



Chapter III. SOCIO-CULTURAL SPACE OF UKRAINIAN CARPATHIANS REGION AND ITS IMPACT ON THE DEVELOPMENT OF PERSONALITY

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Тетяна Близнюк,

кандидат педагогічних наук, доцент кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Tetyana Blyznyuk,

PhD in Education, Associate Professor Department of Pedagogy of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

*blyzta@yahoo.com**ORCID ID 0000-0002-0558-2201***Тетяна Качак,**

доктор філологічних наук, професор кафедри фахових методик і технологій початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Tetiana Kachak,

Doctor of Philological Sciences, professor, Department of Professional Methods
and Technologies of Primary Education,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

*tetiana.kachak@gmail.com**ORCID ID 0000-0002-6863-1736*

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ЕФЕКТИВНІ ЗАСОБИ ФОРМУВАННЯ СОЦІОКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ МОЛОДШИХ ШКОЛЯРІВ

Анотація. Соціокультурна компетентність сприяє загальнокультурному розвитку молодших школярів, їх соціалізації та взаємодії з оточуючими. У статті розкрито сутність та структурно компоненти соціокультурної компетентності молодших школярів. Зазначено, що соціокультурна компетентність необхідна для розвитку в дитини світогляду, самосприйняття як представника певної нації, носія культури; самоусвідомлення як члена суспільства і громадянина своєї країни, відповідального за її майбутнє. Проаналізовано засоби формування соціокультурної компетентності молодших школярів на уроках мовно-літературного циклу. Зокрема обґрунтовано ефективність та доцільність використання з цією метою інтегрованих уроків, рольових ігор у початковій школі. Дослідниками підкреслено важливість міжкультурної взаємодії, що реалізується у процесі навчальних ігор, інсценування та драматизації, а також ефективність роботи з автентичними текстами на уроці іноземної мови. Розглянуто репродуктивні, конструктивно-творчі завдання на основі прочитаних текстів соціокультурної тематики. Схарактеризовано специфіку використання цифрових інструментів як засобів формування соціокультурної компетентності учнів у сучасному навчальному просторі (інструменти для створення та перегляду відеороликів, мультимедійних презентацій, слайд-шоу, дидактичного та навчального контенту, пошукові системи, Google-форми, сервіси для запровадження дистанційного та змішаного навчання, тестування тощо).

Ключові слова: соціокультурна компетентність, соціалізація, комунікація, соціокультурна змістова лінія, цифрові інструменти, інноваційне навчання.

EFFECTIVE MEANS OF FORMATION OF SOCIO-CULTURAL COMPETENCE OF JUNIOR SCHOOL CHILDREN

Abstract. The article reveals the essence and structural components of socio-cultural competence of junior schoolchildren. It is noted that socio-cultural competence is necessary in order to develop the child's worldview, self-perception as a representative of a certain nation, the bearer of national culture; self-awareness as a member of society and a citizen of one's country who is responsible for its future. The means of formation of socio-cultural competence of junior schoolchildren at the lessons of the language-literary cycle are analyzed. The efficiency and expediency of using integrated lessons, role-playing games for this purpose in primary school are substantiated. Work with authentic texts in the process of learning a foreign language; intercultural interaction; games, staging and dramatization; reproductive, constructive and creative tasks on the basis of the read texts of sociocultural subjects are stated in the article. The relevance of using digital tools as a



means of forming socio-cultural competence of students in the modern educational process (programs for creating and watching videos, multimedia presentations, slide shows, didactic and educational content, search engines, google-forms, services for distance learning, testing, etc.) are described.

Keywords: sociocultural competence, socialization, communication, sociocultural content line, digital tools, innovative teaching/learning.

INTRODUCTION

The problem formulation. Socio-cultural competence contributes to the general cultural development of junior schoolchildren, their socialization, communication and interaction with others. Every child should know about their state Ukraine, its national culture, customs, traditions, holidays; successfully use language in the process of performing various social roles; practically have a national speech etiquette and follow the etiquette rules of communication with different people. These aspects are components of socio-cultural competence, the foundations of which are laid in preschool and primary school age.

