

UDC 371.057

Fedorenko Yu.P.
 Poltava National Technical Yuri Kondratyuk University
Martirosyan L.I.
 Ukrainian Medical Stomatological Academy

SOCIOCULTURAL AND SOCIOLINGUISTIC REALITIES IN FORMATION OF THE FUTURE SPECIALIST COMMUNICATIVE COMPETENCE

Summary. This research was conducted to determine and outline the key aspects of communicative competence as an important component of the professional training of specialists in the system of higher education of Ukraine. Particular attention was paid to interactive communication in professionally significant situations, taking into account the sociocultural and sociolinguistic realities of the country of studying.

Keywords: communicative orientated learning; communicative approach; communicative strategy; professional, communicative, sociocultural, sociolinguistic competence; intercultural communication.

Федоренко Ю.П.
 Полтавський національний технічний університет імені Юрія Кондратюка
Мартиросян Л.І.
 Українська медична стоматологічна академія

СОЦІОКУЛЬТУРНІ Й СОЦІОЛІНГВІСТИЧНІ РЕАЛІЇ У ФОРМУВАННІ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ МАЙБУТНЬОГО ФАХІВЦЯ

Анотація. У статті розглядаються ключові аспекти комунікативної компетенції як важливої складової професійної підготовки фахівців у системі вищої освіти України. Особлива увага приділяється інтерактивному спілкуванню у професійно значущих ситуаціях з урахуванням соціокультурних та соціолінгвістичних реалій країни, мова якої вивчається.

Ключові слова: комунікативна спрямованість; комунікативний підхід; комунікативна стратегія; професійна, комунікативна, соціокультурна, соціолінгвістична компетенція; міжкультурне спілкування.

Defining of the problem. Ukrainian foreign and domestic policy, its strategic course for deepening the democratization of all spheres of life and joining European and World community, sets new aims and objectives for educators in the field of foreign languages teaching.

One of the tasks of Ukrainian teachers, psychologists and linguists is to create the most effective methods of teaching languages with a clear communicative orientation, which will facilitate the students' communicative competence formation as a professional one, affect on their outlook, the system of values and the ability to think.

"From the communicative approach point of view, as T.V. Kravchyna noted, the process of foreign language teaching is organized adequately to the real process of speech communication, that is, the learning process is a model of the speech communication process. The supreme concern of learning and real communication processes with such key parameters as communicative-motivated speech behavior of the teacher and students, as well as the objectivity of the communication process is ensured through careful selection of communicative-speech intentions, topics, situations that reflect the interests and needs of students" [1].

The communicative orientation of education has been the focus of pedagogical and methodological science for the last decades and is a prerequisite for success in students' practical foreign language mastery. As practice demonstrates, the atmosphere of collective communication, organized on the basis of communicative situations greatly improved it. Situations stimulate students to engage in communicative-motivated speech activities, and communication in such situations gives students the

opportunity to master foreign language material consciously [1].

The analysis of recent research. The concept of communicative learning strategy has been reflected in the works of many scholars: G.I. Borodina, O.Ya. Kovalenko, A.N. Leont'ev, Y.I. Passov, G.V. Rogova, T. Butenko, I. Danchenko, N. Zavinuchenko, O. Kasatkina, I. Kozubovska, O. Kraevska, S. Makarenko, V. Nazarenko, M. Tymofieva, A. Khomyak, V. Cherevko and others.

The professional communicative competence is examined in works of S. Aleksandrova, D. Godlevska, O. Zagorodnya, Z. Pidruchna, L. Plyaka.

From linguistic, pedagogical, psychological, sociological, theory of communication and cultural studies points of view communicative competence was researched by foreign scientists: L. Bachman, M. Canale, N. Chomsky, K. Foss, O. Argie, J. Koester, D. O'Hair, A. Palmer, G. Rickheit, H. Widdowson, C. Sabee etc.

At the same time, the problem of communicative competence forming as a component of specialist training remains relevant today. Modern techniques are increasingly appealing to the communicative approach, which involves a combination of mastering the rules with their practical mastery and application.

