

INTERACTIVE METHODS IN SHAPING THE SOCIOCULTURAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS IN COLLEGE OF EDUCATION



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The advantages of interactive methods in forming sociocultural competence of future teachers of a foreign language in the pedagogical college are considered in the article. The possibility of forming all components of socio-cultural competence (cognitive, operational-procedural and motivational-value) through the use of interactive methods is proved for students of the pedagogical college. Various means (authentic texts, journalistic materials, excerpts from literary works, etc.) are analyzed for the purpose of effective use in order to form socio-cultural competence of students of the pedagogical college. Various means (authentic texts, journalistic materials, excerpts from literary works, etc.) are analyzed for the purpose of effective use in order to form socio-cultural competence of students of the pedagogical college. It is noted that the sociocultural competence of the future teacher of a foreign language, as an assimilation of the cultural and spiritual values of one's own and other peoples, is an instrument of education of an internationally oriented personality that realizes the interdependence and integrity of the world, tolerance to the cultural features of different peoples and the need for intercultural cooperation. The necessity of using interactive methods both during the classroom and in the process of non-auditing work with college students is proved. An example of the use of interactive methods during the study of students is one of the themes of the current program, which shows the effectiveness of the proposed approach to the formation of socio-cultural competence of future teachers of a foreign language in the system of pedagogical college.

Keywords: *sociocultural competence, interactive methods, future teacher, pedagogical college.*

Introduction

Relevance of the problem. Modern changes in the social, political and economic spheres caused by the processes of globalization and European integration of Ukraine into the world educational space have led to a change in the requirements for the training of a future teacher. One of the most important requirements is understanding of the general socio-cultural context of their activity and the ability to independently orient themselves in the multicultural environment of modern society, as well as participate in the dialogue of cultures to solve pedagogical problems. In the context of the above consideration, the practical use of interactive methods in shaping the socio-cultural competence of future teachers of foreign languages in a pedagogical college is relevant and timely.

Analysis of recent research and the publications. The work of V. Andrushchenko, L. Vovk, I. Zazyun, A. Mischenko, V. Semichenko, A. Moroz, N. Kuzmina, V. Slastonina is devoted to the question of forming the professional readiness of the future teacher for pedagogical activity. The problem of forming the professional

competence of future teachers of a foreign language, including sociocultural, is devoted to the dissertation work of Ukrainian researchers (G. Vorobyov, I. Zakirianova, V. Kalinina, L. Tishakova, S. Shehavgtsova, etc.). However, the presence of a significant number of works leaves unresolved the problem of forming the socio-cultural competence of the

future teacher of a foreign language in college conditions.

The purpose of the article is to consider and analyze the practical aspects of the use of interactive methods in shaping the socio-cultural competence of future foreign language teachers in college conditions.

Presentation of the main research material. Having analyzed the psychological and pedagogical literature, in my study the sociocultural competence of future foreign language teachers is considered as an integrative personal quality based on the knowledge, skills and experience acquired at the pedagogical college, mainly during the study of a foreign language, and allows productively interact with representatives of other languages and cultures in the socio-cultural space. The structure of socio-cultural competence of the future teacher of a foreign language is defined as a set of cognitive, operational-procedural and motivational-value components. Methodical provision of the process of forming the sociocultural competence of the future teacher of a foreign language, while contributing to the development of speech and communicative competence, should be based on a dialogical approach that defines the subject-subjective interaction of participants in the pedagogical process, their self-actualization and self-orientation. In our opinion, interactive teaching methods are the most effective in our opinion, because they can be useful and promising both for the teacher and for the student, the future teacher of a foreign language, thanks to their independent activity and group interaction based on them. One of the tasks of a foreign language as an educational branch is to develop the ability of future students of a foreign language to communicate in a foreign language, that is, the formation of communicative skills: speaking, listening comprehension (listening), reading and writing. It is important in the process of formation of socio-cultural competence to ensure a high level of these communicative skills, which, in fact, will promote the use of interactive methods. The methodological basis for the introduction of interactive teaching methods during the formation of the sociocultural competence of the future teacher of a foreign language is the development of modern Ukrainian and foreign teachers in the field of teaching methods and technologies. The theoretical basis is

systematic, personally oriented and activity approaches to the construction of didactic processes and the theory of optimization of the pedagogical process (Yu. Babansky, M. Potashnik). Theoretical and practical developments in this field include V. Guzeev, A. Gin, O. Pometun, L. Pirozhenko, A. Beans, and others. The term "interactive" came to us from English and has the meaning "interacting". There are different approaches to the definition of interactive learning.

