

FEATURES OF THE FORMATION OF LINGUISTIC SOCIO-CULTURAL COMPETENCE IN SPEAKING IN THE FOREIGN LANGUAGES LEARNING PROCESS

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Abstract: The article aims to examine the actual problem of modern methods of teaching foreign languages, reveals the relationship between the culture and the language of the people, the foundations of the formation of linguistic socio-cultural competence of students. A communicative approach guides the modern method of teaching foreign languages. Teaching foreign languages is to achieve by students a foreign language communicative competence: the ability and actual readiness of students to carry out foreign language communication and gain mutual understanding with native speakers of a foreign language.

Keywords: Educational and methodological complexes, Linguistic socio-cultural competence, Project methods, Socio-cultural environment, Study of foreign languages.

1 Introduction

In the modern world, knowledge of foreign languages is one of the essential factors in forming a successful personality due to its cognitive, developmental, social functions [1]. Therefore, almost any specialist in today's world is increasingly faced with the vital need to read articles in the original language.

Without mastering a certain amount of cultural information – the culture of the country, people, the language that is being studied, it is impossible to achieve communicative competence and linguistic-socio-cultural competence [2]. Based on modern communication models, it can be seen that when studying a foreign language, it is imperative to include a linguistic socio-cultural component in the form of information about traditions, rituals, social stereotypes, regional knowledge, customs, national realities – names that are characteristic only of a certain culture, people, nations, norms of behavior and etiquette, the ability to understand and adequately use them in the process of communication, while remaining the bearer of a different culture.

The formation of linguistic socio-cultural competence among students plays a huge role in the education of internationalists and patriots of their country. When a person knows, appreciates, and respects the culture, customs, traditions, language of other countries and peoples, when he can proudly present the culture and traditions of his people or the region where he lives, and only then can we say with complete confidence that this person is fluent in linguistic socio-cultural competence [4].

Along with this, the problem of choosing the most effective methods of teaching a given language is becoming more and more critical. Finally, it should be noted that the learning process in modern education implies the interaction between the teacher and the students to acquire certain knowledge, skills, abilities and familiarize them with the values of a particular culture [11].

Since the processes of globalization have an indisputable impact on the life of society, the teacher needs to prepare students for communication with representatives of other countries under the norms and etiquette accepted in a foreign culture, which students learn about in the course of learning a foreign language [9]. The creation of such public relations certainly contributes to the acceleration of adaptation and self-realization in the system of social relations.

Among the existing methods of teaching a foreign language, the teacher chooses the most optimal [10]. Techniques such as traditional, grammar-translation, and immersion methods are based on developing the competence inherent in each practice. More precisely, the conventional approach is based on the

development of productive competence, the grammatical-translation method – cognitive and autonomous competence, the immersion method helps to develop information competence.

2 Materials and Methods

For this study, the project method was chosen to develop the linguistic socio-cultural competence of students. The relevance of this work is due to the need of modern society to acquire knowledge related to intercultural communication in various spheres of life through the study of elements of foreign language culture, ethics, norms, i.e., development of lingual-social and cultural competence.

The object of this work is the process of developing linguistic socio-cultural competence among students in foreign language lessons.

The subject of the research is the method of projects to develop the linguistic socio-cultural competence of students in foreign language lessons. This article aims to develop a project idea aimed at developing the linguistic socio-cultural competence of students and testing it in practice.

Based on the set goal, the following tasks were identified to:

- Reveal the concept of linguistic socio-cultural competence;
- Identify the main aspects of linguistic socio-cultural competence and its role in the socialization of students;
- Reveal the concept of the project method;
- Analyze the psychological characteristics of students;
- Develop a project for students;
- Analyze the research results.

The study's theoretical significance lies in the fact that it supplements the theory of education with knowledge about the specific conditions for forming linguistic socio-cultural competence in students in the modern world [5, 8, 12, 19, 21]. The practical significance of this research work is that the approbation of the project method will help determine the effectiveness of this method as a means of developing linguistic socio-cultural competence during foreign language lessons. And also, the results of the study can find application in the development of teaching materials by teachers of a foreign language aimed at the formation of students' linguistic socio-cultural competence.

