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THE IMPORTANCE OF STUDENT'S SOCIOCULTURAL COMPETENCE DURING THEIR FOREIGN LANGUAGE STUDIES

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ABSTRACT

The article analyzes the social component of the updated speech portrait of a university specialist. The sociocultural dominant of intercultural speech interaction is determined by the position of the individual in the social system, the situation of communication, his profession, region of origin, and age. In this regard, the subjects of communication are faced with various features of communication: this is communicative behavior, the cultural space of communication, the linguistic personality of a foreign language with an individually formed picture of the world. English language instruction at the Language Pedagogical Institute is governed by educational standards that call for a move to higher level of foreign language skill as measured by the mainstream European scale of non-native language proficiency.

When learning a foreign language, particular focus should be placed on the practical aspects of mastering the language while taking into account contemporary linguistic trends, motivating factors, and the psychology-pedagogical aspects of oral speaking. Learning a foreign language becomes a creative process that opens up the culture and mindset of the nation where it is being learned. If a sociocultural aspect of learning foreign language content is fully realized, this will encourage students' interest in the subject and lead to more fully realized language mastery.

The sociocultural field of research concerned with instructing the interpretation of foreign language speech is taken into consideration at the junction of competency-based and intercultural approaches. Emphasis is placed on the value of learning how to identify and evaluate the significance of social elements' influences on a speaker's speech behavior.

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INTRODUCTION.

These days, learning a second language is frequently seen as a tool for enhancing interpersonal communication. One only exists in society and is always in contact with other people. People communicate with one another through language. Humans can speak in the format of particular claims with conventional construction forms that are often stable, specific language forms-speech genres. They correspond to common communication circumstances. It is possible to get an understanding of the personality of the language through the social aspects of learning a foreign language and the interaction between a person and his or her language. The sociocultural context of studying foreign languages in

our nation has undergone significant changes since the turn of the century, including the intense growth of relations between domestic and foreign businesses and organizations, joint educational exchange programs for students, and involvement in international projects.

Due to these circumstances, it has become necessary to reconsider the aims, objectives, subject matter, and technological approaches used in teaching foreign languages and cultures while also taking into consideration the most extensive local and global experience. Several methods to the selection of the content of the socio-cultural component of teaching a foreign language have been developed as a result of the shift away from the personality-oriented paradigm of education and upbringing. The most well-known of them are sociocultural, linguocultural.

METHODS.

In this article, descriptive and observation methods were used, as our main goal is to investigate ways of realization of sociocultural competence of students during their L2 studies.

DISCUSSIONS.

Students should be able to "transmit content read or listened to in English text, accompany it with a commentary; express one's own point of view about what was read and listened to with elements of a reasoned justification and analysis of what was said by partners in communicative situation; build a logical, coherent plan supposed monologue statement; perceive and constructively analyze the methodological and pedagogical literacy of group precepts" by the end of their third year of study.

Without a change in learning objectives, it is impossible to develop these abilities in senior courses. When teaching monologue, elementary reproductive activities for recounting. Sample texts pave the way for problem-solving. In the third year, problem-based learning starts to take center stage in the instruction of oral English.

The development of students' communicative competence in the language they are studying is the primary objective of language instruction in the context of a language university. Each linguistic element and speech model taught to students must have communicative value. The primary components of the language - vocabulary, grammar, and phonetics - as well as the four speech activities in the target language-speaking, reading, writing, and listening - should all be taught with a communicative emphasis.

The emphasis in teaching should be on the practical side of foreign language proficiency in the context of a contemporary university, which indicates that students should be proficient in all forms of speech activity. Teaching the learner to speak a foreign language is essential for improving their ability to communicate with others, to enlarge their spiritual lives, and to study both local and foreign cultures. This calls for a specifically planned and managed by the teacher system of student behavior, leading to their personal growth and the building of resistance to conquering newly developing communication challenges.

