

О. П. Венгер. Комплексний аналіз поняття «війна» та використання модальних дієслів та їх заміників у контексті російської агресії в Україні (за статтями зарубіжних газет). – Стаття.

Анотація. У статті аналізується поняття «війна» на основі найуживаніших слів і виразів, а також використання модальних дієслів та їх заміників в іноземних газетних статтях у контексті російської агресії в Україні.

Ключові слова: контекст, концепт «війна», модальні дієслова, модальні вирази, російська агресія.

О. П. Венгер. Комплексный анализ концепта «война» и употребления модальных глаголов и их заменителей в контексте российской агрессии в Украине (по материалам зарубежных газетных статей). – Статья.

Аннотация. В статье анализируется понятие «война» на основе наиболее употребительных слов и выражений, а также употребления модальных выражений в статьях зарубежных газет в контексте российской агрессии на Украине.

Ключевые слова: контекст, концепт «война», модальные глаголы, модальные выражения, российская агрессия.

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FORMATION OF SOCIOLINGUISTIC COMPETENCE OF FUTURE TEACHERS IN TEACHING READING ENGLISH-LANGUAGE PUBLICISTIC TEXTS

Summary. The article considers the range of issues related to the methodology of formation of sociolinguistic competence of future teachers in teaching reading English-language journalistic texts. The implementation of the stated goals and objectives of the research was reflected in the definition of theoretical prerequisites for the formation of the specified competence, the development of a set of exercises and the verification of its effectiveness during trial training.

Clarified the concept of sociolinguistic competence, which is defined as the ability to carry out the selection of language and language means of foreign language communication with national-cultural semantics, depending on the main aspects of the context in which communication takes place, from the generally accepted rules for the use of the language, as well as from the specific situation and style of communication.

The criteria for the selection of English-language newspaper-journal articles from authentic sources in order to form sociolinguistic competence among students-philologists of the first year of study were determined. Thus, according to the thematic criterion, the selection of English-language journalistic texts is limited to the framework of socio-cultural topics and subtopics defined by the Program. In addition, the consideration of this criterion involves the concentric organization of the selected educational material within each topic.

According to the “sociolinguistic value” criterion, preference is given to texts with high and medium sociolinguistic potential that contain relevant vocabulary with a national component of semantics. According to the criteria of informativeness, the text material contains modern and new linguosocultural information for readers.

Key words: sociolinguistic competence, future teachers, foreign language, communication, methodological literature.

The essence of the concept of sociolinguistic competence and its structure. The modern concept of learning foreign languages is based on the integrated study of the language and culture of countries, as well as on the use of the national component, which is based on the knowledge of the native country and the country, whose language is studied, its history, traditions, culture, that is, the dialogue of foreign and native cultures. The main purpose of such education is to teach languages through the prism of culture. The theoretical basis of linguistics can be considered by Wilhelm von Humboldt as saying that “different languages are inherently, by their influence on knowledge and on feelings are in fact different worldviews” [12, p. 15].

That is, mastering a foreign language aims not only to learn foreign language communication, but also to form a personality that will be ready for intercultural communication, to successfully participate in the dialogue of cultures. At the same time, intercultural communication is not a simple exchange of information aimed at achieving certain goals, it is such an interaction of participants in this process, the purpose of which is most often “infant” in nature. After all, behind each national language is the national and cultural specifics of the world, the elements and phenomena of which are an integral part of a particular nation. In this case, the language acts as a means of such interaction [12, p. 93].

The need to learn a foreign language as a means of direct and intercultural communication actualizes the socio-cultural approach to its learning, and therefore the need to form socio-cultural competence as one of the indicators of personality readiness for intercultural communication. The importance of parallel study of language and culture was emphasized by many scientists, such as N.F. Borysko, L.B. Voskrasenskaya, A.B. Tarnopolsky, L.N. Zhirnova, E.M. Vereshagin, L. Polovanchuk, N.B. To date, there is no single point of view on the status of sociolinguistic competence. Among foreign researchers, the general tendency to allocate sociolinguistic competence as an autonomous component of communicative competence prevails. According to the European standard on the foreign language, the formation of sociolinguistic competence is considered to be the goal of explicitly learning as part of communicative competence [13, p. 4].

