

THE SOCIO-CULTURAL ASPECT OF LEARNING A FOREIGN LANGUAGE

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Cognition of culture of the country of the studied language is not an end in itself, but only an occasion (means) for deeper understanding and comprehension of the native culture. The main thing in the process of cognition is not only the accumulation of information about the country, but also knowledge of people, their peers, their way of thinking, behavior, attitude toward universal values.

Each subject contributes to the creation of a holistic picture of the world in students, but from a certain angle. The subject "foreign language" by virtue of its specificity, being a means of communication and cognition, plays a special role in the formation of students' holistic picture of the world; it is both linguistic and socio-cultural picture of the world. The specificity of the subject "foreign language" is that the leading components of the content of teaching the foreign language are not the basics of science, and ways of their activities: learning different BPD: reading, writing, listening, speaking. Another peculiarity in teaching the foreign language is that learning speech activities is possible only in communication (oral or written). Students acquiring socio-cultural literacy face a number of rather complex tasks, and it is very important in psychological and pedagogical terms to make these tasks personally meaningful for them.

Throughout the whole period of language learning, communicative competence is formed, the components of which are:

- LINGUISTIC
- SOCIOLINGUISTIC
- DISCUSSION
- STRATEGIC
- SOCIAL

- SOCIOCULTURAL - knowledge of national and cultural features of the country of the studied language, culture of speech behavior.

The ability to apply knowledge about the national and cultural characteristics of the countries of the studied language consists of:

- Linguo-country knowledge (background signs, realities of the country of the studied language, speech and non-speech behavior in oral communication situations, non-equivalent vocabulary);
- Country study knowledge (natural and climatic conditions, socio-political, economic, and social features, the main stages of historical and cultural development of the country of the studied language);
- Knowledge of the culture of the country of the studied language (traditions and customs, everyday life, features of national character and psychology of the country of the studied language). An important task of teaching the foreign language is the development of the following personal qualities necessary for successful communication in intercultural communicative situations, such as:
 - Openness (freedom from prejudice towards people - representatives of another culture)
 - Tolerance (tolerance)
 - Ability to hear and listen to the other person
 - Ability to see commonalities and characteristics due to national factors
 - Ability to understand and accept the differences between the cultural behavior of the native language and the language of the country being studied
 - Willingness to use the foreign language in practice as a means of communication with native speakers
 - Willingness to study the foreign language independently outside class hours

The above statement is presented in the scheme in relation to the goals of language learning. It shows that all components are interconnected and interdependent.

In order for students to properly comprehend the sociocultural basics, certain requirements are necessary for the teacher:

- Mastery of the aural side of speech that meets the orthopedic standards of the language being taught;
- The ability to build and understand foreign language speech by ear;
- Possession of a vocabulary that allows teaching students to communicate within the topics and situations provided by the standards of the foreign language;
- Knowledge of the country and culture of the language being taught.

Based on the above it is necessary to emphasize once again the fact that mastering a foreign language without being acquainted with the culture of the country of the studied language, with the mentality of people who speak this language, etc. cannot be full-fledged. In other words, it is necessary to master not only the language itself, but also the "world image" of its speakers, as representatives of another culture should not be psychologically "alien" for us. Foreign language culture, containing socio-cultural factors, helps to increase learning motivation, develop needs and interests, as well as more conscious learning of the foreign language.

The socio-cultural component of foreign language teaching, on the basis of which the knowledge of realities, customs, traditions of the country of the studied language is formed; the knowledge and skills of communicative behavior in acts of speech communication; skills and abilities of verbal and nonverbal behavior are included in the content of national culture. The socio-cultural component of the content of teaching foreign languages has great potential in terms of including students in a dialogue of cultures, familiarity with the achievements of national culture in the development of universal culture.

As you know, the lack of direct contact with a foreign language speaker in the study of the country of the language increases the general educational significance of the foreign language and, therefore, a more consistent reliance on the socio-

cultural component of foreign language teaching. Mastering a foreign language is inextricably linked with mastering the national culture, which involves not only learning cultural knowledge (cultural facts), but also the formation of the ability and willingness to understand the mentality of speakers of the language studied, as well as the features of communicative behavior of the people of this country. Phraseological expressions such as idioms have preserved deep layers of Anglo-Saxon culture for centuries. Idioms reflect not only the wisdom of the people, but also their attitude to the world (expressed through language) and even humor.