The State standard, curricula of the New Ukrainian school, study of all subjects are aimed at forming socio-cultural competence of junior schoolchildren, because it includes general cultural development of students, their adaptation to life in a certain social environment, civic, patriotic, moral and ethical, aesthetic education.

In order to develop the ability of the individual to perceive, analyze, evaluate what is heard, read, seen, as well as express their thoughts about the homeland, family, history of the native land, customs, culture, art, universal values in various communicative situations, primary school teachers implement socio-cultural content line in the learning process of each subject. However, this work is not always effective and gives the expected outcomes, theoretical knowledge is difficult for students to apply in practice. Another problem is that in the conditions of distance learning teachers care more about the acquisition of knowledge in the subject, while other competencies, comprehensive development and education of students are overlooked. In view of this, the search for new approaches, methods and digital tools for the formation of socio-cultural competence of junior school students is relevant. Since socio-cultural competence is closely related to communicative, we consider it important to analyze the pedagogical conditions for solving the problem in the process of language and literature education of primary school students.

Analysis of recent researches and publications. We consider the analysis of official documents that define and regulate the educational process in the New Ukrainian School to be effective and productive; study and generalization of theoretical and methodological opinion of specialists; empirical understanding of the effectiveness of traditional and new means of solving the problem in the context of the implementation of language and literature education in primary school. The theoretical and methodological basis of intelligence became the works of scientists who covered issues of socio-cultural competence in terms of different fields of knowledge (T. Blyznyuk, M. Byram, E. Vereshchagin, J. van Ek, G. Elizarova, O. Zhornova, I. Zakir ' Yanova, G. Zarate, O. Leontiev, V. Safonova, M. Stepanenko, T. Fomenko, N. Khomenko, etc.). The issue of formation of Ukrainian-language socio-cultural competence of students is a field of research of famous Ukrainian linguists and language teachers A. Bogush, M. Vashulenko, N. Golub, O. Goroshkina, A. Nikitina, M. Pentyliuk, O. Potapenko, O. Semenok and others.

Scholars V. Vityuk, L. Kalinin, G. Lutsenko, N. Maksymenko, A. Plugina, K. Ponomareva and L. Yarova direct their research to language and literature education of primary school students and present the author's vision of the implementation of socio-cultural content line at Ukrainian language lessons (V. Vityuk) and reading (G. Lutsenko), analyze the textual material of socio-cultural issues, consider the possibilities of fairy tales (A. Plugin) and other folklore and literary genres as a means of forming the appropriate competence of students (L. Yarova).

We also take into account the results of research aimed at highlighting the use of digital technologies in the educational process in modern primary school (T. Blyznyuk, O. Budnyk, O. Vlasiy, M. Demyanych, O. Dutka, L. Kartashova, V. Kovalenko, M. Leask, J. Meadows, etc.).

AIM AND TASKS RESEARCH

Within this scientific-methodical study we aim to analyze the means of forming the socio-cultural competence of junior schoolchildren at the lessons of the language and literature cycle, to substantiate their effectiveness and expediency in the modern educational process.

RESEARCH METHODS

In the provided paper theoretical research methods were used, including analysis and synthesis research results on the research problem, generalization – to formulate conclusions, forecasting – to determine the prospects for further research.

RESEARCH RESULTS

Socio-cultural competence is a subject of research that is of interest to many scientists in various fields of knowledge: philosophy, psychology, pedagogy. Depending on the area of interest, they consider this phenomenon and concepts from different angles, using different optics and approaches.

O.I. Zhyrnova, M. Stepanenko, N. Khomenko consider the issue of socio-cultural competence as the formation of objective activity of the individual in one's daily activities. Among foreign scholars in this context, the works of M. Bayram and J. Zaraf (2016), P. Suleymanov, Jan van Eck (1998), O. Sadokhin and others are relevant. A separate position on the analysis of the concept of "socio-cultural competence" is presented by scholars (R. Milrud, S. Shekhavtsova), who focus more on the linguistic rather than the social component. N. Almazov, L. Vlasenko, I. Vorobyov, I. Zakiryanov, O. Kolominov and others position intercultural communication and dialogue of cultures as a defining aspect of socio-cultural competence



in their works. Many studies in this area are related to the study of foreign languages and local folklore, acquaintance with the culture of other peoples.