3 Results and Discussion

3.1 Linguistic Socio-Cultural Competence and its Role in the Process of Socialization of Students

Currently, education is faced with a rather tricky, ambiguously solvable task of defining the concepts of "competency" and "competence." Regarding "competence," it is believed that this concept does not fully reflect the whole essence of educational issues. If we turn to the dictionary, we can note that this word has several more meanings besides the word "competency"; moreover, the meaning of "competence" is one of the first from "competence." A significant difference between "competency" and "competence" is the fact that "competence" is usually used to describe the abilities and skills of a person, which could increase the effectiveness of his work in a particular area [7].

Based on the fact that "competence" includes not only cognitive and operational-technological components but also motivational, ethical, social, and behavioral, it must be admitted that the concept of "competency" has a narrower meaning than "competence." Therefore, we can conclude that "competence" is the possession of a particular competency by a person. As two basic concepts of the competence-based approach, "competency" and "competence" have many differences.

Having studied the main ideas of the competence-based approach, one can clearly distinguish between its two main

concepts. Competence combines education's intellectual and skills components, while "competency" is a holistic worldview and values.

Another difference is that competence means the ability to mobilize acquired knowledge, skills, experience, and ways of behaving in a specific situation, which is the opposite characteristic of "competence," which describes the potential that manifests itself situationally [5]. However, it should be noted that, despite significant differences, "competence" and "competency" are complementary and interdependent concepts. After all, a competent person who does not have competence cannot fully implement it in socially significant aspects.

The concept of "competence" is often found in such phrases as "professional competence", "intercultural competence", as well as "core competence of the organization", etc. Competence can also be considered at several levels, such as, for example:

- Essential competencies – those that relate to the entire organization as a whole and relate to what it must be able to do well in order to achieve success [24];
- General competencies – those that are necessary for groups of similar work processes and show what skills these members of the organization must-have for successful work [6];
- Specific role competencies – those associated with only one specific role or with a small group of such functions, and determine some particular tasks that are important for practical work [20].

For example, we often come across the term "social competence," which is considered an integral component, the basis of the process of socialization of the individual and understands it as a social activity, readiness for change, for self-determination, as well as a set of personal qualities of a person, allowing him to freely navigate in a dynamically changing socio-cultural environment.

In this article, we have chosen the concept of "competence" to study all its aspects. As a result, we will be able to highlight all kinds of competencies and their significance in the educational process. Thus, having analyzed the concept of "competence" and separated it from "competency," we concluded that "competence" is a broader concept in contrast to "competency." In order to describe the importance of competence in the educational process, it is necessary to take into account such an aspect as the goal of the educational process. There are many such goals, and we will list just a few of them:

- Development of personality, his creative abilities, interest in learning, the formation of desire and ability to learn;
- Education of moral and aesthetic feelings, emotional-value positive attitude towards oneself and the surrounding world;
- Mastering the system of knowledge, abilities, and skills, experience in the implementation of various types of activities;
- Protection and strengthening of the physical and mental health [13].

All of the above also includes "the formation of a friendly attitude and tolerance towards speakers of another language based on acquaintance with the life of their peers in other countries, with children's folklore and available samples of children's fiction." According to the work program of primary general education, it is at the formation of a friendly attitude and tolerance that the study of a foreign language is aimed. It should be added to this that "the formation of a modern socio-cultural space is associated with the development of industrial technologies and new means of implementing socio-cultural communication.

The problem of overcoming interindividual and intergroup cultural barriers and cultural distance between representatives of different communities is being actualized". This is understood as the organization of the individual socialization of the student

with the help of pedagogical support. This goal will be achieved mainly based on a socio-cultural approach.