American sociolinguist and anthropologist Dell Hymes first used the term "communicative competence" in his 1972 book *On Communicative competency*. Hymes expanded Noah Chomsky's thesis of "linguistic competence" in the piece. Michael Canale and Merrill Swain further expanded the idea of communicative competence. "The underlying systems of knowledge and skills required for communication," according to Canale, are what are meant by communicative competence. Grammatical, sociolinguistic, discourse, and strategic competence are the four subcategories he assigns to communicative competence. Sociolinguistic proficiency also includes sociocultural proficiency. The development of the highest level of communicative competence among students is, as you are aware, one of the primary objectives of teaching a foreign language as a specialty. Grammatical (linguistic), discursive, social, and strategic competence are all components of communication competence [8, p.163].

The sociocultural element is crucial since it influences when a foreign language should be used for communication. In order to choose a suitable statement for the right circumstance, as well as to interpret what is happening in a particular context and, as a result, to orient both linguistically and behaviorally, cultural awareness is important in foreign language communication. (According to 68, p. 31, interpretation is the cognitive process that results in determining the meaning of speech and/or non-speaking acts.) [1, p. 31].

According to Canale, "utterances are created and perceived suitably in various sociolinguistic contexts based on contextual elements such as the status of the participants, the objectives of the contact, and the rules or conventions of interaction. Both appropriateness of meaning and appropriateness of form are referred to as "appropriateness of utterance" [4, p. 2-16].

Sociocultural competency is the ability to understand a given country's characteristics from the nationality and cultural perspective of the target language's native speakers, especially how they communicate in that language. [2, p. 725].

Social contextual variables, stylistic appropriateness factors, cultural factors, and nonverbal communicative elements are the four parts of socio-cultural competency in ESL. Confusion and problems with comprehension had resulted from the omission of these elements in the English language [5, p. 5-35].

Considering the social context of a conversation and being aware of age and gender disparities while speaking are social contextual considerations. The social environment of a conversation can affect how someone speaks. The social context of speech includes crucial elements such as age and gender inequalities. In ESL programs, kids typically pick up vocabulary or phrases that are suitable for their grade or level of knowledge.

Language used to express politeness differs depending on the culture. Direct speech acts are utilized in some societies, whilst indirect speech acts are used in others. In addition, Brown and Levinson identified "necessity of the request and cultural variables" as the other two situational factors that affect the choice of politeness level [3, p. 163].

Due to their frequent appearance in texts and conversations, cultural references such as those to Christopher Columbus, George Washington, Sesame Street, Thanksgiving, Halloween, and other events may aid ESL students in understanding the English language.

ESL students should also be taught about the various dialects and variants of the English language because they will hear English being spoken with a specific accent in various contexts. Spelling and pronunciation mistakes result from a lack of proficiency in certain dialects, such as British and American English.

Communication is defined as "a process in which people share information, ideas, and feelings" by Hybels and Weaver II [7, p. 6]. Along with spoken and written communication, nonverbal communication also includes body language, individual mannerisms, and personal style, all of which contribute to the meaning of a message.

Chronemics (Time): This is the study of how individuals perceive and use time. Communication depends heavily on timing. When someone takes the time to communicate and listen to them, they feel valued.

Vocal tone or quality is the lingo for this. This vocal tone can convey sadness, disgust, affection, rebuke, concern, or even hatred. Paralanguage is defined by Hybels and Weaver II as "such vocal characteristics as rate (speed of speech), pitch (highness or lowness of tone), volume (loudness), and quality (pleasant or unpleasant sound). [7, p. 13].

Kinesics (Body Language): This is the study of body language, which includes eye contact, posture, gestures, and facial expression.

Space and distance proximity: Edward Hall created this term to describe the study of space and distance. In addition to the distance people stand or sit from one another, it "concerns how people use the space around them."

Another aspect of nonverbal communication is object communication. It is frequently found in garments. One's personality, attributes, social group, culture, time of day or weather, career, etc. are all influenced by the attire they are wearing.

People who are learning a new language and interacting in a new culture frequently try to employ the same non-verbal communication that is common to their own cultures, despite the importance of these forms of communication within culture being frequently neglected [6, p. 50-58].