However, unlike Western colleagues (M. Canale and M. Swain, S. Savignon, D. Haim, J. Van Eck), Russian and Ukrainian methodologists, as a rule, classify sociolinguistic competence as one of the subcompetences, while emphasizing the need for its formation [15].

Thus, an analysis of methodological literature showed that many researchers (I.L. Bim, V.V. Safonova, O.V. Khomenko, S.Yu. Nikolaeva, S.M. Amelina) consider sociolinguistic competence as a component of sociocultural competence. It is on this concept that further research will be based. Since the concept of sociolinguistic competence is closely related to sociocultural competence, it is advisable to determine the essence of the latter. Researcher Jan van Eck treats sociocultural competence as “the ability to adequately interact in situations of everyday life, maintain social contacts”.

S.O. Shekhavtsova believes that socio-cultural competence is an integrative personal quality based on knowledge, skills and experience that allows productive interaction with representatives of other languages and cultures in the socio-cultural space [15].

L. Knyukh considers socio-cultural competence at an angle of knowledge and skills, which are necessary and key characteristics of the term “competence” in general. Since it is on the basis of knowledge about the national and cultural characteristics of the country where the language is studied, a person adheres to behavioral norms acceptable in a particular environment, and adapts his speech and behavior to them. Researcher O.V. Biryuk examines socio-cultural knowledge, skills and skills within two interconnected components: structural-oriental and linguistic. The allocation of these components is due to the nature of the objects of learning to read English-language newspaper articles [2, p. 2–6].

Thus sociolinguistic competence reflects sociocultural prerequisites for the use of language, since it is associated with the study of the functioning of language in society. In general, sociolinguistics is defined as a section of linguistics devoted to the study of issues related to:

- conditions of language development and its functioning in society (A.N. Shchukin, A.D. Schweitzer);
- influence of society on language and languages on society (V.D. Bondaletov), i.e. the connection between language and society;
- dependence of the language on the social status of communicants;
- peculiarities of speech of representatives of different social groups, which is especially important for the methodology of teaching foreign languages (R.P. Milrud) [10].

Thus, the main task of sociolinguistics is the study of the problems of language and society, the relationship between language and social structures in which native speakers live, as well as the study of generally accepted and unconventional language forms, speech models and communication goals, options and levels of use of the language in society. Sociolinguistics establishes the nature of the communication between the addressee and the addressee, determines the conditions and causes of communication. The above terminological analysis allows us to conclude the value of sociolinguistics both linguistic and methodological aspects, which is undoubtedly important for correlating the concepts of “sociolinguistics” and “sociolinguistic competence” [10].

In order to identify the essence of the concept of “sociolinguistic competence,” we give the definition of foreign and domestic linguists and methodologists. So, M. Kenale and M. Swain, D. Heims associate sociolinguistic competence with the choice of language forms and means, focusing on context and situationality.

M.Yu. Sinica interprets the concept of “sociolinguistic competence” as “the ability to carry out the selection of language means depending on the main aspects” of the context in which communication takes place, from the generally accepted rules of the use of language, as well as from the specific situation of communication, namely its elements, such as communicative goals, intentions, main characteristics of interlocutors (their status roles), topic and situation (place) [14, p.500].

A.A. Myrolyubov defines sociolinguistic competence as the ability to use realities, language returns, specific rules of speech communication, characteristic of the country whose language is being studied, that is, the peculiarity in the language, which indicates the influence of culture [11, c. 31]. Rather meaningful, in our opinion, is the definition proposed by M.F. Ovchinnikova, which defines the essence of sociolinguistic competence as “the ability of the linguistic personality to organize its own linguistic behavior in accordance with the situation of communication taking into account the communicative purpose, the roles of communicators and the situation of communication in accordance with sociolinguistic norms and settings of a specific national-linguistic co-cultural [11, c. 28].

Thus, the main idea in the research on sociolinguistic competence can be formulated in a way where sociolinguistic competence is understood as the ability to carry out communicative interaction, taking into account the sociocultural peculiarities characteristic of the linguosocium of the interlocutor (N.D. Galskova, O.E. Lomakin, Yu.V. Manukhina), the ability to perceive and produce speech appropriate to the situation of communication, while selecting appropriate language forms (I.A. Tsaturova, M.Byram, M.Canale, J.Holmes) [11, p. 109].