Considering society from the point of view of a socio-cultural approach, scientists have identified the relationship between three social dimensions [3]. These were: personality, social and cultural phenomena. Social changes, globalization, informatization of society, and the interpenetration of cultures and languages in these conditions make high demands on a person. Thus, the formation of linguistic socio-cultural competence should begin already at the early stages of personality development.

Already at a young age, a person's independence begins to form, and it is this personality trait (appearing in the initiative, criticality, adequate self-esteem, and a sense of personal responsibility for one's activities and behavior) that determines the social life of society, which is determined by cultural factors. As already mentioned, education has as one of its goals the protection and strengthening of children's physical and mental development. It should be noted here that psychological health characterizes the personality as a whole, its attitude to the world, itself, and its own life.

Modern psychologists distinguish some essential features when describing the psychological health of an individual, among which are:

- The ability not only to express oneself, to listen to another person but also to participate in co-creation with another person;
- Social interest or social feeling (in the terminology of A. Adler);
- The feeling of freedom, life "in accordance with oneself" as a state of awareness and following one's main interests and the best choice in a situation;
- A sense of their own capacity to act "I can."

Paying attention to the last feature, one cannot fail to mention that it is "competence" that implies a person's skills, i.e., what he can do to become successful, form independence, self-actualize (accept and transform society for himself) and be psychologically healthy.

Summarizing the above signs of psychological health, scientists have identified two aspects: social and cultural. The first includes adaptive social behavior, namely, mastery of a set of behavioral scenarios in social situations, and, of course, communication skills; ability to cooperate; social sustainability, i.e., skills of confident behavior, as well as the ability to make their own decisions.

The cultural aspect presupposes a person's awareness of himself and his role in society. It should be admitted that both elements of a person's psychological health are the primary component of a person's linguistic socio-cultural competence. Thanks to this type of competence, a person acquires independence, a desire for success. She plays a vital role in shaping his life path and managing his life.

Going directly to the description of the formation of linguistic socio-cultural competence in foreign language lessons, it must be said that any language is an element of culture. The language functions within the framework of a certain culture, which means that the student should familiarize himself with the peculiarities of the culture of the speakers of this language and its peculiarities of functioning in the culture.

Socio-cultural and linguistic knowledge and skills are included in the mandatory minimum of the content of the curriculum following the new state educational standards. The state educational standard emphasizes that the formation of communicative competence is associated with socio-cultural and regional knowledge, without which it is impossible to form communicative competence. Therefore, any educational and methodological complex includes a socio-cultural component of the content of teaching a foreign language, acquainting students with aspects of the life of foreign peers, the modernity and

history of the country of the target language. This helps to deepen and differentiate the student's understanding of reality.

The socio-cultural component of the content is made up of regional and linguistic, and regional knowledge [18]. Regional knowledge, for example, includes encyclopedic and background knowledge. Among these are usually distinguished: knowledge of the realities of the country of the target language, i.e., knowledge of everyday life (food, drinks, national holidays), living conditions (standard of living, living conditions), interpersonal relationships (between friends, in the family) and basic values, beliefs, and opinions, especially non-verbal communication of representatives of the studied culture. Linguistic and cultural knowledge can be attributed to students' understanding of the background vocabulary expressing the culture of the country of the target language (rules of conduct, etiquette).

The amount and variety of information used are essential. Students use the more concepts, and the more the regional and linguistic and regional components of the study vary, the deeper the student is immersed in a foreign language culture. This means that his associatively presented picture of the world is expanding. Moreover, the student has more semantic support for operating with the means of a foreign language in his stock. In the learning process, students learn to understand the phenomena of another culture, comparing them with their own culture. This undoubtedly develops the students' curiosity, interest in learning a foreign language and culture in general, and the ability to self-knowledge and analyze existing and acquired cultural experience.

They highlight the socio-cultural knowledge, skills, abilities, and personality traits of students as integral parts of forming linguistic socio-cultural competence. It is also crucial that teaching a foreign language should be aimed at overcoming existing stereotypes, fostering tolerance towards representatives of other cultures. Developed linguistic socio-cultural competence will help a person avoid communicating with different nations. Indeed, often the difficulties lie in the difference in cultural concepts about any phenomena and objects [15].

