

2. Romanenko, V. Psychophysiological status of students / V. Romanenko. – Donetsk: DonNU Publishing House, 2013. – 195 p.

3. Shaidenko N. Education of students in a pedagogical university / N. Shaydenko, Z. Kalinina // Pedagogy. – 2010. – No.6. – P. 44–50.

4. Sholokhova, G. Adaptation of first-year students to the studying conditions in a higher educational establishment and its psychological and pedagogical features / G. Sholokhova // OGU Bulletin. – 2014. – No.3(164). – P. 103–107.

## **SOCIOCULTURAL COMPETENCE AS AN INTEGRAL COMPONENT OF FOREIGN LANGUAGE EDUCATION IN THE EIGHTH GRADE**

**A. Parkhutik**

Brest State A.S. Pushkin University, Brest, Belarus

At the present stage of educational technologies development a great attention is paid to the formation of students' readiness for the interlingual intercultural communication. In accordance with the social order of the Republic of Belarus, the process of learning a foreign language should be aimed at preparing for the dialogue of cultures, education in the spirit of tolerance, development of skills to convey own thoughts and feelings to the interlocutor and to interpret correctly the others' [1]. Based on this, there is a shift in focus on the value of the personality of a student and the development of his individuality. Thus, there is a transition from the knowledge paradigm in education to the humanistic one, within which the competence-based learning comes to the fore. As is known, one of the main problems of the competence-based approach and the modern foreign language education in general is the formation of a secondary linguistic personality. To resolve successfully the above tasks, it is necessary to form and develop not only linguistic and speech skills, but also knowledge about the culture of the country of the studied language, its traditions, the nature of native speakers, the characteristics of their verbal and non-verbal communication, as well as the creation of conditions for the formation of the experience of foreign language communication. Therefore, the student should have an idea of the mentality of the representatives of the studied culture. This function is performed by the socio-cultural component of the foreign language education. To identify the compliance of the existing tools for the development of sociocultural competence with the stated requirements, there have been analyzed textbooks of English language for the 8<sup>th</sup> grade, taken as a basic model of the educational process in a secondary school.

The purpose of the study was to identify the availability of tools for the sociocultural competence formation in the 8<sup>th</sup> grade.

**Material and methods.** Content analysis of the current English language textbook for the 8th grade of general secondary education institutions by

Lapitskaya, published in 2016 [3] and the teaching aid material for teachers by Lapitskaya, published in 2013 [4].

**Findings and their discussion.** As the basis of the criteria of formation of the sociocultural competence four components mentioned by Azimov and Schukin [2, p. 286-287] were taken:

- the presence of facts about the socio-cultural realities of the country of the language being studied (customs, traditions, norms of verbal and non-verbal behavior, speech etiquette);

- the availability of materials that serve as support for the formation of the experience of foreign language communication (providing options and opportunity of choice of communication style and speech means of its implementation, tips for building strategies and tactics of the communicative act, guidelines for the correct interpretation of cultural phenomena);

- the availability of materials that contribute to the formation of personal attitude towards the facts of a studied culture.

- the emphasis on the mastery of socially labeled foreign language units (including an emphasis on the semantic difference between equivalent lexical units within two cultures).

The analysis of the educational material in accordance with the stated criteria revealed the following:

- the textbooks contain enough facts about the sociocultural realities of the country of the language being studied (the customs, traditions, holidays): every topic is connected with the peculiarities of the lifestyle of the inhabitants of Great Britain: "About the UK", "School", "Meals", "Very traditional Britain", etc. The topics provide all the sociocultural facts mentioned above through the presented texts and tasks: symbols and geography of the UK in comparison with the Belorussian ones [3, p. 4-32]; the peculiarities of English school organization [3, p. 33-63], etc. The emphasis on the peculiarities of the verbal behavior of the representatives of the English-speaking culture is presented, first of all, in the form of the texts containing dialogical speech for the listening practice in each topic; also the formulae of politeness and speech patterns are presented in Help-boxes. However, the information about the norms of non-verbal behavior of native speakers is not provided. Such information could be presented with the help of videos presented by teachers and supplied with their explanation;

- the tasks, involving the choice of style and means of speech behavior, alignment of the strategy and tactics of the communicative act, are presented in insufficient quantity. For example, when the students are to advise a friend what he should see in the UK, the patterns in the help box suggest speech patterns of only neutral style [3, ex. 5, p. 16]. According to the teaching aid for teachers this task supposes work in pairs [4, p. 24]. However, the task could be expanded with the colloquial phrases that are used by English people in everyday life. At the same time the students could be divided into two groups and be given a task

to make an advice using a certain style; after that a discussion of the relevance of the given styles in a certain situation could be organized.

