and develops students' ability to communication in a foreign language that allows you to participate in various situations of intercultural communication.

Non-traditional forms of lessons provide an opportunity not only to raise the students ' interest in the subject, but also to develop their creative independence, to learn to work with different knowledge sources.

An old Chinese proverb says: "Tell me and I forget, teach me and I remember, involve me and I learn" (you tell me and I forget, teach me and I remember, involve me and I learn). All mentioned above allows to engage students in the learning process and achieve results.

Here are just some of the most important aspects of formation of sociocultural competence. Of course, this problem is multifaceted and requires further study and discussion.