The socio-cultural approach to teaching a language consists, first of all, in the fact that communication-oriented teaching of a foreign language is closely related to the use of language as a means of understanding the world and national culture, the subculture of the country of the target language, the spiritual heritage of countries and peoples, ways of achieving intercultural understanding. Therefore, teaching foreign language communication is carried out in the context of a dialogue of cultures, taking into account the differences in the socio-cultural perception of the world. So in the process of teaching a foreign language, the teacher develops the student's personality in such a way that at the end of the course, a new ready-made social type of personality enters society.

According to the existing theories of world-famous scientists – sociologists, such as, for example, Weber, Fromm, the basis of socialization is the degree of rationality of social action and the connection between the individual and society. Moreover, Fromm believes that the social character allows one to adapt most effectively to the requirements of society and gain a sense of security and safety [17].

In a natural language environment, an individual feels more comfortable than in a foreign language environment. In teaching a foreign language and the formation and further development of a secondary linguistic personality, the student is undoubtedly instilled in a sense of comfort while being in a society of a different culture and mentality. Socialization is always carried out through a targeted impact on the personality. The study of personality socialization has been and remains one of the most important in sociology [24].

The facts and theories provided by scientists certainly influence the development of many social groups and also explain the behavior of members of these social groups. The profession of a teacher presupposes knowledge not only of teaching methods but

also mastery of the basics of sociology. This is necessary so that the teacher can choose the appropriate teaching method for each student [14]. This aspect becomes crucial when interacting with students. As the American sociologist Smelser says, there are three stages of personality socialization:

- The stage of imitation and copying of adult behavior by children;
- Play stage, when children perceive the behavior as playing a role;
- The location of group play, in which children learn to understand what a whole group of people expects of them.

Indeed, most often, students most successfully assimilate new educational information in the game or creative process, trying on some new social role, thereby preparing themselves for a new stage of development at the linguistic and social level. So, having studied the sociological materials of the research, we could not fail to note the direct connection between the development of linguistic socio-cultural competence and the socialization of the student's personality. After all, one process complements the other, allowing the student to overcome the barrier of fear and discomfort, get out of the comfort zone, and feel confident, both in a natural language environment and when communicating in a foreign language.

The need to deeply know the country's specifics of the target language has become generally recognized because the formation and development of a secondary linguistic personality, ready for intercultural communication, is impossible without knowledge of this specificity [20]. That is why each foreign language lesson should contain information of a regional nature.

As for the knowledge of the specifics of the country, this includes an in-depth study of not only the culture of other countries but also science, historical and modern realities, public figures, the place of these countries in world society, expanding the volume of linguistic, cultural knowledge, skills, and abilities of the excellent use of linguistic means, rules of speech and non-verbal behavior [1]. In addition, the progressive development of international contacts and ties in politics, economics, culture, and many other areas impacts changes, growth, the invention of new methods of teaching foreign languages.

The inclusion of a socio-cultural component in teaching a foreign language serves to form a holistic picture of the world among students through familiarizing with its cultural heritage, educating a patriot of their country and a citizen of the world, expanding the volume of students' knowledge in various activities: listening, reading, writing and speaking. Furthermore, expanding students' horizons is carried out by developing a sense of tolerance towards representatives of another culture, their traditions, customs, views, and the ability to see the peculiarities of their culture in the context of the cultures of other peoples and world culture in general. And also, all of the above helps to increase the level of the general culture of students and their level of motivation to learn a foreign language [16].

In this research work, we reveal the essence of the concept of "linguistic socio-cultural competence" concerning students. Under the linguistic socio-cultural competence of students, we mean a set of certain knowledge that has already developed to a certain extent about the culture of the country of the target language, as well as skills, abilities, and personality traits that allow the student to vary his speech behavior depending on the sphere and situation of communication, in accordance with cultural norms and rules etiquette of the country of the target language. Among other personal results, the student must develop the skills of cooperation with peers, young children, adults in educational, socially beneficial, academic research, project, and other activities. The content of teaching students a foreign language automatically becomes more effective, focused on students' attitudes, when a socio-cultural component is included in the educational process based on the use of elements of national-cultural characteristics.