There is no universal definition of the term “socio-cultural competence”, but generalization of the analyzed works of scientists makes it possible to assert that this is a multifaceted, multicomponent phenomenon. In the Threshold 1990 study, Council of Europe experts presented sociocultural competence as a component of communicative competence and understood it as a person’s ability “to adequately interact in everyday life, to form and maintain social contacts through a foreign language” (Ek van, J., 1998). Ukrainian language didactics O. Goroshkina, O. Kucheruk, A. Yar-molyuk explain the concept of “socio-cultural competence of a native speaker” as an integrative personal education. L. Topchii names the following components: “knowledge related to world, national, regional culture, values that determine the relationship between people, man and the world; respectful attitude to cultural heritage, careful attitude to the native language, responsible attitude to native language responsibilities, respect for other languages; the desire to carry out one’s activities in a social environment, including speech behavior, according to the laws of goodness and beauty; ability to organize one’s own activities, including speech, taking into account social norms of behavior, moral and ethical, aesthetic and other values; experience of emotional and value attitude to the world; ability to create in a certain linguistic society” (Topchii, L. 2014. p. 170 – 171).

The definition of the concept in the research of the problem from the point of view of official documents and the educational process in the modern primary school acquires a different understanding. Thus, V. Vityuk in his study attempts to from the analysis of socio-cultural content line and emphasizes the study of native language by students. “Socio-cultural competence is a set of knowledge, skills and abilities of the individual, which provide an opportunity to communicate in Ukrainian in different situations in accordance with the norms of speech and behavior, as well as cultural traditions” (Vitiuk, V. 2013, p. 476). This competence is necessary in order to develop the child’s worldview, perception of oneself as a representative of a particular nation, the bearer of national culture; self-awareness as a member of society and a citizen of one’s country who is responsible for its future. Socio-cultural competence is also the ability to use their knowledge, skills and abilities in practical situations of communication and interaction, in everyday life.

T. Blyznyuk claims (Blyznyuk, T., 2016, p. 74), “Communicative development of any student in native language as the basis for the formation of socio-cultural competence and communicative competence in a foreign language should be considered in the overall context of socialization of a child”.

It is pretty obvious this competence has two components - social and cultural. The first component involves the activities of the individual and behavior in life situations in accordance with social rules and norms. The second component testifies to the culture of personality (culture of behavior, knowledge of traditions and culture, national achievements of own people and the use of this knowledge in speech practice, moral and ethical qualities). The structure of socio-cultural competence considers the interconnected components. K. Ponomariova names the following components (Ponomariova, K, 2013):

- cognitive-informational, which provides “knowledge about the state of Ukraine, its capital, state symbols, historical past, prominent Ukrainians of the past and present, features of the Ukrainian national culture, life, customs, traditions, rites”;
- comprehensible-axiological, which is interpreted as “a meaningful attitude to information, a valued attitude to culture, reflection on own actions and deeds, motivation of cognitive activity”;
- communicative-activity, interpreted as the ability of an individual with knowledge and observance of etiquette rules of communication to enter verbal interaction with other members of society; this component also implies successful use of language and the ability to use it to solve life, educational and other issues; social mobility, independence and creativity of thinking, speech-making activity” (Ponomariova, K, 2013).

The effectiveness of the development of socio-cultural competence of junior schoolchildren depends on the motivated, purposeful, coordinated activities of teachers, parents and students themselves. Knowledge, skills and abilities, personal qualities of the child, which contribute to socialization, adaptation in society and the realization of opportunities through communication and cultural interaction, are developed and formed throughout the period of the child’s schooling. However, the most important is the stage of primary school, when the basic foundations, socio-cultural values, ideas are laid, the socio-cultural behavior of the child is modeled (Kachak, T., Blyznyuk T., 2018).

Analysis of the works of Ukrainian scientists and teachers-practitioners showed that most of them focus on the formation of socio-cultural competence of primary school students in language lessons, and the main tool in this process is the text, using different methods of working with text in class. Some researchers note that an effective solution to this problem is possible if the priority is interactive and integrated learning. This is particularly emphasized by V. Vityuk (Vitiuk, V. 2013, p. 477).

