

### III. ПИТАННЯ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ

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#### DEVELOPMENT OF LINGUA-SOCIO-CULTURAL COMPETENCE OF STUDENTS AS A FACTOR FOR OVERCOMING THE PROBLEMS OF INTERCULTURAL COMMUNICATION

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In today's dynamic world, intercultural communication between representatives of different cultures and countries comes first. Therefore, the development of lingua-socio-cultural competence is of critical importance. The article studies the relevance of the development of lingua-socio-cultural competence as an important factor of intercultural communication.

The article shows theoretical questions that are a vision of the lingua-socio-cultural competence of students in the study of the language. The main term used in this article is 'lingua-socio-cultural competence' and 'lingua-socio-cultural method'.

In the given article is examined the essence of the notion of 'lingua-socio-cultural competence' elaborated by Ukrainian and foreign scientists. In recent decades, the concept of 'competence' has become increasingly apparent at the general didactic and general pedagogical level. Increased attention to this concept was also due to the recommendations of the Council of Europe in questions on the renewal of education. Considering the different approaches to the definition of 'competence', we conclude in the article that competence is understood as the knowledge that a person must master in the learning process, the result of mastering the content of education, which should be manifested in future professional activities. According to the educational and qualification characteristics of the specialist, students must have not only general technical and special skills, but also be able to find a common language with colleagues, perform a number of management functions. The purpose of the article is to analyze the concept of 'lingua-socio-cultural competence' of future students and determine its structure. At present, interest in different cultures, nations and nationalities is constantly increasing, and the development of lingua-socio-cultural competence is rather necessary. The aim of the article is to review and study the problems of lingua-socio-cultural competence of students as an important component of the general professional competence of specialists.

*Key words:* intercultural communication, lingua-socio-cultural competence, culture, traditions, professional competence, students.

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**Formulation of the problem.** Paying attention to the rapid integration and migration processes, the development of intercultural relations is one of the key tasks. That is why one of the most important and global methods of mastering a language is considered to be a lingua-socio-cultural method, which involves appealing to such components as the social and cultural spheres. Each language has its own certain lexical components, such as slang and jargon, which are inherent in a certain social group, class, caste or representatives of different professions and fields of activity. The development of lingua-socio-cultural competence plays a key role, especially in mastering English, because

most representatives of foreign countries use this language as a means of communication, and thus intercultural communication takes place. Mastering of lingua-socio-cultural competence at a sufficient level enables participants to significantly simplify and improve intercultural interaction and avoid problems in intercultural communication. Therefore, let's study the concept and functions of lingua-socio-cultural competence in more detail. Any language has its own language norms, without knowledge of which language mastery does not occur fully, and sometimes it can even lead to uncomfortable situations when communicating.

Basically, the method of teaching a language for students and other groups of people always states that the main factor that affects certain mistakes in the pronunciation and misunderstanding of interlocutors when communicating is ignorance about the country, its culture, traditions and customs.

As for the concept of 'competence', it is not new in foreign and domestic pedagogy. So, already in the 80s of the XX century the idea and term 'competence', have been widely used in the United States and some European countries in connection with the problem of individualization of learning. Even then, an attempt was made to use the term 'competence', in the sense of 'educational result of the student'.

In recent decades, the concept of 'competence' has become increasingly apparent at the general didactic and general pedagogical level. Increased attention to this concept was also due to the recommendations of the Council of Europe in questions on the renewal of education.

The meaning of the concept of 'competence' was thoroughly developed by the British psychologist J. Raven in his works 'Competence in modern society' and 'Pedagogical testing'. Under 'competence' he understands a set of cognitive and emotional components of effective human life and interprets this concept as motivated abilities. I. Yermakov, having analyzed the views of the scientists from Ukraine, Ireland, France, Switzerland, Scotland, Austria, Greece came to the conclusion that, despite differences and different interpretations of the term "competence", we can see that for scientists from different countries skills that are necessary for real life are considered: professional, skills of adequate application of knowledge, obtaining information, updating knowledge and continuing education, self-education, social and communication skills, ability to solve problems and controversial issues or conflicts, work in a team, feel responsible, etc.

**Analysis of the recent research and publications.** The problem of formation of lingua-socio-cultural competence of students is relevant in many quantities of linguo-didactic, namely: (N. Vlasenko, B. Yesajanyan, N. Ishhanyan, V. Morozova, V. Safonova, A. Shchukin, etc.). Scientists, in particular, study such aspects as: professional (T. Balykhina, O. Zabolotska, N. Mets, V. Molchanovskiy, L. Shypelevych); linguocultural (A. Berdychevskiy, E. Vereshchagin, V. Worobyov, E. Holoborodko, V. Kostomarov, V. Krasnyi, V. Maslov, O. Mitrofanova, Y. Prokhorov, V. Safonova, N. Tropina, N. Ushakov); communicative (Z. Bakum, G. Mikhailovska, Y. Passov, M. Pentylyuk, V. Stativka).