Note that the use of regional information in the learning process increases students' cognitive activity, contributes to the formation of their communication skills and abilities, and positive motivation, providing an incentive for independent work on the language. Thanks to the linguistic socio-cultural component of the developed methodological kits and exercises, many educational goals are achieved. Their influence is excellent on the formation of the student's personality, on the development of his sense of patriotism on the one hand and tolerant attitude to other cultures on the other, and, undoubtedly, on the deepening of the student's knowledge about reality.

3.2 Method of Projects in Teaching a Foreign Language

Such a widely known and frequently used method as the project method was developed by the American educator Kilpatrick in the 1920s. Its main goal was to provide students with the opportunity to independently acquire knowledge in solving practical problems or problems that require the integration of knowledge from various subject areas. The teacher in the project is assigned the role of a coordinator, expert, or additional source of information [21].

In the domestic practice of teaching foreign languages, the project method has been actively used since the late 90s of the last century. Special attention within the framework of this method is now paid to telecommunication projects. Projects generally differ from projects designed to teach a foreign language. Any project contributes to:

- Increasing the personal confidence of students;
- Develops "team spirit," develops communication skills and the ability to cooperate;
- Provides a mechanism for critical thinking, the ability to look for ways to solve a problem;
- Develops research skills in students.

In addition, project activities contribute to the formation and development of reflexive skills, search skills, working in collaboration, and essential communication and presentation skills.

Projects designed for teaching a foreign language have both standard features for all projects and have their distinctive features, including:

- The use of language in situations as close as possible to the conditions of real communication;
- Emphasis on independent work of students (individual and group);
- The choice of a topic that is of great interest to students and is directly related to the conditions in which the project is being carried out;
- Selection of language material, types of assignments, and work sequence following the theme and purpose of the project;
- Visual presentation of the result.

For the project to be executed brightly, clearly, and by the tasks set, it is necessary to observe the correct sequence of its implementation. Famous foreign scientists and methodologists, such as Collins and Kilpatrick, identified several stages of work on projects:

- Defining the theme of the project;
- Definition of the problem and the purpose of the project;
- Discussion of the project structure, drawing up an approximate work plan;
- Presentation of the necessary language material and pre-communication training;
- Collection of information: referring to existing knowledge and life experience, working with information sources, creating your information storage system;
- Work in groups;
- Regular meetings, during which students discuss intermediate results, the teacher comments on the work done by the students, correct mistakes in the use of

language units, conduct a presentation, and tests new material;

- Analysis of the collected information, coordination of actions of different groups;
- Preparation of the presentation of the project – exhibition, video film, radio broadcast, theatrical performance, holiday, etc.;
- Demonstration of the results of the project (the culmination of the work on the project);
- Project evaluation [24].

This stage includes not only control of the assimilation of a language material and the development of speech and communicative competence, which can be carried out in the traditional form of a test but also a general assessment of the project, which concerns the content of the project, the topic, the final result, the participation of individual students in the organization of the project, work teachers, etc. [22].

Summarizing the listed stages of creating a project, it must be said that scientists in another classification describe such steps but in a somewhat more abbreviated form. Nevertheless, the mentioned classification is usually considered a rule: problem – design (planning) – information retrieval – product – presentation. Although the creation process itself is fundamental in the implementation of project activities, as a rule, the final stage – its presentation – becomes decisive [15].

First, it is essential to choose the most appropriate style of presenting the content of the created project. There are many different types of presentation projects: incarnation (in the role of a person, animate or inanimate creature), business game, demonstration of a video film – a product made based on information technologies, dialogue of historical or literary characters, defense at the Academic Council, playing with the audience, illustrative comparison facts, documents, events, eras, civilizations, the dramatization of a natural or fictional historical event, scientific conference, report of a research expedition, press conference, travel, advertising, role-playing game, competition, performance, sports game, TV show, excursion.