Identification of previously unsettled parts of the general problem. The rapid growth of international relations has determined the need to study the problems of a wide range of specialists learning of foreign language to solve their professional tasks. Due to the expansion of intercultural professional contacts, the needs of society in specialists of different spheres who speak foreign language grow. However, the possession of a foreign

language code allows intercultural and professional successful interaction, involves professionally meaningful concepts of the phonological culture mastering, which determine the specifics of social and business behavior, determined by the influence of historical traditions and customs, lifestyle, etc. Lingvosociopsychological and country-studying knowledge about the foreign language society, creating a wide context of intercultural communication, form the perceptive readiness for effective intercultural communication and, consequently, to international professional cooperation.

The foreign language communication caused by the social orders of the society is one of the most significant components of the specialists training content. The foreign language course is intended to be communicative in nature. The linguistic basis of the communicative-activity approach involves reorientation from form to function, from linguistic competence to communicative, from linguistic correctness to spontaneity and authenticity (the realness of communication). During communication process communicants act as bearers of certain social relations that arise in one or another sphere of activity and are realized in specific speech situations.

Identification and refinement of the communicative learning content becomes possible as a result of researches, the subject of which are linguistic, sociolinguistic, cultural linguistic behavior of foreign-language partners, modeling of their speech cooperation in professionally significant situations, which, together with linguistic competence, causes the formation of communicative competence among students. The socio-historical variability of communication success once again confirms the need for continuous research in the field of communication theory and technology. The expansion of the opportunity to watch original television, to communicate in the global Internet network necessitates updating learning approaches, using new methods, forms of work, the latest technologies in language learning, a qualitatively new level of language teaching, knowledge of the subject, its continuous improvement. Although the communicative orientation of learning is in the center of pedagogical and methodological science attention, in the real process of learning, communicative orientation is not realized enough. Learning the speech samples does not guarantee the possibility of their adequate use in the process of communication.

The purpose of our article is to determine the role of communicative competence in modern training of specialist; to give a description of its main components and peculiarities of formation in the educational process of higher educational establishment, to focus on sociocultural and sociolinguistic realities in the process of communicative competence forming.

The main material. The basic competences that modern life needs are political and social. Linguodidactic, pedagogical, psychological and other scientific directions emphasize the need for the formation of social competence. This concept should be considered and analyzed integrally. Integration of social competence manifests itself in the interdisciplinary knowledge and abilities, in the close relationship with other types of competences: communicative, intellectual and intercultural.

Communicative competence as a combination of speech, language, discourse, socio-cultural, sociolinguistic, strategic, as a person's ability to communicate in other languages, the desire to perceive others tolerantly embraces various thematic areas of human activity: person and communicative person, everyday life, leisure, socio-political system, customs, national and cultural traditions, economics, science, education, culture, sports, health care, media and information, world and universe [2].

We will investigate the sociocultural and sociolinguistic components of a defined concept. Socio-cultural and sociolinguistic competence are the knowledge, ability to use foreign-language socio-cultural and sociolinguistic realities in communication and learning. In turn, socio-cultural competence can be divided into: *country studies* that is knowledge of the country culture, language of which is learned (knowledge of history, geography, economy, state system, traditions) and *linguistic studies*. The last implies the students' knowledge about peculiarities of verbal and non-verbal native speakers' behavior in certain communicative situations. By another words, it involves the formation of a cohesive system of ideas about the national and cultural features of the country, "which allows to associate with the linguistic unit the same information as the native speaker, and thus, achieve a complete communication" [4, p. 47].

Each person spontaneously transmit his linguistic stereotypes and verbal behavior for the people he has to communicate, regardless of their cultural, social, ethnic, religious or any other distinction. Often this is due to the fact that universal norms and values seem to be exaggerated, while national and social ones are diminishing. This is especially evident in verbal communication, where the linguistic and cultural barrier may not only be an obstacle in the communication process, but also lead to the so-called "communicative failures."