Dealing with this issue, L. Yarova considers local folklore and linguistic material to be an effective means of forming the socio-cultural competence of a junior schoolchild. By working on works of various folk genres, especially proverbs, sayings, calendar-ritual songs, learning the customs of celebrations, children will better learn the historical past of their homeland, the origin of geographical names, traditions and customs. In her research, the author cites texts of oral folk art, which she uses at language lessons in order to implement the socio-cultural line and form students’ ideas about oral folk art, past, culture and life of Ukrainians. These are mainly riddles, counters, colloquialisms, as well as ballads and legends about Ukrainian rites, symbols, beliefs, and celebrations. Unfortunately, L. Yarova does not notice the powerful potential of folk tales as an effective means of forming socio-cultural competence of junior schoolchildren (Yarova, L. 2013).



Formation of socio-cultural competence of junior schoolchildren by means of fairy tales in the process of teaching and education is the subject of research by A. Plugina, who states: "Reading a fairy tale, getting acquainted with its characters, the child gradually gets used to the story line, immersed in exciting events. As the plot develops, empathy for the characters increases, cause-and-effect relationships are established, thus the child begins to form an emotional assessment of events, emotional experience of living (Plugina, A. 2016. p. 216). Fairy tales is a powerful tool of folk pedagogy, family education. From preschool age, reading and discussing fairy tales in the family circle contributes to the comprehensive development of the child, its socialization and adaptation. It will also be useful to compare traditions and rules of behavior in different families, discuss modern patterns of behavior and relations between family members, compare Ukrainian and foreign experiences.

In addition to taking into account semantic and personal factors, there are factors of the pedagogical plan related to the organization of the educational process, methods of lessons in various subjects, educational practice. All tasks, exercises, games, methods of work the teacher should direct on formation of pupils the following knowledge and abilities: to know language, culture, history, traditions of the people; study languages, learn history and cultures of other people; be able to draw parallels between two different cultures; pay attention to socio-cultural phenomena, realities and be able to give them a description, assessment; express one's own opinion, position, views; interpret socio-cultural information for the development of thinking; solve socio-cultural problems in created communicative and life situations.

We consider plot-role games to be effective means of forming students' socio-cultural competence; work with authentic texts; intercultural interaction; acting, staging and dramatization; reproductive, constructive and creative tasks on the basis of the read texts of sociocultural subjects.

Plot role-playing games are an effective means of forming students' socio-cultural competence at lessons of any type in various subjects. This type of activity in the classroom provides practical skills of behavior and speech etiquette of children in public places. Students are invited to play certain social roles of librarian, hairdresser, salesman, pedestrian, passenger, etc. At the same time learn the rules and regulations of behavior, which should be recorded, formulated in appropriate memos or posters and placed in the classroom, on special stands or boards.

In the process of teaching junior students a foreign language, one can successfully implement tasks that involve the acquisition of knowledge about the culture and traditions of another nation, learning its language. At such lessons, authentic texts (songs, poems, fairy tales) will be an effective means of forming the socio-cultural competence of junior schoolchildren, which should not only be read, but also viewed in video format. Authentic texts are "units of communication that demonstrate examples of modern foreign language, primarily oral, and some types of written speech within the domestic sphere of communication, selected and approved by native speakers of a foreign language" (Basai, N., 2017., p. 22).

The study of topics, for example, in English is always accompanied by material on local folklore, available to children of a certain age. These are not only educational texts contained in textbooks, but also children's newspapers and magazines, posters, labels, brochures on tourism and more. Such didactic materials help model life situations, discuss problems from educational, family and household, sports spheres of communication. The teacher acquaints students with the culture of the people whose language they study, motivates them, demonstrates the rules of conduct, habits, traditions of celebrations in the country. Thus is the formation of knowledge of culture, history, religion; awareness of traditions, norms and rules of communication, interaction, etiquette of the people, the language studied by students - a cognitive component of socio-cultural competence, its regional component. The teacher motivates students with stories, video presentations about the country and its inhabitants, native speakers and thus forms a positive attitude of students to this ethnic group, ensures the implementation of the motivational and value component of socio-cultural competence. Practicing stories, working on grammar exercises based on thematic texts of sociocultural nature, building dialogues and other types of interactive interaction with active speech practice, adequate behavior in situations of intercultural communication is formed activity-behavioral component of sociocultural competence.

