

Міхайлова Л.З.

**INTERCULTURAL (SOCIOLINGUISTIC) COMPETENCE AS AN
INDICATOR OF SHAPING A PERSONALITY AT FOREIGN LANGUAGE
CLASSES.**

Abstract. The article deals with the concept of the intercultural communicative competence as an aspect of the competence approach to knowledge acquisition and as an interdisciplinary phenomenon in modern linguistics, proposes the classification of its components, analyzes its basic elements and blocks, outlines the stages for students to acquire basic skills and habits.

Key words: communicative competence, personal transformation, sociolinguistic knowledge, ethics, registers of communication, social variability of a language.

Almost everyone interacts throughout their life with the representatives of different social groups, influencing one another. The same person, under the influence of many factors, can migrate from one social group to another. It is happening especially fast nowadays, as the boundaries of social groups are becoming increasingly blurred, with losing a clear definition of gender, age, hierarchical, geographical and other characteristics of a particular social group.

The globalization processes of the late twentieth and early twenty first century have dramatically changed not only politics and economy, but also the nature of human communication, which is taking on new forms and meeting new challenges. The integration of Ukraine into the world's educational space has led to the updating of the essence of the educational standard based on the competence approach in all fields of knowledge. The area of a foreign-language is no exception. The competence approach is directly related to the concept of competence, i.e. the set of knowledge, skills that are formed during a process of learning. According to this approach, it is not only important to have certain knowledge in a particular field, but also to apply it in specific situations to solve specific problems. The process of knowledge acquisition is only part of the process of a competence acquisition. A competence can be defined as a complex personal transformation that provides the process of development and self-development

of a learner, which, in turn, leads to the formation of their value attitude to any activity [8].

Communicative competence is an interdisciplinary phenomenon and one of the more relevant concepts in modern linguistics, the manifestation of which is an effective linguistic process. The language is one of the most important tools of human communication. The functioning of this social phenomenon is determined by such social factors as the system of values, cultural norms and traditions, inherent in a particular community. Moreover, within a particular society between the speakers of the same language there are differences in age, level of education, and a social status. Even the same individual may have differences in their speech behavior depending on the situation and participants of the communication process. That is, the success or failure of an individual in the communication process determines their ability to correctly identify their communicative partner and correctly choose linguistic forms and means of communication. That is, a person learning a foreign language for successful intercultural communication, in addition to knowing the language, must learn to take into account the influence of social factors on the language behavior of their partners in the communication process and it is also necessary to acquire certain sociolinguistic knowledge that would allow a person to integrate quickly into the society of another country.

When considering the concept of the communicative competence, it is useful to get acquainted with the definitions of this concept and the classifications of its components presented in the psycho-pedagogical literature. For example, some European authors distinguish the sociolinguistic competence as a separate and autonomous competence within the overall communicative competence. In contrast, some domestic scholars and most representatives of the Eastern European science view sociolinguistic competence as a component of communicative competence along with speech, language, pragmatic, sociocultural, strategic, and social. According to Vtornikova Yu.S. [3] the communicative competence consists of the following elements:

1. orientedness in various communication situations, based on the knowledge and life experience of an individual;
2. ability to interact effectively with other people through understanding themselves and others with constant change of mental states, interpersonal relationships, the conditions of the social environment;
3. adequate orientedness of the person in himself \ herself- their own psychological potential, their partners' potential and the situation;
4. willingness and ability to build up contacts with other people;
5. an internal means of regulation of communicative actions;
6. knowledge, skills and abilities of a constructive communication;
7. internal resources necessary for building an effective communication action in a certain range of situations of interpersonal interaction.

I.A Zimnyaya formulated ten competences, on the basis of the methodological orientation, that a person is the subject of communication, he\she manifests and fulfills himself \ herself in relations with a society, with other people and with himself \ herself, that the communicative competence of a person has a direction of axiological development and is part of professionalism [4]. These competences include three separate blocks:

1. personal, that is, those that are related to himself \ herself as a person, the subject of an activity, communication.
2. social, which correlate with the social interaction of a person and the social sphere.
3. effective, that concern a person's own activities.