Some scientists define it as a dialog teaching: "Interactive - means the ability to interact or stay in conversation mode, dialogue with something (such as a computer) or someone (a person). So, interactive learning is primarily a dialogue training, during which the interaction of subjects of pedagogical interaction "[2, p. 3]. Studying English is a prerequisite for achieving an adequate understanding between the interlocutors belonging to different cultures. English is taught not only as a means of communication, but also as a means of discovering another cultural world, comprehension of the complexity and multiplicity of the native language and national culture, national dignity and equality, the means of civic education, the development of the individual, its individual cognitive abilities, social opportunities, cultural needs [4, p.179]. The formation of future English language teachers of socio-cultural competence implies the availability of knowledge about the national-cultural peculiarities of the country under study, the norms of speech and infant behavior of its carriers and the ability to build their behavior in accordance with these features and norms [5, p.167]. The process of forming the socio-cultural competence of future teachers of English in the college is expedient to implement within the framework of basic vocational training, that is, on that subject content, which forms the basis for future pedagogical specialization. In this case, socio-cultural competence as a psychological neoplasm will become a central personality neoplasm. We believe that the formation of socio-cultural competence of future specialists should be based on their study of English language classes in the national culture of different English-speaking countries of the world. Future teachers of English must understand the difference between their native culture and other cultures, as well as

acquire skills to overcome socio-cultural differences. The strategic goal of modern teaching of a foreign language is formation the ability of future specialists to be effective participants in intercultural communication, which requires providing them with the necessary minimum of socio-cultural information that is absolutely necessary for adequate communication and mutual understanding at the intercultural level, as well as for the education of students by means of this information such personality traits that allow for direct and indirect communication with representatives of other cultures. The pedagogical college provides for a rather short time of training (3-4 years) the training of foreign language teachers. It was found that students of pedagogical colleges are young people aged 15 to 20 who have a certain level of imbalance due to chaotic life aspirations, ambition, and so on. Therefore, in order to effectively form socio-cultural competence for future teachers of English, it is important, apart from the selection of the socio-cultural component of the content of humanitarian subjects, to use informational, but problem-creative, interactive methods of mastering this knowledge. Students are defined as a kind of group whose purpose is to master the specially organized program of socio-professional qualities, preparation for the fulfillment of important social functions: professional, cultural, public-political, family, etc. The main areas of life of students are professional training, personal growth and self-affirmation, development of intellectual potential, spiritual enrichment, moral, aesthetic, physical self-improvement. A student at a pedagogical college is a young person who is characterized by a professional orientation, prepares for a highly skilled performance of the teacher's functions in the future. Taking into account the above, it can be argued that the college teacher should choose authentic texts and tasks for foreign language lessons, excerpts from the literature of the country in which the language is studied, samples of dialogues, speech samples and formulas, educational and communication situations, roles for mastering models of communicative behavior to avoid cultural shock and misunderstandings in communicating with native speakers. The use of modern journalistic materials for the purpose of forming future English language teachers of socio-cultural competence in college

conditions is conditioned by the fact that the above-mentioned means represent a fragment of the national culture, which contains information about the political, economic, socio-cultural processes of modern English-speaking society and reflects the specifics of worldview, world perception of carriers languages - representatives of another culture. At the present stage, socio-cultural competence becomes more and more important. It represents the assimilation of the cultural and spiritual values of one's and other peoples and is a tool for the education of an internationally oriented personality who realizes the interdependence and integrity of the world, the need for intercultural cooperation to solve global problems. The future teacher of English today must have modern value orientations and experience of creative activity, be ready for cooperation. And this requires an experienced teacher to find new forms of educational process that activate the mental activity of students and need to possess certain linguistic means. Therefore, developing socio-cultural competence for future English teachers is not enough to perform only training exercises. The teacher must use the linguistic material creatively so that English language classes become a study that allows students to use knowledge of different subjects, as well as create conditions for foreign language communication. Proceeding from the foregoing, it is possible to form socio-cultural competence and to teach creatively to use the language only in the course of active communication (interaction) of all subjects of the educational process, therefore, the lessons should be dominated by the methods of learning, aimed not only at the learning of the language system. In exchange, they should come with interactive forms of learning, which add the process of training activities in nature, promote the development of them cultural shock and misunderstandings in communicating with native speakers. The use of modern journalistic materials for the purpose of forming future English language teachers of socio-cultural competence in college conditions is conditioned by the fact that the above-mentioned means represent a fragment of the national culture, which contains information about the political, economic, socio-cultural processes of modern English-speaking society and reflects the specifics of worldview, world perception of carriers

