Стасюк Тарас
Науковий керівник – доктор пед. наук, професор Задорожна І. П.

DEVELOPMENT OF SENIOR PUPILS' SOCIOCULTURAL COMPETENCE

The article studies the importance of developing senior pupils' sociocultural competence. The situations of contrasting own culture, being confronted with differences are analysed. The conclusion has been made about the necessity to practice sociocultural rules with conviction.

Some cultures have the reputation of being impenetrable. That of Japan, for example, is sometimes claimed to be incomprehensible to foreigners. The need to be inscrutable to outsiders is presumably a strategy of self-protection, a way of protecting your identity as a member of a particular culture. We all need to belong somewhere and to feel we belong. To know something that needs no special explanation for others in your own culture helps to foster that sense of belonging.

The **aim** of the article is to analyze the importance of developing senior pupils' sociocultural competence.

To be special, to have a separate identity, means to be rather mysterious to outsiders. Some cultures appear to be more mysterious to outsiders than others. One might suspect the British, another island people but at the opposite end of the Eurasian land mass from the Japanese, of being one of the more mysterious ones. But every nation seems to feel the need to create its own cultural 'shibboleths' – test words, things which detect outsiders, especially when outsiders are trying to be insiders. The name is derived from a story reported in the Bible (in the book of Judges, ch. 12, v.5 and 6). After a battle in which Gileadites had defeated Ephraimites, some of the Ephraimites were trying to sleep away across a river, but the Gileadites were stopping strangers and making them say 'shibboleth'. Ephraimites pronounced the word 'sibboleth ' and thus betrayed their identity.

Knowing the cultural shibboleths may not always save people from trouble, but for those who wish to perform easily and appropriately in a second language, it is an important way to get inside the culture and at least reduce their chances of getting into trouble. Shared knowledge is an important factor in everyday communication and native speakers do not need to explain this shared knowledge to each other. Without this shared knowledge, non-native speakers will miss a lot.

It is not always a good thing to behave like an insider, especially when you only know a little. Being an obvious outsider can elicit sympathy from insiders: they recognize you as being deficient and in need of help. But despite the risks attached to appearing 'too good' in a foreign language and culture, knowing about the more subtle or less explicitly mentioned aspects of the target culture brings tremendous benefits in terms of insights and feeling at home in a language.

It is impossible to cover all the relevant aspects of British culture, but becoming aware of some of them should remind students that knowing the vocabulary and grammar of English is often not enough to understand the linguistic behaviours of British people in different situations. That is, it ought to sensitize students of the language to misunderstandings that can happen without them ever really noticing that anything is wrong. What is dealt with in this unit then is a broad selection of phenomena, including ways of reacting to specific situations,

knowledge of customs, holidays and nicknames and humorous ways of viewing different places and the people that inhabit them. Customs, cultural shibboleths, stereotypes and the like should become part of any student's educational experience in a language.

Finally, a warning is in order about what are sometimes gross generalizations about people's behaviour. People love their stereotypes since they give structure to life and are reassuring. At the same time, these generalizations are like rules which are often broken in real life. Many generalizations represent wrong or partly wrong perceptions. Not everyone in England has cornflakes for breakfast and turkey at Christmas. And there are also differences in speech and custom between generations: the culture never stops changing. Nevertheless, shibboleths do represent important tendencies in the culture and they have consequences for the use of the language.

The way to uncover the cultural secrets of a nation, in this case Britain, is 'contrastively'. That is, students should ask themselves what they would do and say in various situations both in their own country and in Britain . By doing this, you will be more aware of things you have taken for granted and more sensitive to potential differences in the culture you are learning about.

When people contrast their own culture, which they may not have thought about much previously, with a target culture, they often go on three phases: l) a phase of denial (there can be no serious differences, we all act in the same ways); 2) a phase ofcriticism (my way is right and the other way is bizarre and ridiculous); 3) a phase of relativism (both ways can be silly or reasonable depending on your point of view).

First, when confronted with differences, students may exhibit blank disbelief that there can be any other way of behaving in a given situation. We are all products of a complex cultural process but we do not normally have a sense of being culturally programmed in any way. What we do is simply 'right'. By implication, anything else is 'wrong'. In the phase of 'criticism', students accept that there is a cultural difference but, maintaining their cultural beliefs, they perceive the target variant as 'silly', 'exaggerated', 'unnecessarilypolite', 'needlesslyimpolite', 'hypocritical', or 'just plain rude'. It often takes some effort to move on the next phase and to see the target variant as a different way of solving or dealing with a problem that is comm on to both cultures. If students do not move to this third phase, they can of course learn the socio-cultural rules of the new culture but are not likely to practice them with conviction.

REFERENCES

1. Гапонів А. Б., Возна М. О. Лінгвокраїнознавство. Англомовні країни. Підручник для студентів та викладачів вищих навчальних закладів. – Вінниця: НОВА КНИГА, 2005. – 464 с.
2. Левашова В. А. Britain Today: Life and Institutions. – Инфра-М, 2001. – 216 с.
3. Полупан А. П., Полупан В. Л., Махова В. В. English Speaking Countries: A Cultural Reader. – Х.: Країна мрівй, 2002. – 208 с.
4. Селіванова О.І., Байкова О.М. Опановуючи англійську мову і культуру (Велика Британія, Сполучені Штати Америки): Навчальний посібник – К.: Ленвіт, 2008. – 126 с.
5. Great Britain Literature. Навчально-методичний посібник для студентів факультету іноземних мов / Мар'яна Богданівна Нацюк. – Тернопіль: Вектор, 2014. – 158 с.
6. Методика викладання іноземних мов у середніх навчальних закладах: підручник. – Вид. 2-е, випр.і перероб. / кол. авторів під кер. С. Ю. Ніколаєвої. – К.: Ленвіт, 2002. – 328 с.