Focusing on the above definition of sociolinguistic competence, we distinguish such basic sociolinguistic components of the communicative situation as a communicative goal, social statuses and the role of communicants, the place of communication and relations between interlocutors. The communicative goal, according to M.F. Ovchinnikova, is the main sociolinguistic component of the communicative situation. In real communication, the goal is always realized by a specific speech act through the functional use of the language. It is also important to differentiate between “social status” and “social role”. Social status, according to researchers, is the position of a person in the structure of society, associated with certain defined rights and responsibilities. As for the social role, we focus on understanding this concept as “a dynamic aspect of social status. When an individual exercises his rights and duties, he performs” [9, p. 330]. That is, the role is a system of expected behavior, which is determined by normative duties and relevant rights. The register of communication, in accordance with the definition of A.D. Schweitzer and L.B. Nikolsky, is a system and regularities of language means selection depending on the social situation [7]. In terms of dialects and accents, sociolinguistic competence also includes the ability to identify the linguistic characteristics of a person in terms of their origin, place of residence, social and ethnic affiliation, which are noted at the level of grammar, vocabulary, phonetics.

Rational management of the process of formation of sociolinguistic competence in teaching reading English-language newspaper articles is impossible without a clear system of control over the process of formation of relevant knowledge, skills and skills, and on the results of this process. Thus, the question arises of organization of reliable and objective current and frontier control of the level of formation of the investigated competence. When studying MI, such requirements as systematic, purposeful, objectivity and representativeness [3, p. 18–21] are put forward to control. In the process of current control, the feedback function is dominant. Current control is carried out at auditoriums at all stages of the formation of sociolinguistic competence to determine the level of assimilation of certain knowledge and the formation of individual skills and skills of the investigated competence. The results of this type of control allow the teacher to manage the process of forming sociolinguistic competence in reading English-language newspaper articles, make the necessary adjustments to their activities and students “activities: to change the methods of work, their consistency, to vary the educational material depending on the characteristics of a particular group of students. During the frontier control is dominated by the evaluation function, since the purpose of this type of control is to determine and evaluate the level of educational achievements of students in mastering sociolinguistic competence in reading English-language newspaper-journal articles upon completion of work on the content module. Comparison of the results of successively conducted ruby controls is the basis for identifying the presence of dynamics of changes in the level of formation of sociolinguistic competence skills. Traditional methods of current control within our research include: prediction of the content of the article with sociolinguistic potential according to its structural parts, definition of the subject and main opinion of the article, recognition and definition of national-marked lexical units, preparation of questions on the content of the text, answers to questions about socio-cultural facts, determination of social assessment of facts, isolation of individual components of the socio-cultural portrait of English-speaking peoples and their countries, comparison of socio-cultural information of the text with the cultural Intermediate

control using these techniques can be carried out in the form of a frontal or combined survey by a teacher of students and a mutual survey by students of each other, since it takes a lot of time to complete these tasks in writing in order to control all students. You can check and evaluate all students of the group in one audit lesson using multiple choice training test tasks, information evaluation, cross-selection, information conversion, questions – answer, replacement, completion, sequential location and error correction.

When conducting frontal control, the check is frontal in writing in the form of tests. In our opinion, it is advisable to include a number of test tasks to determine the level of formation of sociolinguistic competence skills when reading the text of a certain English-language newspaper-journal article in a modular control work. In order to verify the level of formation of sociolinguistic skills, we propose to use tasks with a selective answer (multiple, alternative, cross-selection, test tasks for ordering), as well as tests with a freely constructed answer to questions at the sentence and text level. Under the criterion we understand the objective quantitative measure of the measurement object [1, p. 52–69].

