

O. Mykhailova, PhD, Associate Professor

Yu. Naumovych, Student

I. Franko Zhytomyr State University

SOCIOCULTURAL UPBRINGING BY MEANS OF A FOREIGN LANGUAGE

At present, we face the problem of not only teaching the language but the culture of a country as well.

By culture we should not suppose that it is not a material phenomenon; it does not consist of thing, people, behaviour, or emotions. It is rather an organization of these things. It is forms of things that people have in mind, their models for perceiving, relating and otherwise interpreting them. As such, the things people say and do, their social arrangements and events, are products, or by-products of their culture. The pupils can know the culture of other countries only through communication.

According to the Foreign Language Syllabus the main aim of teaching English to primary school pupils is the development of the their communicative competence. Communicative competence consists of a number of components, one of them being sociocultural competence. We believe it to be the most important at it is aimed at teaching learner's to understand, to respect cultures of other people. It means to know the codes of communicative behavior accepted in other cultures in order to communicate with their representatives on equals, without getting into so called 'cultural traps', to have special sociocultural linguistic minimum, which will enable learners to speak with foreigners communicatively correctly, to have necessary background knowledge of the life of people with different cultures.

By sociocultural competence, we mean a complex phenomenon that includes a set of components belonging to different categories, as well as the ability to take into account cultural differences, the rules of verbal and nonverbal behaviour in typical situations of communication. Sociocultural components are background knowledge,

cross-cultural knowledge, verbal behaviour, nonverbal behaviour and sociocultural skills.

The effectiveness of the formation of sociocultural competence directly depend on taking into consideration age peculiarities of the young learners, mainly the cognitive processes, memory, attention, imagination, thinking, perception of speech. Teachers should identify the most difficult facts and phenomena of reality, organize the teaching process of using authentic materials according to the age peculiarities and the interests of learners and distribute the materials according to the stages of teaching reading. Also it is very important to involve learners into the various learning activities that help to improve the learning of foreign languages and develop the identity of a learner.

Teachers should teach the pupils to work with authentic materials, to use language as a source of sociocultural information, a certain number of sociocultural behaviour strategies, and help to form a complete linguistic and sociocultural picture of the world. Also they should teach their learner how to form a cross-cultural awareness, the ability to analyze and highlight similarities and differences between the native and foreign culture. Learners should master the rules of verbal and non-verbal behaviour of the language and learn foreign cultural realities, customs, and traditions.

To master a foreign language means to combine the process of studying and upbringing.

Language is an integral part of any culture, its accumulator, holder and mouthpiece. The subject "Foreign Language" gives pupils an opportunity to know the culture of English-speaking countries as well as human values or it promotes the upbringing of the pupils in the context of the dialogue of cultures.

We believe that using sociocultural tasks a future English teacher will manage to cope with syllabus's requirements and teach the pupils to participate in cross-cultural communication. So, cultural components make an important contribution to the process of upbringing of future generation.