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MASTER'S DISSERTATION

LINGUISTIC AND SOCIO-CULTURAL COMPETENCE FORMATION IN
STUDENTS MAJORING IN INTERNATIONAL LAW ON THE BASIS OF
AUTHENTIC TEXTS IN PRACTICAL CLASSES IN THE DISCIPLINE

"FOREIGN LANGUAGE- 1"

Specialty 1-08 80 02 Theory and Methods of Education and Upbringing (by Fields and
Levels of Education)

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TABLE OF CONTENTS

TABLE OF CONTENTS	2
Реферат	4
INTRODUCTION	5
CHAPTER 1 THEORETICAL FOUNDATIONS OF THE ACQUISITION OF LINGUO-SOCIO-CULTURAL COMPETENCE IN THE DOMAIN OF ENGLISH TEACHING.....	7
1.1 The role and place of sociocultural competence among other types of competencies and its importance in teaching English	12
1.2 Content and structure of linguo-sociocultural competence	15
1.3 Authentic text	21
1.4 Linguistic foundations of the formation of linguo-socio-cultural Competence ...	23
1.5 Features of the formation of linguistic-socio-cultural Competence of future lawyers, specialists in the field of “International law”	24
CHAPTER 2 METHODS OF FORMATION OF LINGUO-SOCIOCULTURAL COMPETENCE ON BASIS OF AUTHENTIC TEXTS	28
2.1 Authentic texts in methodology of teaching a foreign language. Criteria for selecting authentic texts for teaching law students	28
2.2 Monitoring of the language skills of students of the specialty "Language Law" (stating cut).....	33
Property Crimes.....	34
2.3 Organization of work with authentic texts in the classroom in the discipline "Foreign language 1"	41
Text number 1: Current characteristics of the police force.....	42
Text number 2: “They’ve Got...Personality!” Goals, Traits, and Behavior on the U.S. Supreme Court.....	48
Text number 3: Literature Review	53
Text number 4: Student sleuths: Scotland’s undergraduate-led cold case unit	60
Text number 5: Polish woman is first activist to face trial for violating strict abortion law	67
Text number 6: The Problem of ‘Personal Precedents’ of Supreme Court Justices....	75

Text number7: Why Hundreds of New York City Prosecutors Are Leaving Their Jobs	80
Text number 8: THE UNITED NATIONS BY THE NUMBERS	86
Text number 9: European election voting problems ‘were evident five years ago’	91
Text number10: Cleveland police and crime chief faces sexual assault investigation	95
Text number 11: Human rights: EU wrongs	99
Text number 12: How Interpol got into bed with FIFA.....	111
Text number 13: Inside the US race to build the burger of the future	121
Text number 14: Five ways the EU’s democracy crisis could end.....	131
Text number 15: Brexit Britain at 1: Here’s what we’ve learned Britain still needs Europe	140
2.4 Analysis of the results of the experimental and control groups on the assimilation of the content of authentic texts	147
War crimes claims against UK troops need ICC scrutiny, says Labor.....	148
CONCLUSION	160
REFERENCES	162
APENDIX.....	167

РЕФЕРАТ

Магистерская диссертация 274 страниц, 2 главы, 55 источников, 1 приложение.

СОЦИОКУЛЬТУРНАЯ КОМПЕТЕНТНОСТЬ, МЕЖКУЛЬТУРНАЯ КОММУНИКАТИВНАЯ КОМПЕТЕНТНОСТЬ, СОЦИОКУЛЬТУРНАЯ ПАРАДИГМА, СОЦИОКУЛЬТУРНЫЕ КОНФЛИКТЫ, МЕЖКУЛЬТУРНОЕ ВЗАИМОДЕЙСТВИЕ, ДИАЛОГ КУЛЬТУР, НАЦИОНАЛЬНЫЕ ПОВЕДЕНЧЕСКИЕ СХЕМЫ, КОМПОНЕНТЫ ЛИНГВО-СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ.

Объект исследования: процесс формирования лингво-социокультурной компетенции студентов специальности «Международное право» при использовании аутентичных текстов.

Предмет исследования: аутентичные тексты на практических занятиях по английскому языку при формировании лингвосоциокультурной компетенции студентов специальности «Международное право».

Цель исследования: разработка педагогических основ формирования лингвосоциокультурной компетенции студентов специальности «Международное право» на основе аутентичных текстов на практических занятиях по дисциплине «Иностранный язык 1».

Методы исследования: описательно-аналитический, метод сплошной выборки, логико-интерпретационный, контекстуальный анализ.