Culturological, sociocultural, linguo-regional competence were the subject of researches by V. Vorobiov, V. Molchanovskiy, A. Shchukin.

The problems of nationally oriented learning of a language, strategies and tactics of speech activity, taking into account the personal characteristics of mental actions were studied by T. Balikhin, I. Bobrysheva, V. Wagner, M. Daver, O. Kagan.

The methodology of language learning is based on psychological and pedagogical principles and definition of mechanisms and means of learning, principles of building of educational exercises systems, structuring of textbooks and manuals (A. Arutiunov, M. Vyatnev, Y. Passov, N. Ushakov, A. Furman).

The term 'lingua-socio-cultural competence' is quite new for pedagogical science, often the term 'socio-cultural competence' is used instead. However, these concepts are not interchangeable, the concept of 'lingua-socio-cultural competence' is wider, since, based on its definition, it includes other components of communicative competence:

- socio-linguistic competence (ability to use language forms depending on the situation of communication);

- discourse competence (ability to build a logical statement in content and form, as well as the ability to understand the meaning of the statement of other participants in communication);

- socio-cultural competence (knowledge of the national and cultural characteristics of the studied language countries, norms of linguistic and language behavior and the ability to build their behavior in accordance with this knowledge in realistic or real situations of communication);

- strategic competence (ability to use the most effective strategies to succeed in a communication situation).

Formation of lingua-socio-cultural competence of students will be effective if:

- the essence and the structure of lingua-socio-cultural competence of students are presented;

- criteria and indicators of lingua-socio-cultural competence of students are determined, methods of its evaluation are indicated;

- the concept of formation of lingua-socio-cultural competence of students is developed;

- the leading trends, patterns, principles of formation of lingua-socio-cultural competence of students are presented [4 : 67].

Today, the scientists support such a point of view that language and culture are different semiotic systems that have, however, much in common:

1. Culture, as well as language – are forms of consciousness that reflect the world-view of a man;

2. Culture and language exist in the dialogue with each other;

3. The subject of culture and language is always an individual or society or a person;

4. Normativeness is a common feature for the language and culture;

5. Historicism is one of the essence of properties of culture and language;

6. Language and culture is characterized by the antinomy 'Dynamics – Statics' [6 : 17].

That's why the aspect of culture is an integral part of lingua-socio-cultural competence and helps to understand the peculiarities of culture of foreign countries and avoid misunderstandings in communication. In future it will help to avoid problems in intercultural communication.

Definition of previously unexplained parts of the general problem. The development of lingua-socio-cultural competence is an integral part in the development of the student's personality, with the close integration of his desire and willingness to enter into a dialogue of cultures, observe the principles of cooperation, mutual respect, tolerance to cultural specifics and overcoming various kinds of cultural obstacles.

It is from the dialect of the individual, from a psychological point of view, that her (personality) development depends, giving her the opportunity to carry out intercultural communication within the framework of the dialogue of cultures [1 : 48].

The criteria for the development of levels of lingua-socio-cultural competence are: educational, motivational, meaningful, active, evaluative. They can be characterized with a number of indicators.

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Indicators of the criteria are:

1. For educational criteria:

- the degree of awareness of the ultimate goal of studying;
- the ability and desire to participate in intercultural communication.

2. For motivational criteria:

- the degree of depicting of internal motives;

3. For meaningful criteria:

- knowledge of language and language norms that are studied within the framework of the program of academic discipline;

- possession of the students' ideas about the role and place in the process of learning the language, the organization of the extra-student learning process, the pattern of mastery and development of intercultural competence and the basic skills and actions that make up its composition, etc.

4. For active criteria:

- possession of the skills to apply the knowledge in solving professional and educational problems.

5. For evaluation criteria:

- possession of the ability to analyze the educational and professional experience, making adjustments to the process of intercultural interaction.

On the basis of the criteria and indicators of the levels of development of the lingua-socio-cultural competence, the levels of development of intercultural competence of students are studied [7].

**Aim of the article.** The purpose of the article is to analyze the concept of 'lingua-socio-cultural competence' of future students and determine its structure. For successful communication, it is necessary not only to have the same language means of the interlocutor (phonetic, lexical, grammatical skills), but also general meaningful knowledge about the world.

Such common for participants of the act of communication cognitive knowledge is called background knowledge. Together, background knowledge of a particular human community constitutes linguistic consciousness.

