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FORMATION OF SOCIO-CULTURAL VALUES OF JUNIOR SCHOOLCHILDREN THROUGH FOLK PEDAGOGY IN ENGLISH LESSONS

The impact of globalization on culture and ethics has necessitated communication between different countries and nations, which in turn has affected education. Pedagogical activity is subject to the requirements of society and this is proved by the fact that the purpose of learning a foreign language is the formation of students' communicative competence, provided with linguistic, speech, and socio-cultural experience consistent with the age of younger students [3]. Mutual understanding and tolerance for each other are growing every day. Acquisition of skills in one or more languages is a condition for participation in the international community. When learning another language, the child must understand all the subtleties of the culture in which this language was formed and which uses this language. This understanding guarantees effective and adequate intercultural interaction.

In this article, we will consider the role of authentic songs, jazz chants, and stories in the formation of socio-cultural competence.

Songs are the first effective tool for the formation of socio-cultural competence. They are effective precisely because they affect not only the consciousness but also the emotional sphere of students. The use of songs in lessons has several advantages: expanding the vocabulary, they help students memorize subconscious phrases and sentence structures. This knowledge promotes the development of a sense of language and knowledge of stylistic features.

Songs have an educational function, as they are a means of stronger mastery of lexical material and expand the potential vocabulary of students, facilitating the assimilation of hard-to-reach sounds, phrases, intonation patterns, improving expressive oral skills, better assimilating and activating grammatical constructions. Regarding socio-cultural features, it is obvious that you should use songs with lyrics that contain a large stock of information about the culture, geography, and history of the country of study, facts of political and social life, facts about life, availability of ethnocultural information, various symbols, accessibility information about the culture of behavior, including behavior in different situations, colloquial formulas, norms and values of society.

There are several recommendations for working with songs that have a socio-cultural orientation. Let's look at the recommendations given to us by Osnyakova O. M. and Nikitenko G. K.:

1. Short introductory word (character, style, history of creation).
2. The first presentation of the song (acquaintance with the features of the melody, rhythm).

3. Checking the understanding of the content.
4. Phonetic processing of the song.
5. Re-listening based on the text.
6. Reading a song with sound and intonation.
7. Performing exercises that focus on information about the culture contained in the text.
8. Learning the song. [2]

It would be appropriate to add a point comparing the features of English culture and their own. Students can find similar things and differences.

One example of the use of a folk song that has a socio-culture element is the song "Yankee Doodle". It is about the colonial Americans of 1754-1763 to ridicule them, but the Americans turned this song into patriotic pride. The meaning that this song can carry for elementary school students is that no external beauties will turn you into what you want to consider yourself, but what you are not.

"Yankee Doodle went to town

A-Riding on a pony

Stuck a feather in his cap

And called it macaroni"[<https://www.scoutsongs.com/lyrics/yankeedoodle.html>]

Another folk song that has an impact on the formation of socio-cultural competence is "We Wish You a Merry Christmas". This carol was sung by children before the dawn of the 16th century. The lines of this song are still used for a good Christmas.

Jazz-chant is similar to the song genre. They are characterized by having a rhyming form, simple lines that remain in memory, but which have grammatical and lexical value. From the point of view of the development of socio-cultural competence, they are interesting and informative. Such songs are aimed at educating the younger generation. For example, C. Bollinger's song "Manners" helps to teach younger students etiquette, good manners, rules of conduct in society.

"What do you say when you need a drink?

Please, may I?

What do you say when I've poured your milk?

Thank you very much.

What do you say when you don't want seconds?

No, thank you.

And when you've finished eating you say?

May I be excused?" [1]

From this jazz chant, we can conclude that tea and toast - the national food for the British – is a kind of ritual, which he will never give up, wherever he may be. Through songs the soul of the people, its culture develop, and the teacher acts as a mediator in the process of cognition of students of this culture, as a commentator, as a stimulator of their cognitive activity.

It is important to give students a clear idea of the life, traditions, language realities of English-speaking countries. Fairy tales can serve this purpose, the use of which contributes to the realization of the most important requirement of the communicative method "... to present the process of mastering the language as an understanding of living foreign language reality ...". When using fairy tales in foreign language lessons,

two types of motivation develop: self-motivation, when the fairy tale is interesting in itself, and motivation, which is achieved by showing the student that he can understand the language he is learning. It brings satisfaction and gives faith in their strength and desire for further improvement.

Of course, work on a fairy tale consists of certain stages, they can be:

1. preparation, including acquaintance with the name, guesses, the introduction of new vocabulary, local lore conversation;
2. perception of a fairy tale, which includes obtaining a task for effective listening and listening to itself;
3. check the understanding of the tale, which includes tasks to reproduce the information heard and check the perception of the text;
4. development of learning skills, including work on characters, their characters, behavior, and the like.

It is important to allocate a place in the analysis of a fairy tale to focus children's attention on cultural features or even differences in it.

Examples of folk tales of cultural value are "Alice in Wonderland" which tells of the well-known tea ceremony at 17:00, the traditional nature of croquet, sophistication, and neatness of the British, who were embodied in the rabbit. Another well-known tale, The Christmas Story, tells the story of the tradition of celebrating Christmas and punishing those who do not follow the rules.

All these facts make it clear that the use of folk tales, songs, and bags only has a positive effect on the educational process. Moreover, it even saturates him with stories that represent the cultural features of the country whose language students are learning. Students have the opportunity to see these features by example, and under the guidance of the teacher, they can «get into the plot» to feel like characters and follow cultural rules to better remember them.

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