Secondly, the stage of presenting the finished project to the public is so important because of its significant educational and educational effect. This means that during the presentation, students learn to "articulate their thoughts, ideas, analyze their activities, presenting the results of reflection, analysis of group and individual independent work, the contribution of each project participant." The presentation stage is not always the final stage of the project activity. The practical implementation of the project includes such a component as criticism of the teacher [22]. This criticism is made not only at the end of the presentation of the project but also throughout the implementation of the project activity. Criticism is divided into: special and general. The purpose of the first type of criticism is to clarify the successful or unsuccessful execution of the project and an explanation in the event that the project is not completed successfully. The general type of criticism involves the analysis of errors of a more general nature, such as carelessness in the formulation or implementation of a plan and inaccuracy in technical performance.

In addition to the correspondence of the project activity to the stages presented above, it is necessary to remember the role of the student himself in this project activity. Indeed, in completing project assignments, the student is involved in an active cognitive and creative process based on the method of cooperation. He finds himself immersed in completing a creative task, and with it, in the process of obtaining new and consolidating old knowledge on the subject within which the project is carried out. In addition, the student, together with the teacher, carries out his project, solving any practical research problem. Thus, being involved in actual activity, he acquires new knowledge.

The teacher must also remember his functions in the implementation of project activities. The teacher should provide his students with the opportunity to continue their active

participation in the real world, their environment, in the world of play, sports, storytelling, natural phenomena, social interaction, and activities. In other words, complete freedom of expression of the learners should occur during the project's creation.

Nevertheless, the teacher should take into account his internal criteria when choosing projects:

- Does this project fully capture the students?
- Do the students have all the opportunities for its successful implementation?
- Will this project's creation be able to induce students to carry out new project activities?

There is also one more integral element of project activity in teaching a foreign language. This is its specificity, arising from the goals and objectives of the teacher.

Its culture has a tremendous impact on the development of the language of a people [23]. The participation of students in intercultural dialogue requires a high level of communicative culture, communicative competence, and developed communication skills. When choosing topics for project activities, the teacher is likely to give preference to issues that are interesting and valuable for students' cultural, historical material about the country of the target language. For their work, students receive several marks at once: for design, for content, for protection; notable nominations can also be established: "originality," "scientific," "relevance," etc.

Also, an essential aspect of encouragement helps to stimulate interest, motivates students for independent search activities, hence the difference between the project method and traditional teaching method [9]. These differences are the absolute advantages of the system of this method.

So, while the traditional system focuses on the assimilation of ready-made knowledge and the learning itself occurs through the exploitation of memory, the project method develops the student's intelligence, his ability to think logically, independently, planning and tracking the sequence of actions he performs. This is how learners assimilate knowledge and apply creative skills in practical activities. Thanks to the project method, it is also important that students, to a greater extent, in comparison with standard teaching methods, get acquainted with regional studies when studying the dialogue of cultures.

The foregoing follows that the search for new means and methods of teaching foreign languages has led to the active use of the project method. In the modern world, this method occupies one of the leading positions in the methodological treasury of both foreign and domestic methodological scientists [5, 12, 18, 22]. This method is based on the idea of the orientation of the student's educational and cognitive activity to solve a practically or theoretically significant problem. The existence of a large number of different types of projects presupposes the presence of several of their classifications according to certain criteria. This can be applied to projects used in teaching any academic discipline. In this classification, according to several standards, the following types of projects are distinguished:

- By the method dominating in the project 1) research; 2) creative; 3) adventure, play; 4) informational; 5) practice-oriented;
- By the nature of the project coordination 1) with explicit coordination; 2) with hidden coordination;
- By the nature of the contacts 1) domestic (regional); 2) international;
- By the number of participants 1) personal (individual); 2) paired; 3) group;
- By the duration of the event 1) short term; 2) average duration; 3) long term.