Acquisition of new socio-cultural information and ensuring the required quality of skills and abilities can be promoted by: 1) planning lesson - scenarios - imaginary meeting of students with native speakers, especially with their English-speaking peers; 2) a reasoned use of relaxation, aerobics, songs, recitation etc.; 3) hidden forms of control; 4) graphics supports in the form of transcription signs, which promotes accuracy in auditory-speaking pronunciation skills; 5) geographic aids (visual, auditory, audiovisual) (Blyznyuk, T., 2016), P. 75).

Intercultural interaction is important as well, which is often practiced today by students of schools in large cities, where children of different nationalities, representatives of different cultures study in one classroom. In the process of such communication, using its linguistic and cultural experience and its national and cultural customs and traditions, the subject of intercultural communication simultaneously tries to take into account not only another language code (development of speech experience), but also other customs and habits, other norms of social behavior.

The high level of socio-cultural competence of students provides systematic and purposeful communicative interaction of students, active speech activity, reproductive, constructive and creative exercises and tasks, games, staging and dramatization. An important condition is the preservation of socio-cultural orientation of the content of educational material, as well as the focus on the implementation of the activity approach in learning.

Project work is productive in terms of the formation of socio-cultural competence of junior schoolchildren, which involves the ability to use the acquired knowledge, present their thoughts and position, to promote intercultural interaction. In its process, videos and other information from the Internet are actively used. In this way, students see the landscapes and sights of the country, view the course of the holiday, the ceremony, get acquainted with the patterns of behavior of people in everyday life, such as in a cafe and shop, at the train station, at a birthday party, at a doctor's appointment, etc.



Thus, the main means of forming socio-cultural competence of junior students include socio-cultural texts, ethnographic material (small folklore genres, legends, fairy tales), authentic material, role-playing games, dramatization and staging, project work, interactive and intercultural interaction. We group them by a dominant feature: the semantic component of the socio-cultural plan predominates in various texts and materials, and the methodological - in the types and forms of work.

Unfortunately, sometimes teachers do not pay due attention to the use of digital tools in the process of forming socio-cultural competence of primary school children. According to the age of children, computer games and educational programs, video and audio materials, electronic education resources that allow you to create video content (Movavi), interactive posters (Thinglink, Glogster), educational laboratories, generate QR-codes, develop didactic exercises and games are relevant. (LearningApp), create word clouds (Mentimeter), test learning outcomes and conduct surveys (Kahoot), develop interactive projects (Canva) and prepare multimedia presentations (Power Point). Working with digital tools allows the teacher to make lessons engaging, bright, lively, and diverse. Learning to use ready-made computer programs, independent search for information on the Internet, work with online dictionaries and electronic library resources, watch videos, virtual tours, prepare projects and multimedia presentations, test knowledge and find opinions are effective means of forming students' socio-cultural competence.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The scientific findings allow to conclude socio-cultural competence is a qualitative characteristic of the individual, attested by knowledge of social and cultural spheres of life, value orientations; ability and readiness for intercultural communication with speakers of other languages and cultures. This is one of the factors of personal development, self-realization and cultural self-determination.

The conducted research proves that conducting interactive, integrated lessons; use of traditional and innovative forms of work with read texts; practicing role-playing games, organizing project work, preparation and use of didactic material (ethnographic, folklore, authentic; small folklore genres, fairy tales, literary texts) on socio-cultural topics at lessons on various subjects and extracurricular activities are effective means of forming students' socio-cultural competence.

In the conditions of distance learning for the successful formation of socio-cultural competence of junior schoolchildren, the teacher must purposefully and systematically use digital technologies; combine traditional and innovative forms and methods of teaching/learning. The following digital tools are popular: programs for creating and viewing videos (Mentimeter, Movavi, YouTube), multimedia presentations, slide shows (Power Point), didactic and educational content (Thinglink, Glogster, LearningApp), search engines, Google forms, and also services for distance learning Zoom, Classroom, testing (Kahoot), etc.

We consider promising an empirical study of the effectiveness of these and other digital tools in order to form the socio-cultural competence of junior school students.

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