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improvisation [4, pp. 181-182]. We are convinced that the process of obtaining intercultural education is an endless process, so we should not forget about the enormous opportunities and extra-curricular work in English. Various contests, quizzes, exhibitions of creative works and wallpapers, evenings and theatrical productions - all these and other types of work involve students in the richness of the culture of another country in the broadest sense of the word, they form tolerant and interested attitudes towards English-speaking countries, their culture and the people. Consider the above as an example of one of the topics of the program of studying English offered to college students - future teachers of a foreign language. In topic number 3 of the current program [6, p.8], entitled "National affiliation. Nationality Test. Developing writing skills ", instead of standard tasks (listening text perception), we offer snippets of text for radio broadcasts to various students who read the text on behalf of the lead and program participants - people living in the UK. People's thoughts are presented in a radically different way: one person thinks Britain is a multicultural place and believes that it differs from the Welsh and Scots and also feels like a European; the other - considers Britain a historic country and is proud of it. He also considers himself one hundred percent British and does not feel a European; The third thinks Britain is a multicultural country. There are Britons who tolerate people of other races, denominations, cultures, but they are minority and this is a problem; Another person was born in Pakistan, but she was born here and considers herself an Englishman, but also feels part of the Pakistani community; Another says Britain is very constitutional, feels like a Scottish nationalist and at the same time a European. Then we propose to confirm or disprove the statements:

- Great Britain is made up of four different nations: England, Northern Ireland, Scotland and Wales.
- In a poll, British people describe themselves as animal lovers and tolerant but suspicious of foreigners and reserved.
- Eighty-seven percent of British people thought the British were class-conscious.
- The first caller thinks Britain is an innovative place.
- She describes herself as English rather than place.

- The second caller feels European.
- The third caller is of Indian origin.
- She thinks Britain is multicultural but there is an intolerant minority.
- The last caller thinks Britain is a modern country.
- He is a Scottish nationalist and does not feel British.

Thus, by encouraging discussion, one of the interactive methods can not only update local studies, linguistic and socio-cultural knowledge of England, Scotland and Wales, but also deepen them, since controversial questions have encouraged students to prepare sound reports for the next lesson on peculiarities of behavior, attitude towards foreigners, aspirations to preserve and enhance their own language and culture of the British people. Subsequently, during the course of specialty courses, this was the basis for considering the actual Ukrainian contemporary - living in a multinational country, each of which has its own language, history, culture, traditions. Thus, on the example of many English-speaking civilized

countries and their histories, it was possible to form students with a clear conviction that there was tolerance for other peoples. We consolidated this conviction with an individual task: write a piece of reflection (in English) about what suits you and what does not suit your country, city or region.

- What kind of things do you like about living in?
- What sort of things do you dislike about living in ...?
- Where else would you like to live? Why?

During the examination of works, attention was paid to the development of students' mobility of knowledge and depth of understanding of country studies, linguistic and sociolinguistic material from the English language, the formation of skills to consciously operate the basic concepts, analyze, generalize information of socio-cultural content, and increase the flexibility of thinking. It was important to form students' ability to rationally choose material of a cultural nature and critically analyze it.

Conclusions

During interactive learning a student becomes not an object but a subject of learning, he feels himself an active participant of events and his own education and development. It provides, among other things, a high level of cognitive motivation of students to study, which, in turn, promotes the effective acquisition of knowledge by students and the effectiveness of forming the socio-cultural competence of the future teacher of a foreign language.

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