Thus, the study of a language should mean the attachment to the linguistic consciousness of the people whose language is being studied. The main components of this content are spheres, topics, situations of communication, philological and country studies knowledge, language skills, language, educational and compensatory skills, etc. [2 : 45].

**Presenting of the main material.** At present, interest in different cultures, nations and nationalities is constantly increasing, and mistakes that may have been made in pronunciation cannot have the right to exist now. It is the lingua-socio-cultural method of learning a foreign language that does not exclude the important fact that 52% of mistakes occur due to habits carried out between two or more individuals inherent in their native language, and only 44% are contained within the language being studied.

Not so long ago, many monitored the correctness and accuracy of the language. At the present stage, in addition to this aspect, there is also a tendency to increase the culture of speech and its content. The most important thing in the language is the meaning of the reported information, that is, the communicative level, since in any case, the ultimate goal of communication is the understanding of the communicator by his interlocutor and listener.

The lingua-socio-cultural method includes two aspects of communication-linguistic and intercultural.

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For a student, it is important not so much the high level of reading, writing, translation as lingua-socio-cultural competence – it is the ability to ‘steam’ the language under the microscope of culture [5 : 44].

In other countries, the language is understood as a ‘communication system’ that has certain fragments and a set of rules used for communication.

An important difference between Western linguistic thinking and ours is the understanding of the language not only in connection with a certain country, but also with a certain part of the country, district, etc.

With this approach, we are talking step by step with the culture of part of the country, the region, with its ideas, the customs of a certain group of people, society. Sometimes culture is understood as society itself, that is, civilization.

The definition of supporters of the lingua-socio-cultural method does not exaggerate the strength and meaning of language in the modern world. In their opinion, language is “a powerful social tool that forms the human flow into ethnic groups, and forms a nation through the storage and transfer of culture, traditions, public consciousness of this language complex” [2].

But, culture can often be not only a means of unification, identification, but also an instrument of separation of people.

For example, in medieval Ukraine, a foreigner was initially called a German, that is, ‘dumb’, who does not speak the language, then a foreign guest began to be called a foreign man, that is, “a foreigner among his own”. And finally, when the national consciousness allowed the foreigner appeared.

If you think about the meaning of the Ukrainian word foreign, the more clearly becomes the origin of the “conflict of cultures” “its internal form is absolutely transparent: from other countries. Native, not from other countries, culture unites people and at the same time separates them from other, foreign cultures. In other words, native culture is a barrier that protects the national originality of the people, and a deaf fence that separates from other peoples and cultures” [8 : 23].

Lingua-socio-cultural method combines linguistic structures (grammar, vocabulary, etc.) with non-language factors. Then at the point of meeting the worldview on a national scale and language, that is, a kind of way of thinking (let’s not forget that a person belongs to the country in which he thinks), that rich world of speech is born, which the linguist V. von Humboldt wrote about: “Because of the diversity of language, the richness of the world and the diversity of what we learn in it...” [5].

The lingua-socio-cultural technique is based on the following axiom “the structures of sociocultural units are the basis of a linguistic component”. [7]. We learn the world through thinking in a certain cultural field and use the language to express our impressions, thoughts, emotions, perceptions.

Students manifest themselves in different ways: some have a talent for speaking, but do not know how to listen to the interlocutor, understand his interests; others listen well, have a developed sense of empathy and self-regulation, but do not always willingly enter into conversation [9 : 56].

In the course of learning a foreign language, a group of students and teachers receive, as a rule, a huge emotional charge, since, among other things, there is also a professional dialogue.

An important direction of teaching foreign language students is the organization of meetings with native speakers of another culture. Such a way of involving students in

the situation of intercultural interaction stimulates their cultural reflection and literacy of language delivery.

Students who study a foreign language, in the course of additional training should get acquainted with the structure and language expression of typical lingua-socio-cultural situations characteristic of business communication in a foreign society. This kind of linguistic material can serve as the subject of cognitive activity.

The Law of Ukraine "On Education", the Concept of the New Ukrainian School emphasize the formation of vital competencies that give a person the opportunity to navigate and socialize in modern society. The Law of Ukraine "On Education" formulates the concept of 'competence'. "Dynamic combination of knowledge, skills, abilities, ways of thinking, views, values, other personal qualities, which determines a person's ability to successfully socialize, conduct professional and/or further educational activities" [1]. These are important components: knowledge, skills, experience, values, and, as a result, socialization.

Taking into account the research of scientists (A. Boyko, L. Mamchur, O. Pavlenko), analyzing the legal framework, we tend to think that the concept of 'competence' should be considered as a new unit of measurement of personal education, which focuses not only on the amount of acquired knowledge, but also the ability to act in a variety of situations.