Some researchers propose to consider the classification of projects according to the duration of the time with the specification of time:

- Mini-projects (can fit into one lesson or less).
- Short-term projects (require the allocation of 4 - 6 lessons for their creation). This time is necessary to carry out collecting information, making a product, and preparing a presentation in extracurricular activities. At the same time, the lesson is used only to coordinate the activities of project team members.
- Weekly projects (carried out in groups during the project week). The implementation of such projects takes 30 - 40 hours, with the manager's participation throughout the entire creation process.
- One-year projects (can be carried out both in groups and individually, exclusively after school hours).

The presented classification is convenient because it allows the most accurate characterization of the created or analyzed project.

As for foreign researchers, two English specialists Bloor and Saint-John, divided three types of projects:

- A group project in which "the whole group carries out the research, and each student studies a certain aspect of the chosen topic";
- Mini-research, consisting in conducting an "individual sociological survey using questionnaires and interviews";
- A project based on work with literature, implying "selective reading on the topic of interest to the student," and suitable for individual work [17].

Considering the possibilities of introducing the project method into the language teaching process, three main approaches can be distinguished based on the fact that the project can:

- Be used as one of the forms of extracurricular work (contests, quizzes, participation in events related to any events in life class, group, educational institution, city, preparation of creative evenings, concerts, exhibitions, reporting events in a foreign language, telecommunication projects, etc.);
- Serve as an alternative way of organizing the training course (stands, brochures, radio programs, videos, theater performances);
- Integrate into the traditional language teaching system (performing creative and research tasks within the framework of the studied course).

To test the project method to form the linguistic socio-cultural competence of students, we have chosen the type of project, which includes elements of all three types. Consciously choosing such a mixed type, we proceeded from the fact that this particular type of project is the most organic option for integrating the project methodology into the educational process since it allows us to use the material of the training course to organize students' independent work to achieve a group goal. Thus, the chosen project can be characterized as practice-oriented, with elements of creativity and explicit coordination, internal, group, short-term.

3.3 Analysis of the Educational and Methodological Complex and its Linguistic Socio-Cultural Component

Learning (for example) the English language is active, and corresponds to the age characteristics of the student. Since communicative and cognitive training is carried out at this stage, associated with an increase in the content of students' speech, in the classroom, techniques are used that encourage the expression of a personal attitude to the problems being discussed [10].

Educational and methodological complexes are developed taking into account the set of pedagogical and developmental goals, and the following tasks:

- Development of foreign language communicative competence in the aggregate of its components – speech, language, socio-cultural, compensatory, educational, and cognitive;

- Familiarizing students with the culture, traditions, realities of the countries of the foreign language being studied within the framework of topics, spheres, and situations of communication that correspond to the experience, interests, psychological characteristics of students;
- The formation of the ability to represent their country, its culture in the conditions of foreign language intercultural communication;
- The development of skills to get out of the situation in the face of a language shortage means receiving and transmitting the information [14].

Teaching a foreign language in a school environment is carried out outside the natural language environment, where the primary source of information is the educational text. However, not all academic texts are necessary and effective for studying the linguocultural characteristics of the country of the target language [18]. Therefore, for the most accurate determination of the level of effectiveness of the project method as a means of developing linguistic-socio-cultural competence, we must take into account all the factors and conditions that contribute to the development of the considered competence along with project activities.

A fundamentally important fact is that socio-cultural knowledge and skills are formed in students through the prism of perception of foreign culture by citizens of their country. The authors express this position in the very title of the textbook. The plot of the texts included in the curriculum allows students to get acquainted with the realities, culture, and life.

An important aspect of studying the culture of the country of the target language is knowledge of the history of the development of the state. It is on this aspect that the authors emphasize. In addition, at the end of the course, learners should be able to read simple, authentic texts of different styles with complete and accurate understanding. However, this goal is challenging to achieve when using this textbook in the educational process. It is known that the content of texts should correspond to the age characteristics and interests of students, have academic and educational value.