The study of idioms greatly broadens the student's horizons and gives him/her an emotional and figurative picture of the English language. Many English idioms correlate with similar Russian expressions. Most often, these expressions have a common ancient Latin origin or a deep, so to speak, semantic root. For example, "Best defense is attack" - Best defense is attack or "Better late than never" - Better late than never

The content of the national - cultural component in the teaching of a foreign language, we see the main condition for familiarizing students with the culture of the country, whose language they learn, namely introducing them to the people, traditions and customs of the country. This is the way to the implementation of a foreign language dialogue of cultures, which has great potential to create a socio-cultural context for the development of the student's personality (expanding the general outlook, improving linguistic skills), to familiarize them with universal values and the awareness of their priority. The linguistic structures are based on socio-cultural structures". [28] Along with speech and language competence, sociocultural competence is also one of the components of communicative competence. Structurally, sociocultural competence is a complex phenomenon and includes a set of components belonging to different categories: - linguocountry study component (lexical units with national-cultural semantics and the ability to apply them in situations of intercultural communication); - sociolinguistic component (linguistic features of social strata, representatives of different generations, genders, social groups, dialects); - socio-psychological component (mastery of socio- and culture-specific scenarios,

nationally - specific models of behavior using communicative techniques adopted in this culture); - cultural component (socio historical and cultural, ethno cultural background).

Formation and development of the components of socio-cultural competence A) provides an opportunity to (1) navigate in socio-cultural markers of authentic linguistic environment and socio-cultural characteristics of people with whom he/she communicates, (2) predict possible socio-cultural obstacles in conditions of intercultural communication and ways to eliminate them, (3) adapt to the foreign language environment, skillfully following the canons of courtesy in foreign cultural environment, showing respect for traditions, rituals and life style of representatives of another cultural community; B) create the basis for the formation of intercultural competence in the foreign language. Every foreign language lesson is a crossroads of cultures, a practice of intercultural communication, because every foreign word reflects a foreign world and a foreign culture: behind every word is a nationally conditioned view of the world. The students should: - acquire knowledge of a) the main topics of the national culture of the country of the studied language (history, geography, political-social relations, education and others); b) the socio-cultural features of the people - native speakers, which serves as a basis for communication with people of different cultures and different professions in various situations; - learn to understand oral and written messages on the topics defined? By the program; - be able to express their? Opinion correctly and independently in oral and written form; - be able to critically assess the offered material and actively work

Based on the goals and objectives set, and focusing on the final learning outcomes, the content of teaching country studies includes the following components: 1) linguocountry study component: knowledge, understanding of realities (words denoting objects of national culture) and the ability to use them, as well as background vocabulary (anthroponyms, zoonyms, toponyms), phraseology, proverbs, aphorisms as a source of national-cultural information; knowledge of country studies topics related to general knowledge about English-speaking

countries; history and geography of the countries of the studied language; social and social relations in these countries; political system; customs and system of values; economic, economic relations and working conditions; environment; mass media; life of the well-off strata? The textual material contained in textbooks and study materials on country studies; 2) general educational component - intellectual skills associated with the formation of the ability to compare, compare, analyze, systematize and generalize the material studied; communicative skills, manifested in the culture of communication, that is, the ability to listen and hear a communication partner, justify their point of view; organizational skills, associated with the formation of schoolchildren in the older students; social and cultural skills, which are the skills of the students to communicate with each other. Sociocultural education can be objective only if the learning process is carried out taking into account general didactic principles. Modern methods of teaching foreign languages are focused on the communicative principle, based on the assumption that mastering listening and speaking skills is more difficult than reading and writing skills. The problem of forming students' socio-cultural competence is becoming particularly relevant in the practice of teaching in general education schools. Attracting cultural components in the teaching of a foreign language is absolutely necessary to achieve the main practical purpose - the formation of the ability to communicate in the language studied, which makes the student not only educated, but also cultural, learn to think and apply knowledge in real life. Thus, the formation of sociocultural competence is one of the goals of modern education. 2. The socio-cultural component in the content of English language teaching contains a huge potential in achieving tangible qualitative results in mastering foreign language communication, in implementing the strategic goal of foreign language teaching as development of students' ability to intercultural communication.

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