- materials that contribute to the formation of interest and positive attitude to the facts of the foreign language culture, are presented in almost every lesson. Thus, the texts provide the information of current interest that is important for both cultures, and connected with the students' experience (pocket money, family holidays, music, cinema, school, etc.). The tasks presuppose various activities for each lesson: listening, speaking, role-playing, writing, quizzes, games, etc., that promotes the increase of the general interest to the subject and thus forms the positive attitude to the facts of the other culture;

- materials with an emphasis on socially labeled language units are presented partially. As it was mentioned above, there are speech patterns and vocabulary units that represent only neutral style. The texts and exercises contain lexical units that reflect a topic (school, money, meals, etc.) but they are approximate to the neutral equivalents.

To sum up, it could be said that for more successful development of sociocultural competence the lesson of a foreign language could be additionally supplemented with the following material:

- the information that forms the knowledge of the norms of verbal and non-verbal behavior of representatives of a foreign language culture;

- tasks and problem situations involving the independent choice of style and means of speech behavior, the alignment of its strategies and tactics;

- the emphasized focus on socially labeled language units of the English language.

Strengthening the focus on these aspects could help improve the efficiency of immersion in the cultural and linguistic environment of the target language: the vision of a studied culture can become more multifaceted and deepen the understanding of the mentality of the carriers of a foreign language culture. These aspects can further facilitate the construction of foreign language communication in the dialogue of cultures and minimize the likelihood of intercultural conflicts in the process of communication.

**Conclusion.** Thus, it can be concluded that the materials for the development of sociocultural competence are presented in the textbooks in sufficient quantity. Nevertheless, the lessons of the English language still need to be supplied with the additional material.

Reference list:

1. The concept of the subject "Foreign Language" [Electronic Resource] / National Educational Portal. Access mode: <http://www.adu.by/en/uchitelyu/uchebno-metodicheskoe-obespechenie-doshkolnogo-obshchego-srednego-i-spetsialnogo-obrazovaniya/kontseptsii-uchebnykh-predmetov.html>. – Date of request : 05.11.2018.

2. Azimov, E. G. New dictionary of methodological terms and concepts (the theory and practice of teaching languages) / E. G. Azimov, A. N. Shchukin. Moscow : IKAR, 2009. – 448 p.

3. English: Students' book for the 8<sup>th</sup> grade of a secondary school (with electronic supplement) / L.M. Lapitskaya [and others] 2<sup>nd</sup> edition, revised and updated. Minsk : Visheyshaya shkola, 2016. 270 p.

4. English: Teachers' book for the 8<sup>th</sup> grade of a secondary school (with electronic supplement) / L.M. Lapitskaya [and others] – Minsk : Visheyshaya shkola, 2013. 230 p.

5. Dmitrachkova, L. Y. Innovations in teaching foreign languages: study guide / L. Y. Dmitrachkova ; The Ministry of Education of the Republic of Belarus, BrSU named after Pushkin. – Brest : BrSU, 2018. – 188 p.

6. Galskova, N. D. Education in the field of foreign languages: new challenges and priorities / N. D. Galskova // Foreign languages at school. – 2008. – № 5. – P. 2–7.

### THE RELATIONSHIP OF TEACHING EXPERIENCE AND PERSONAL CHARACTERISTICS OF TEACHERS

**K. Safyanik**

Polotsk State University, Novopolotsk, Belarus

At any time, there are many requirements concerning teaching, and that is not surprising, since this profession plays a huge role in the formation of many individuals. It makes a research of teacher's personality and qualities that are important for a teacher a particularly important issue.

Teaching experience is of great importance in the implementation of professional activities, as experience of a teacher is primarily practice and development of the most favorable forms of behavior in the activities of a teacher. But long-term work experience affects the personality of a teacher not only positively, along with the accumulation of experience fatigue and other factors that can further interfere with the fruitful work of the teacher increase, which, subsequently, can lead to an emotional burnout and many other difficulties in teaching [1,3]. Boyko V. V., Sorokin O. G, Maslach K. and many other researchers studied the issue of work experience influence on professional burnout. The relationship of teaching experience with other personal characteristics is little studied, but it is extremely important for the favorable implementation of the educational process.

The following social and psychological features of a teacher - level of communicative control, rigidity, emotional barriers in interpersonal communication, anxiety and emotional burnout - are extremely important for studying. The mentioned above features of a teacher influence teacher's relationships with students, which, in turn, affect the students themselves and their personal development.

The aim of the research is to study personal characteristics of teachers and their work experience.

**Material and methods.** To achieve our aim we used the following techniques- the technique of testing emotional barriers in interpersonal communication (V. V. Boyko), the technique of testing professional burnout (K. Maslach, S. Jackson in the adaptation of N. E. Vodopyanova), the technique