Educational texts are pretty tricky for students to understand. This complexity is because some of the texts included in the curriculum are more than five pages long, including many novel lexical units. An example is *The Diary of Robin MacWizard*.

Despite a significant drawback, the positive aspects of the educational and methodological complex under consideration still prevail. Sections of this textbook help the teacher familiarize students with the values of world culture. Headings such as, for example, "America in focus" allow students to master the knowledge of the most common vocabulary, realities (traditions in food, the spelling of addresses, etiquette, etc.) and the socio-cultural portrait of the countries and heritage of the land of the target language [7].

Another heading, "Project," invites students to project on the topic studied. The disadvantage of this heading is that this project must comply with the presented plan, which includes the mandatory content of the work. Another important aspect of the analysis was forming a respectful attitude towards a different opinion, history, and culture of other peoples. This also happens integrated with the process of acquaintance with the history and culture of the peoples of the countries of the target language in the framework of educational situations and the course content when performing problematic tasks [23]. The negative side of almost all exercises of this educational-methodical complex is that for their implementation, the student does not need to act, taking into account classmates' opinions.

We noted the absence of tasks that require ingenuity and quick reactions, teaching students to pay attention to changing living conditions within the framework of educational situations and, accordingly, to carry out educational activities, trying on a different role and overcoming barriers. This educational and methodological complex does not imply using non-standard

methods of presenting the material. This works in opposition to increased motivation to learn. Students are encouraged to systematize regional knowledge based on the experience of studying other academic subjects [16]. However, considering this aspect compared to the project method, we can conclude that the connection with other educational issues in the project method is manifested more often and more substantially than in traditional teaching. Moreover, it is practically impossible to show talent, implement creative ideas, expanding the boundaries of horizons within the framework of the curriculum for this educational and methodological complex since the prescribed exercises are equally obligatory for all students, without taking into account their abilities, while time, as the project method allows you to express all the existing creative ideas of students on a given topic.

It can be noted that each section of the teaching material acquaints students with the peculiarities of foreign language culture, teaches them to be respectful and aware of the difference in cultures [3]. However, it cannot be said with certainty that at the end of the course, students will be able and ready to live in a modern multicultural world, possessing socio-cultural competence as a tool that will help avoid conflict and promote intercultural communication.

4 Conclusion

Purposeful formation of foreign language linguistic socio-cultural competence plays a vital role in developing his personality, a humanistic orientation, in the general learning process that meets the requirements of a democratic society.

In the light of current trends, teaching foreign languages presupposes an integrative approach. This means that it is necessary to solve problems of an educational, cultural, intercultural nature in the educational process. Students entering into socio-cultural interaction with representatives of other cultures experience difficulties in understanding the meaning of communication due to the lack of formation of the ability to use information, passing it through their cultural experience. For the most effective and productive formation of linguistic socio-cultural competence, it is necessary to identify the mechanisms, means and conditions for the formation of linguistic socio-cultural competence of students in the process of mastering the socio-cultural information educational space, which combines information resources, spiritual and moral norms and values, peculiarities of mentality.

The most well-known means of forming linguistic socio-cultural competence are the method of design work, the comparative method, etc. In this final qualification work, we investigated the method of projects developed by the American scientist Kilpatrick. The project method is inextricably linked with the concept of linguistic socio-cultural competence, which means the ability to mobilize the acquired knowledge, skills, experience, and ways of behaving in a specific situation and combine the intellectual and skills component of education. Furthermore, the socio-cultural approach pursues the goals of developing the student's personality, fostering moral and aesthetic feelings in him, mastering knowledge and experience for carrying out various types of activities, and protecting and strengthening the physical and psychological health of the student [17].

An important aspect of linguistic socio-cultural competence is its role in the socialization of students. Thanks to the formation and development of this type of competence, the problem of overcoming individual and group barriers is solved and intercultural distance. All these goals can be achieved through the implementation of project activities.

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