Summerising the diversity of definitions and positions regarding the communicative competence, the notion of sociolinguistic competence, it is possible to say that sociolinguistic competence is the ability of a person to organize their language behavior adequately to the situation of communication, taking into account the

communicative objectives and intentions, the social status and the roles of communicants and also the communication environment in accordance with sociolinguistic norms and guidelines of a specific national-linguistic-cultural community [7].

The main objective in the process of learning a foreign language is undoubtedly the acquisition of communicative competence. Therefore, a foreign language teacher seeks to develop students' practical skills, that is, the ability to express thoughts in a foreign language, to exchange them in different situations, correctly using the system of speech and language norms, to choose an appropriate behavior according to the authentic communicative situation. One of the most important stages of acquiring sociolinguistic competence is the acquisition of so-called background knowledge. These include the knowledge of subjects and phenomena of a national culture (realities), and the knowledge of the generally accepted standards of conduct (ethics) in the country the language of which is being taught, which manifest themselves in the form of meaningful associations and connotations, that is, the knowledge that shapes the language picture of the world in the mind of the learner.

Another component of sociolinguistic competence is the knowledge of the components of the communicative situation and the ability to organize their linguistic behavior according to them, that is, the understanding of social roles and social statuses of participants, the correct choice of registers of communication, the awareness of the goals and intentions of the communication process, the consideration of ways and means of communication, as well as the norms of interaction. [6]. According to some researchers, "the social status" is a relative position of an individual in the social system with a set of rights and responsibilities and, as a consequence, mutual expectations of behavior. That is, it is a formal-structural social characteristic of a person, in which their personal characteristics are relegated to the background. In its turn, the "social role" is the dynamic aspect of status, that is, when an individual performs his or her rights and responsibilities, he or she plays a role. So to speak, it is the system of expected behavior that is governed by the statutory duties and rights that meet those obligations. In other words, the status answers the question: "Who is he?", and the role answers the question: "What does he do?" [5]. Of less interest are the registers of communication, by which

they understand the system and patterns of language tools selection, depending on the social situation. [9]. In accordance with M. Halliday's semiotic model, the register is interpreted as an area of values and means of expressions that are determined by the situation. The choice of a communication register is made by answering three questions: "What is happening?", "Who is involved?", "What role does the language play?". The developers of Common-European Framework of Reference for Languages distinguish solemn (ritual), official, neutral, informal, colloquial and intimate registers.

Another element of sociolinguistic competence, which is closely linked to linguistic markers of social relations and communication registers, is the ability to apply the rules of a "positive" and "negative" courtesy. According to Brown and Levinson's courtesy theory, the feelings that should be taken into account are related to a positive image, namely, the need for a person to receive the support and approval of others, and a negative image, that is, the need for independence, autonomy and freedom. [1]

Another component of a sociolinguistic competence is the command of language variability, which involves the command of a set of modifications of linguistic forms and the ability to choose from them the most appropriate to a particular communicative situation. According to V.I. Belikov and L.P. Crysina, the variability, which is defined as discrepancy in appearance in the form of linguistic characters having one and the same content, manifests itself at all levels of communication - from the knowledge of different languages to the speaker's awareness of the admissibility of different phonetic or accent variants belonging to a particular language [2]. At that time A.D Schweitzer and L.B. Nikolsky distinguished two types of the social variability of a language: stratification and situational. Stratification variability is expressed through speech and language differences between the representatives of different social strata and groups. Situational variability manifests itself in the change of a language, dialect or register depending on the communicative situation [10]. The situational types have three dimensions: the field, the tonality and the modus, where the field characterizes the subject area of communication, the tonality characterizes the degree of the formalization of communicators' relations, i.e the degree of familiarity, the presence of hierarchy, etc., the modus characterizes the channel of communication (an oral or written, prepared or spontaneous communication).