As sociocultural knowledge, skills, and abilities advance, the following things happen as a result:

- there is more data available on nation studies and linguistic area studies as a result of new products in the issues or topics of speech behavior, taking into account the characteristics of this profile;
- knowledge about the countries or particular country whose languages we are studying, their cultural and scientific activity, historical and contemporary trends, social activity, interactions with our country, and the language's study country's position in the global culture and community;
- expanding the scope of knowledge about cultural studies and linguistics, skills related to the correct use of the means and rules of the language, verbal and non-verbal behavior in accordance with the rules that apply in that country;

- extending one's understanding of linguistics and cultural studies, developing proficiency in using the language's tools and regulations correctly, and developing verbal and nonverbal behavior that complies with local laws.

Additionally, it should be noted that it is impossible to properly grasp a second language without understanding its culture, people, and many other facets. In other words, it's important to learn the "worldview" of the language's speakers as well as the language itself because, according to psychology, they shouldn't be "alien" to us.

The theoretical section defines sociocultural competence and discusses the relationship between language and culture. One cannot leave their own culture even though they speak a foreign language. When our customs are used to language learning, it can lead to misunderstandings and the speaker being thought of as rude.

Therefore, it is crucial to cultivate intercultural awareness and become a speaker of a foreign language who is both linguistically and socioculturally competent.

By incorporating methodological principles like the principle of didactic cultural conformity, the principle of dominance of problematic cultural tasks, the principle of dialogue of cultures, and the principle of cultural reflections, it is possible to overcome this barrier when implementing multicultural language education within the framework of a sociocultural approach.

Since English has evolved into a global language of the twenty-first century, sociocultural competency in the context of English encompasses much more than just understanding the cultures of nations where English is spoken as a first language. It was originally stated that there were much more non-native English speakers than native English speakers.

Since more individuals are living, working, and studying abroad, many of them are compelled to speak a foreign tongue, which is frequently English. It becomes necessary to speak with people from very different cultural backgrounds in many of these circumstances. Even though someone may speak English, this does not guarantee that they will behave in accordance with Anglo-Saxon cultural norms.

As a result, one of the key pedagogic tools for achieving the most crucial objective of multicultural language education - that is, preparing students for full cooperation and active communication in the current world - is cultural diversity. Whereas the implementation of multicultural education is necessary in order to create the circumstances necessary for a system of continuous education.

By joining the universal values and comprehending their own place in universal processes, the student is able to find their place in the diversity of the studied civilizations. The learner might become aware of himself as a subject of the dialogue of cultures with multi-group identification through cultural contemplation.

To prevent miscommunications and faux pas, it is therefore vital to establish a foundational understanding of other cultures.

CONCLUSION.

A broad skill, sociocultural competence has many different components. Only a few of the more crucial issues are covered for the purposes of this thesis. Addressing individuals, praises, and the appropriate level of directness are all covered in the section on verbal communication. Eye contact, head movement, facial expression, gestures, time, silence, personal space, and physical contact are all covered in the section on nonverbal communication.

A sociocultural approach is required when teaching foreign language communication since it establishes the core principle of "interconnected communicative and sociocultural development of the student's foreign language by means of this language" [25, p. 90]. The sociocultural approach has its roots in the audiolingual approach and expands on the foundation of the communicative approach with the engagement of local materials that produce a socio-cultural background, the context of communication in a foreign language.

Implementation of the socio-cultural approach orients students to compare pictures of the world in the context of national and world civilizations and thereby brings the student to the reflection of their own values, to the awareness of the national heritage of their country, their people. The change in sociocultural priorities in the field of language instruction is determined by the development in the intensity of contacts between peoples and nations. Intercultural learning and communication are two new ideas that have emerged in the field of teaching foreign languages as a result of tasks to teach a foreign language as a tool for communication and to develop a "cultural and linguistic personality".

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The development of sociocultural competence of future experts in intercultural communications is one particularly challenging task that linguistics students must complete as part of their language training.

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