Теоретическая значимость обусловлена тем, что в настоящей работе определены содержание и структура лингвосоциокультурной компетенции, рассмотрены принципы отбора и работы с аутентичными текстами в курсе обучения иностранному языку студентов специальности "Международное право".

Практическая значимость исследования заключается в том, что произведена подборка учебного материала согласно действующему учебному плану студентов 3 курса специальности «Международное право»; разработан комплекс упражнений и заданий для формирования лингвосоциокультурной компетенции студентов специальности «Международное право» на основе аутентичных текстов.

INTRODUCTION

Currently, the development of intercultural competence among students and the formation of a holistic cultural and linguistic personality are put forward as the goal of teaching foreign languages. Such a development of methodological views is legitimate, because even the formation of communicative competence presupposed not only the mastery of the appropriate foreign language communication technique, but also the assimilation of extralinguistic information necessary for adequate communication and mutual understanding, since the latter is unattainable without the fundamental equality of the basic information of communicants about the surrounding reality. The difference in information is determined by the different material and spiritual conditions for the existence of the respective countries and peoples, the peculiarities of their history, culture, socio-economic system, political system, etc. Hence the conclusion about the need to deeply know the specifics of the country of the language being studied, and thus the need to take into account regional and cultural approaches as one of the main provisions of the methodology of teaching foreign languages.

Of course, intercultural learning is not the prerogative of teaching only foreign languages, but it is obvious that, first of all, mastering a foreign language contributes to penetration into the mentality, life and spirit of another people and involves acquaintance with the views and experience of another cultural community, because Behind every foreign language is the national and cultural specificity of the picture of the world. Therefore, it is a foreign language lesson that should represent a process that will provide students with the opportunity to expand their curtain of the world, bearing the imprint of their own culture, to a broader, more flexible multicultural picture of the world. Thus, teaching intercultural communication in a foreign language course is today a paramount task, the solution of which requires new ways, means and methods. The theoretical underdevelopment of the problems of forming linguo-socio-cultural competence, the lack of scientific foundations for solving this problem predetermines the relevance of the chosen research topic, its theoretical significance and practical necessity.

The purpose of the study: to develop the pedagogical foundations for the formation of the linguo-socio-cultural competence of students of the specialty "International Law" on the basis of authentic texts in practical classes in the discipline "Foreign Language 1", to achieve this goal you need to solve the following tasks:

- 1) To explore the theoretical foundations of linguo-socio-cultural competence:
 - To determine the place of linguo-socio-cultural competence in the system of other types of competences;
 - To analyze and describe the components of linguistic-socio-cultural competence;

- To analyze the linguistic foundations of linguo-socio-cultural competence and determine the nature of the lexical material necessary for the formation of linguo-socio-cultural competence;

2) Consider the main methodological provisions for the formation of linguo-socio-cultural competence based on authentic texts:

- Study the selection criteria and select authentic texts containing linguo-socio-cultural educational material;

- To develop a special set of exercises for the formation of linguo-socio-cultural competence;

- To make an experimental check, and determine the effectiveness of the developed set of exercises.

The object of the study is the process of intensive teaching of English to students of the specialty "International Law".

The subject of the research is the process of formation of linguo-socio-cultural competence in an intensive course of teaching English to students of the specialty "International Law".

The practical significance of the study lies in the fact that we have made a selection of educational material, according to the current curriculum of 3rd year students of the specialty "International Law"; a set of exercises and tasks has been developed for the formation of linguo-socio-cultural competence of students of the specialty "International Law" based on authentic texts. Along with the analysis of domestic and foreign literature in the field of linguistics, psychology and methods of teaching foreign languages, other research methods were also used, such as observation of the educational process, conversation, survey, and experiential learning.

The master's thesis consists of an introduction, two chapters, a conclusion, a bibliography, and an appendix.

The first chapter examines the theoretical foundations for the formation of linguo-socio-cultural competence, identifies and analyzes the types of competencies and their importance for achieving the goals of the intensive course; the role and place of linguo-socio-cultural competence is considered; the content and structure of linguo-socio-cultural competence is being developed.

The second chapter examines the criteria for selecting authentic texts for the formation of linguo-socio-cultural competence among students of the specialty "international law", describes a set of exercises and methodological techniques for the formation of linguo-socio-cultural competence, presents the results of an experimental verification of the set of exercises developed by us and analyzes the data obtained. In conclusion, the results of the study are summarized, and the main conclusions are formed.

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