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### **To the issue of the formation of foreign-language sociocultural competence of students in a non-linguistic university**

В статье рассматривается понятие социокультурной компетенции. Подчеркивается необходимость формирования указанной компетенции в неязыковых образовательных организациях, представлены основные способы формирования социокультурной компетенции.

**Ключевые слова:** социокультурная компетенция, формирование, неязыковые образовательные организации, обучающиеся, технологии

In the article, the author considers the concept of sociocultural competence. The author emphasizes the need to form this competence in non-linguistic educational organizations, presents the main ways to form socio-cultural competence.

**Keywords:** sociocultural competence, formation, non-linguistic educational organizations, students, technologies

Foreign language education in non-linguistic educational organizations is relevant due to the expanding professional contacts between representatives of various cultures. The purpose of foreign-language education is to form and develop communicative competence in the context of intercultural communication, which includes the ability and readiness to interact with representatives of foreign-language cultures.

The formation of foreign-language sociocultural competence of students of non-language educational organizations plays an important role in the formation of a tolerant attitude to traditions and customs of foreign-language culture. By comparing linguistic features, the way of life of peoples, students can appreciate the merits of the culture of their native country, while showing a sense of pride and patriotism.

In the Federal State Educational Standard, sociocultural competence is considered as «introducing students to the culture, traditions and realities of the countries/country of the foreign language being studied within the framework of topics, spheres and situations of communication that meet 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» [2, p. 90].

According to I. L. Bim, foreign-language sociocultural competence is «a complex phenomenon consisting of sociolinguistic, general cultural, country studies and subject competencies» [1, c. 49].

The interpretation of V. V. Safonova shows the following components of sociocultural competence: sociolinguistic and cultural studies [3].

The process of teaching a foreign language at a non-linguistic university is aimed at vocational training.

In foreign language classes in non-linguistic educational organizations, it is important to form knowledge about the history, culture, traditions, customs and stereotypes of the countries of the language being studied.

The teacher of a foreign language at a non-linguistic university faces a serious task of developing the sociocultural competence of students in a limited number of teaching hours, since the work program mainly provides for the development of language and speech competence.

In classes in a foreign language, the study of the history, traditions, culture of the country is an integral part of the subject. In the classes, students get acquainted with the literature, linguistic characteristics and etiquette of the country of the language being studied.

Particular attention is paid to non-verbal behavior, which is also part of a foreign-language culture. In foreign language lessons, through the study of another culture, students have the opportunity to assess the achievements of their native culture, which contributes to the formation of a sense of pride and patriotism [4].

It should be noted that the main tool for the formation of socio-cultural competence is working with text. At the same time, texts can be thematic, country studies, professional.

Particular attention should be paid to the development of socio-cultural competence through the use of video and audio materials in classes in a foreign language.

Among the methods and technologies for the formation of foreign-language sociocultural competence, let's consider the most effective in teaching a foreign language at a non-linguistic university:

- project activity (project method);
- work with authentic texts;
- work with journalistic texts of a national-cultural nature, which are the source of modern vocabulary, clichés, idioms, etc.;

– application of quizzes or contests for the purpose of checking the fixed background knowledge of students and supplementing the available knowledge by providing new educational linguistic and scientific material;

– writing essays, essays on topics covering the cultural characteristics of the country of the language being studied.

The above methods allow students to independently obtain sociocultural information on the Internet, newspapers, books, which contributes to the expansion of their vocabulary, knowledge of foreign-language culture, its customs, norms of behavior, etc.

In the process of forming a foreign-language sociocultural competence, the content of training is based on the use of authentic materials. Often, the allotted time for classroom work is not enough, therefore, in educational organizations, out-of-audit work is practiced. The main forms are scientific conferences, scientific and practical seminars, additional projects of civil-patriotic, cultural and aesthetic directions, and work in scientific societies. Students choose the topics of reports and messages, the directions of additional projects independently, thereby increasing interest and motivation for training. Students then work to uncover the topics of scientific reports using various sources of information. It should be noted that work on creative tasks activates the cognitive activity of students, contributes to the formation of a positive attitude towards the study of a foreign language [2].

Classes in a foreign language using the listed methods and technologies require a certain algorithm of actions:

– creation of a pedagogical situation, solution of emerging problem issues;

– determination of means of interaction control in the group (for example, independent work of students, observation of their behavior in specially created conditions, possible change of previously assigned tasks, selection of techniques and methods for solving emerging problem issues);

– planned results (assessment of the students' work in the group, analysis of actions, summing up the results).

It can be concluded that when organizing the educational process using the above algorithm of actions, students develop sociocultural (knowledge about the originality of the culture of the country of the language being studied), professional, communicative skills, personal qualities (developing a sense of respect for representatives of foreign-language cultures) necessary for interaction in the multicultural world.

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### **Использование игр при обучении аудированию на уроке иностранного языка**

Цель статьи – исследовать возможности использования игр на школьном уроке иностранного языка в процессе обучения аудированию. Авторы приводят примеры игр, которые может использовать учитель.

*Ключевые слова:* урок иностранного языка, игры, речевая деятельность, аудирование

В настоящее время все больше школьников и студентов стремятся к получению качественного образования, не ограничиваясь только традиционными методами изучения предметов, включая иностранный язык.

Развитие новых технологий и научных исследований позволяет учителям и преподавателям продумывать и разрабатывать более интересные и эффективные методы обучения, способствующие улучшению процесса усвоения знаний. Одним из наиболее эффективных методов обучения является игровой метод. Игры помогают стимулировать учеников, развивать их интеллектуальные способности и улучшать их коммуникативные навыки. В данной статье мы рассмотрим использование игровых методов обучения английскому языку в средней школе в процессе обучения аудированию.

Среди разнообразных приемов организации занятий наибольший интерес у школьников вызывают игры, игровые ситуации. Игры на уроках иностранного языка не только организуют процесс коммуникации на этом языке, но также максимально приближают его к естественному общению. Использование игр развивает умственную и волевую активность. Это сложное, но увлекательное занятие требует максимальной концентрации внимания, улучшает память и развивает речь. Даже некоторые пассивные и слабо подготовленные ученики вовлекаются в игровые упражнения, что в свою очередь положительно влияет на их успеваемость. Использование игр на уроках может способствовать усиле-