A considerable important component is certain conditions for the teacher, under which the whole essence of lingua-socio-cultural competence can be clearly highlighted.

For successful training, the following conditions are necessary for the teacher:

- building a learning process aimed at developing intercultural consciousness through awareness of language, culture and experimental knowledge of culture;
- building the content of foreign language learning on an interdisciplinary basis;
- the use of pedagogical technologies and intercultural and communicative language situations that contribute to the creation of an active, creative, interactive and personal developmental learning environment and stimulating manifestations of independence, activity, creativity of future specialists and the development of their foreign lingua-socio-cultural competence within the framework of an integrative approach;
- modeling of future professional activity on the implementation of foreign lingua-socio-cultural competence by future specialists and the possibility of its practical implementation in the sphere of a foreign language [3 : 32].

In the conditions of professionally oriented learning of another language, in order to develop lingua-socio-cultural competence, the following didactic requirements should be taken into account:

- it is advisable to monitor the variety of types of work, tasks performed in pairs, groups, individually; ways to present information
- logical connection from simple to complex, from known to unknown makes exercises more accessible in execution;
- the learning process brings real results with the maximum involvement of all students;
- the use of creative potential at all stages of the study of the material stimulates the acquisition and consolidation of intercultural skills and abilities;
- creating a favorable educational atmosphere relieves psychological stress and encourages students to actively participate in tasks, to take initiative.

The professional knowledge gained by students is not properly implemented in the practice of foreign communication or in typical situations of specific professional activities.

One of the possible ways of developing professional and foreign lingua-socio-cul-



tural competence is the use of predominantly active and interactive methods of learning, intercultural language situations that are of practical importance in the development of foreign lingua-socio-cultural competence, interpersonal communication, especially in the process of forming the skills and abilities of future professional interaction.

The high level of lingua-socio-cultural competence of students allows them to succeed in international programs, with an interest to study in foreign universities, to win competitions, to speak brightly and interestingly at international student conferences on languages and cultures, which contributes only to active preparation for perfect self-development [1].

**Conclusions.** Thus, for the method-technological support of development of intercultural communication of students, we considered the lingua-socio-cultural method and revealed all its aspects. The purpose of learning a language using this method is to facilitate understanding of the interlocutor, to form perception at an intuitive level. The main essence of training strategies of professional communication influence on the partner is to know the peculiarities of professional communication and its linguistic etiquette, in the formation, development and improvement of skills of identification and creation of language models of various situations of intercultural business cooperation in order to develop professional interactive competence.

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## **РОЗВИТОК ЛІНГВОСОЦІОКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ ЯК ЧИННИК ПОДОЛАННЯ ПРОБЛЕМ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ**

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У сучасному динамічному світі на перше місце виходить міжкультурне спілкування представників різних культур і країн. Тому розвиток лінгвосоціокультурної компетентності є надзвичайно важливим. У статті досліджується актуальність розвитку лінгвосоціокультурної компетентності як важливого чинника міжкультурної комунікації.

У статті висвітлено теоретичні питання, які є баченням лінгвосоціокультурної компетентності студентів у процесі вивчення мови. Основним терміном, який використовується в цій статті, є 'лінгвосоціокультурна компетентність' та 'лінгвосоціокультурний метод'.

У цій статті розглядається сутність поняття 'лінгвосоціокультурна компетентність', розроблена українськими та зарубіжними науковцями. В останні десятиліття на загальнодидактичному та загальнопедагогічному рівнях все більш помітно проявляється поняття 'компетентність'. Підвищена увага до цього поняття також була зумовлена рекомендаціями Ради Європи в питаннях оновлення освіти. Розглядаючи різні підходи до визначення поняття 'компетентність', у статті робимо висновок, що під компетентністю розуміють знання, якими особа повинна оволодіти в процесі навчання, результат засвоєння змісту освіти, який має проявитися в майбутній професійній діяльності.

Відповідно до освітньо-кваліфікаційної характеристики спеціаліста студенти повинні володіти не тільки загальнотехнічними та спеціальними навичками, а й уміти знаходити спільну мову з колегами, виконувати ряд управлінських функцій. Метою статті є аналіз поняття 'лінгвосоціокультурна компетентність' майбутніх студентів та визначення її структури. В даний час інтерес до різних культур, націй і народностей постійно зростає, а розвиток лінгвосоціокультурної компетентності є необхідним. Метою статті є розгляд та дослідження проблем лінгвосоціокультурної компетентності студентів як важливої складової загальної професійної компетентності спеціаліста.

*Ключові слова:* міжкультурна комунікація, лінгвосоціокультурна компетенція, культура, традиції, професійна компетентність, студенти.

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