When evaluating the level of formation of structural and indicative knowledge, skills and skills, we offer a criterion for structural and functional awareness. According to this criterion, we can assess the level of knowledge acquired by students about the structure of the English-language newspaper-journal article, the communicative functions of its structural parts and the correspondence of the functions determined by the students of these parts to the communicative intentions of the author of the article. In order to assess the level of formation of the ability to predict the linguistic sociocultural content of an English-language article by its structural parts, we offer a criterion for the degree of accuracy of forecasting. This criterion aims at qualitative analysis of the students’ “judgments regarding the socio-cultural content of the article – socio-cultural facts and their social assessment. According to this criterion, how fully and reliably the judgments of students reflect the possible socio-cultural content of the article. To evaluate sociolinguistic knowledge, we propose a criterion for sociolinguistic awareness. According to this criterion, the level of knowledge of students on a certain topic of linguistic sociocultural nature, which they mastered when reading specially selected English-language newspaper-journal articles, is evaluated. The level of formation of sociolinguistic skills is measured by the criterion “correctness of identification and accuracy of understanding of language units with national-cultural semantics.” This criterion involves assessing the skills of recognizing words-realities, background and connotative vocabulary, phraseology, linguistic aphorisms when reading English-language newspaper-journal articles and determining how adequately students understand the semantics of nationally labeled language units in the context of a sentence. The level of formation of sociolinguistic skills we propose to evaluate by such criteria as “the degree of depth of understanding of linguistic sociocultural information and the correctness of its interpretation” This criterion involves evaluating the ability of students to understand and analyze sociolinguistic information and social assessment of facts, discuss linguistic sociocultural problems, interpret sociolinguistic information, using national-labeled vocabulary in their own statements in accordance with norms. When distributing the number of points for each criterion, we were guided by the degree of its significance to achieve the goals of forming the investigated competence. Preference is given to the criterion for evaluating sociolinguistic skills, since they are the end result in the formation of the specified competence. Thus, three groups of multiple and alternative choice questions aimed at checking the formation of sociolinguistic knowledge (30 points), sociolinguistic skills (30 points) and sociolinguistic skills (40 points), which were evaluated according to the criteria proposed by us, were included in the verification work (add.A) (the maximum number of points 100).

Conclusion. Thus, summarizing the various points of view on the essence of the concept of sociolinguistic competence, we believe that sociolinguistic competence is the ability of communicators to change language forms in accordance with the peculiarities of the communicative situation, the variation of the language in the process of communication with representatives of other linguistics, knowledge of background linguistic realities. The existence of different views on the status of sociolinguistic competence in the composition of foreign language communicative competence, as well as their own interpretations of sociolinguistic competence and their complications as society develops, indicates the dynamics, versatility and complexity of this concept. It is obvious that today the success of intercultural communication largely depends on the level of possession of communicants sociolinguistic competence. Accordingly, it must be formed and developed by philology students at all stages of learning a foreign language.

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П. О. Гаєва. Формування соціолінгвістичної компетенції майбутніх учителів під час навчання читання англomовних публічних текстів. – Стаття.

Анотація. У статті розглянуто коло питань, пов’язаних із методикою формування соціолінгвістичної компетентності майбутніх учителів у навчанні читанню англomовних публіцистичних текстів.

Уточнено поняття соціолінгвістичної компетентності, яка визначається як здатність здійснювати відбір мови та мовних засобів іншомовного спілкування з національно-культурною семантикою залежно від основних аспектів контексту, в якому відбувається спілкування, від загально прийнятих правил користування мовою, а також від конкретної ситуації та стилю спілкування.

Ключові слова: соціолінгвістична компетентність, майбутні вчителі, іноземна мова, комунікація, методична література.

П. А. Гаєва. Формирование социолингвистической компетенции будущих учителей при обучении чтению англomовных публицистических текстов. – Статья.

Аннотация. В статье рассматривается круг вопросов, связанных с методикой формирования социолингвистической компетентности будущих учителей при обучении чтению англomовных публицистических текстов. Реализация заявленных целей и задач исследования нашла отражение в определении теоретических предпосылок формирования указанной компетентности.

Уточнено понятие социолингвистической компетентности, которая определяется как способность осуществлять выбор языка и языковых средств иноязычного общения с национально-культурной семантикой в зависимости от основных аспектов контекста, в котором происходит общение, от общего принятые правила использования языка, а также от конкретной ситуации и стиля общения.

Ключевые слова: социолингвистическая компетентность, будущие учителя, иностранный язык, общение, методическая литература.