All the above-mentioned aspects of forming the intercultural communication competence are aimed at developing a student's ability to engage in a dialogue of cultures based on the principles of mutual respect, tolerance of cultural discrepancies and overcoming cultural barriers, and promote both the awareness of a person's belonging to a certain ethnos and the knowledge of the traditions and cultural characteristics of other cultures.

Exercising intercultural communication implies a person's willingness not only to accept a representative of another culture with all their cultural and mental characteristics, but also the ability to change themselves. The basis for a successful intercultural communication lies in the shaping of a person's communicative competence in general, that is, the ability of a person to choose correct registers of communication with the representatives of different social groups, to assess correctly the social statuses and roles of both their own and their communication partners, and, depending on this, to modify their language in their own language monocultural space. According to N. Moreva, the high level of communication competence formedness is characterized by the following behavioral manifestations:

1. fast, timely and accurate orientation in the situation of interaction and partnership;
2. desire to understand the other person in the context of the requirements of a particular situation;
3. aiming during contact not only at business, but also at the partner, respectful, friendly attitude towards him \ her, taking into account his \ her state and capabilities;
4. self-confidence, relaxedness, adequate involvement into the situation;
5. substantial satisfaction with communication and the reduction of mental stress in the process of communication;
6. ability to communicate in various status and role positions, establish and maintain necessary working contacts independently, and sometimes in contradiction to the personal relations;

7. holding a high status and popularity in one team or another;

8. ability to organize friendly and collaborative work, to create a favorable social and psychological atmosphere in the team in order to achieve a high result of joint activity.

When learning a foreign language in the broadest sense, the students face the variety of language and cultural phenomena and compare them with the similar ones in their own language or culture. And this expands the list of the characteristics that a person needs to know for a successful intercultural communication: mastery of the language variability and sufficient vocabulary, as well as the adequate understanding and use of set expression. These characteristics belong to the purely linguistic components of communication.

All of the above points to the fact that intercultural competence is an integrated deep personal transformation, which implies, first of all, a certain level of foreign language knowledge, linguistic and country study focus and communication skills. The importance of knowing a foreign language is becoming more and more evident recently, as a foreign language is not only a means of communication, but it also contributes to professional communication in the world's labor market. This should be a decisive motive for students to study foreign languages.

References:

1. Brown P., Levinson S. *Universals in Language Usage: Politeness Phenomena* // *Questions and Politeness: Strategies in Social Interactions* / Ed. by E. N. Goody. Cambridge, 1978.

2. Беликов В.И., Крысин Л.П. *Социолінгвістика: ученик для вузов*. М.: Изд-во Рос.Гос.Гуманит. университет, 2001. 439с.

3. Вторнікова Ю. С. *Комуникативна компетентність у структурі ключових компетентностей громадян Європи* / Ю. С. Вторнікова // *Витоки педагогічної майстерності : збірник наукових праць*. – Полтава, 2011, – С. 88-94.

4. Зімняя И.А. Ключевые компетенции - новая парадигма результата образования //Педагогика, 2003.-№3.-с.34-42
5. Карасик В.И. Язык социального статуса: социолингвистический аспект. Прагмалингвистический аспект. Лингвосемантический аспект. М., 2002., с. 51
6. Общевропейские компетенции владения иностранным языком: изучение, обучение, оценка / Департамент по языковой политике, Страсбург: Московский государственный лингвистический университет (русская версия), 2005. с. 113
7. Овчинникова М.Ф. Методика формирования социолингвистической компетенции учащихся общеобразовательной школы: (английский язык, филологический профиль): дис. ... канд.пед.наук. – Улан-Уде, 2008. – 206с., 28-29
8. Структура и содержание образовательного стандарта в области иностранного языка на основе компетентностного подхода. Компетенции и критерии оценки [Электронный ресурс] / <http://www./index.php>
9. Швейцер А.Д. Введение в социолингвистику. М., 1978, с. 75
10. Швейцер А.Д., Никольский Л.Б. Введение в социолингвистику: учеб. пособие для ин-тов и фак. ин. яз. М.: Высшая школа, 1978. 216