Implementation of the communicative approach in foreign language learning process means that the formation of foreign language skills and abilities occurs due to the implementation of foreign language activities. Thus, mastering means of communication is aimed at their practical application in the process of communication. Speaking, listening, reading and writing skills and abilities acquiring is carried out by the implementation of these types of speech activity in the learning process in conditions that simulate real communicative situations. Educational activities are organized in such a way that future specialists perform motivated actions with verbal material for solving communicative problems aimed at achieving the goals and intentions of communication. From the standpoint of the communicative approach, the process of foreign language learning is organized as the real process of verbal communication, that is, the learning process is a model of real communication. However, the learning process can not fully coincide with the communication process, which takes place in real life, as the teaching of a foreign language in educational institutions takes place in a native-speaking environment. Therefore, it is only about the similarity of learning and real communication processes with such key parameters as the communicatively motivated speech process of its participants

and the objectivity of the communication process, which is ensured by a careful selection of communicative-speech intentions, topics, situations that reflect the interests and needs of society. It should not be forgotten that in order to form a communicative competence outside of the linguistic environment, it is not enough just to fill in classes with non-communicative and communicative exercises that will perform communicative tasks. It is important to give an opportunity to think, to think over possible ways of solving problems, so that students, emphasize the content of their statement so that the focus of attention should be *the thought*, and language will form and formulate these thoughts.

In recent years the sphere of communication has become much more complicated, the economic, managerial, commercial and legal areas of professional activity have become widespread and developed, which has necessitated the acquisition of future professional skills by professional culture as a significant component of professional intercultural communication. The specificity of social interaction in the intercultural area has also changed, new components of the content of learning, namely the assimilation of new professional "roles" that help to communicate with representatives of another language and cultural community has discovered.

In linguosociological studies a person, with all his socio-cultural, psychological, linguistic characteristics has become the organizing center of information and content field. Interaction of society members involves not only the information exchange in various spheres of communication, primarily, in professional but also interpersonal communication, the nature of which is determined by the communicative intentions of partners and strategies for their achievement (cooperation, rivalry, conflict, etc.), which are determined by sociopsychological and country-studying peculiarities of corresponding societies.

Until recent times, the study of professional competence issues concerned mainly its lexical-stylistic aspect, but was not related to the analysis of the cognitive aspects of the professional communication organization, which may be, in particular, the development and creation of a system of conditions that create the situations of cooperation with the identification of common , structural components, involving knowledge and ideas about communicators, about the sphere of communication in order to predict their reaction and behavior, to anticipate the development of events and the choice of communicative strategies to this sphere.

The study of the communicative behavior strategies of foreign language society representatives, their linguistic and sociological and cultural characteristics contributes to the attraction of the language "non-speaker" to the conceptual system, the worldview picture, the value orientations of foreign language "speaker", the reduction of intercultural distance, the upbringing of their readiness to adapt to another people culture, another sociocultural context of interaction and actions in order to choose the optimal strategy of foreign language cooperation.

Successful intercultural professional interaction of the members of societies means appropriate communicative behavior in the process of mutual recognition, mutual understanding, establishment

of professional cooperation relations, and therefore implies, together with a sufficiently high level of foreign language proficiency, the ability to interpret and adopt the socio-cultural diversity of communication partners for practical problems solving.

Therefore, it is necessary to train future specialists' communicatively-oriented foreign language proficiency in professionally significant situations of intercultural communication. Communicative skills and abilities, together with the language ones are defined as the ability of future specialists to take into account socio-cultural peculiarities of the other society representative and the giving of professional information in a foreign language. Communication is considered as speech activity where the strategy of achieving communicative intention is cognitive action, determined by background knowledge on the one hand, and on the other – communicative, because finding an embodiment in language forms is aimed at achieving a communicatively meaningful result in the process of communication.

The need of our country for specialists with foreign code has increased especially now due to the development of international contacts, the development of new technologies, the intensification of professional activities in close contact with foreign specialists. The main purpose of a foreign language course at a higher educational institution was and is to "teach practical language students skills". However, in the new economic conditions, the content of the "practical use" has changed significantly. It includes not only the language of a particular specialty, but the main thing – the ability to differentiate the use of language in varying situations of communication, knowledge of the cultural aspects.

The course should cover a wide range of problems concerning national culture, traditions, etiquette, language characteristics. Differences in sociolinguistic models can lead to misunderstandings and even have more serious consequences. Grammar or phonetic speech mistakes demonstrate only the fact that a person does not have a good command in foreign language. In turn, sociolinguistic and sociocultural mistakes cause certain feelings and emotions from communicants (surprise, indignation, insult, distrust, etc.).

Foreign language training programs realize an activity-based approach based on the understanding of language as a means of communication in a particular situation, in a certain context, with a certain communicative task, that is speech activity is carried out in a wide social context. The bases of language proficiency are of the following competences: general competence, representing the knowledge, abilities and skills that allow speech activities realization; communicative competence that allows the action to be realized with the use of certain verbal and non-verbal means and its components, such as: sociocultural and sociolinguistic; discursive and strategic. A special place in terms of isolated components interaction is the sociolinguistic component, which is the connecting link between communicative and other types of competences, thus emphasizing the importance of a cultural component for communicative competence.

Due to the orientation on societal norms (common decencies, social conventions between representatives of different generations, sexes, social groups),

the sociolinguistic component has a great influence on the speech communication between representatives of different cultures. The sociolinguistic component of communicative competence is related to the linguistic and speech aspect of socio-cultural competence. Sociolinguistic competence in relation to dialect and accent includes the ability to recognize the linguistic peculiarities of social groups, their place of residence, origin and occupation. Such features can be found in vocabulary, grammar, phonetics, speech manners, paralinguistic and body language.

One of the peculiarities of communicative-oriented professional foreign language training is the combination of linguistic competence (assimilation of linguistic norms) and communication (interactive competence) as the main type of "man-man" model activity. Intercultural professional communication teaching involves the assimilation of professional and linguistic and socio-cultural concepts of "foreign-language community" [4, p. 39].

The analysis of the long-term English teaching at a higher educational institution convincingly shows that attracting future professionals to professional fragments of the English-language picture of the world is substantially limited by the absence of many stereotypical situations of communication, discursive strategies and professional concepts inherent of the foreign language learners. Many difficulties in foreign language learning are caused by such situations of professional communication as establishing personal contacts, writing business letters, talking on the phone, holding meetings and negotiations, etc., non-native speakers have limited knowledge of strategies for communicative interaction in above-mentioned situations. This circumstance attracts special attention to students' learning of professional communication situations, the development of skills of adequate orientation in those social and professional spheres where the representatives of another culture are.

The subject of cognitive activity of foreign language students, should become typical situa-

tions arising in business communication in English-speaking society, their structure and action. By professional interactive competence developing, learning the world of professional communication and its rules, developing the identification skills and creating language models of various situations of business cooperation are the learning strategies of professional communicative impact on the partner. This is achieved by simulating in learning process the situations of professional cooperation where foreign language serves as a tool for social interaction between the individual and the professional team; it reflects all changes in the sociocultural factors affecting the hierarchy of values in the world perception of the individual, his mentality, pragmatic guidance. It is not just about special, professionally oriented training, but also primarily about special language models training, professional discourse correction, implementation of communicative interaction strategies in various situations, aimed at achieving goals in practical problems solving. Making the acquaintance with intercultural features of the representatives of certain linguistic society behavior in business situations completes the formation of a professional interactive competence of a person.

Conclusions and suggestions. Thus, professional interactive competence is a complex linguopsychological phenomenon, determined by the implementation of existing and hidden strategies of communicants. Sociolinguistic and socio-cultural aspects of the professional communicative competence formation are connected, first of all, with the modeling of speech and communicative activity in the educational process and the solution of a number of sociolinguistic and didactic tasks.

As these two aspects in the real model of professional communication form the speech personality in parallel, the successful training of professional discourse in higher education institutions can be provided only by taking into account both sociolinguistic, socio-cultural and didactic factors.

References:

1. Кравчина Т.В. Сутність комунікативного методу навчання іноземних мов. Фізико-математична освіта. 2017. Вип. 1. С. 68–71. URL: http://nbuv.gov.ua/UJRN/fmo_2017_1_15
2. Смірнова О.О. Развитие іншомовних комунікативних умінь на факультеті журналістики. *Лінгвістика під кінець XX століття: Підсумки і перспективи. Тези міжнародної конференції*. Москва : МГУ, 1995. С. 477–479.
3. Федоренко Ю.П. Формування лінгвокраїнознавчої компетенції майбутніх фахівців. *Наукові праці Донецького національного технічного університету. Серія : Педагогіка, психологія і соціологія*. Донецьк : ДВНЗ «ДонНТУ», 2008. С. 240–244
4. Халеева И.И. Основы теории навчання розумінню іншомовної мови. Москва : Вища школа, 1989. 184 с.
5. McKay S.L. Teaching English as an International Language. Oxford : Oxford University Press, 2002. 248 p.