

FORMATION OF SOCIOLINGUISTIC COMPETENCES OF STUDENTS OF HIGH EDUCATION INSTITUTIONS

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INTRODUCTION

Formation and development of socio-cultural competence is a necessary part of successful teaching and learning of foreign languages. Sociolinguistic competence consists of a complex of structures, mechanisms, and schemes that are used by the speakers during the conversation in accordance with the situation and in an indirect way (BAYLEY, REGAN, 2004). It is relevant to review the components of sociolinguistic competence, especially considering its constant implementation in different educational contexts of institutions of higher education. In addition, the problem of shaping social and language competence, which the native speakers pass on in the educational process to those who learn the language, remains insufficiently investigated. For example, the work on the implementation of methods of introducing and adopting models of interaction in certain situations and discursive practices and the algorithm for selecting different social dialects, argos and jargons according to the situation. In modern practice, learning languages at institutions of higher education is more and more a synthesis of models, forms, methods of teaching, which determines the next steps to the development of ways of formation and development of socio-cultural competence (ADDISON, MOUNTFORD, 2015).

Particular problems also concern the quality training of students of language faculties and specializations: the first is how to work with students, so that the majority of them received a high level of education, became professionals. This leads to an active search

for new approaches, methods and tools for the formation of sociolinguistic competence of future specialists in foreign languages, university professors, experts in communicative science, etc.

It should be noted that sociolinguistic competence is an integrative personal quality of each student - a set of knowledge and skills, space of possibilities, which correlates with other competences and determines the level of professional development and efficiency of work of a future specialist.

Due to the need for research on the means of formation and determinants in the development of social competence of students, there is a low level of experimental research, where interactive teaching of foreign languages provides students with a high level of communication and social interaction, and thus, the formation of skills to solve communicative tasks of varying degrees of complexity (CUMMINS, 2011; DONNELLY, BARATTA, GAMSU, 2019). The search for the most effective methods that are based on the latest trends in the field of science and technology, as well as pedagogical practice of

shaping the skills of social competence as an essential component of key competences should be continued.

AIMS

The aim of the experimental study is to establish a link between the students' success and the activation of social competence during the study of foreign languages. According to the goal, the following tasks should be carried out:

- to determine the level of students' success at the beginning and at the end of the experiment with the use in the teaching process of methods and forms of activation of social competence during the study of foreign languages;
- to carry out a comparative analysis of the formation of socio-cultural competence during the experiment;
- to characterize the level of formation and criteria of social and cultural competence of students in institutions of higher education.

LITERATURE REVIEW

The sociolinguistic competence is a system of tools and means of cognition realized at the level of knowledge and skills on the socio-cultural specificity of the country (YA, 2008). The sociolinguistic competence finds its retention in the language units of all levels and maintains the system of complex social relations, which are formed in the language. First of all, the ability to use the whole complex of language formulas, language etiquette for a successful and effective communication, knowledge of culture, traditions, history, prominent people of the country where the language is studied. As well as the ability to operate with the acquired knowledge in the implementation of the language scenarios, social roles (by social status, age, statute, industry, value positions, in particular).

Sociolinguistic competences as an integrated part of key competences (OLSON, KROEGER, 2001) were investigated in two ways. Sociolinguistic competence is perceived as an autonomous component of communicative competence and correlates with linguistic and pragmatic competence (SUNG, 2016). Therefore, the sociolinguistic component is a self-acting constituent, which has its own set of knowledge, skills, skills of verbalization of social meanings in accordance with the situations of communication, communicative tasks, social, cultural, gender roles of communicants (SYNORUB, MEDYNSKA, 2019). In this context, sociolinguistic competencies were investigated from the position of implementing interactive methods of learning foreign languages (RABABAH, 2020; KIKI-PAPADAKIS, CHAIMALA, 2016); implementing informational and communicative technologies in the educational process (KHALEEL, et al, 2018); implementation of innovative technologies in the study of language and culture in the socially-linguistic plane (MATSUMOTO, HWANG, 2013; WANG, 2017); regulations on the reform of higher education, the formation of educational plans and educational strategies (BAYRAM-JACOBS, 2015; ZHERNOVA, 2018; POPOVYCH, et al, 2020).

Another approach determines that sociolinguistic competence is a part of socio-cultural competence, where the latter is, in turn, a part of communicative competence (YA, 2008; MYKYTIUK, et al, 2020). From this point of view, the sociolinguistic competence of a citizen is defined as a set of linguistic markers (age, article, profession, dialect, sociolect, etc.) in accordance with the social differentiation (BARATTA, 2016).

A particular area of research in sociolinguistics, which is relevant to the formation of a set of competences in the student education, is the study of the experience of teachers in teaching languages with different regional, social and cultural accents (BARATTA, 2016). The phenomenon of social mobility of students is also investigated, which also significantly affects the formation of socio-cultural competence of students and teachers, stigmatization and negative perception of regional dialects, social dialects, and jargons of socially unprotected groups of the population were presented as a negative phenomenon.

It was found that an active public position, social activity of the student, participation in international projects motivates to learn foreign languages, active formation of sociolinguistic

competences, professional knowledge and skills (FERNÁNDEZ-MANJÓN, et al, 2007). There is a lack of research into the ways of performing high-quality training of young specialists, who can communicate effectively, have good command of foreign languages, and easily orientate themselves in the social and cultural space of the modern world.

METHODS

In order to realize the research goals the team of authors has implemented the pedagogical experiment that was realized by the Nordic European universities (Kamyanets-Podilsky National University named after Ivan Oginsky, Ukraine; Kharkiv National Pedagogical University named after Hrigory Skovoroda) on the faculties of foreign philology. The project involved 50 students of the first (bachelor) level, which were combined into two groups. The curricula included a mandatory educational component "Foreign Language" within the framework of the four-year undergraduate course. During the 2019-2020 academic year (2 semesters), the project collected data and materials on teaching foreign language to students studying in the educational programs "Language and Literature (Polish, English)", "Language and Literature (English, German)".

The main point of the project was a list of knowledge and skills within the framework of the formation of sociolinguistic competence, which must be achieved through a set of specialized exercises, lessons, materials on the theory and practice of sociolinguistics and the use of the capabilities of digital technology. In the course of the research the stages, levels and criteria of formation of sociolinguistic competence are determined. This is primarily the acquaintance, study and ability to apply in practice speech and behavioral scenarios that are relevant in different social contexts, involves successful activities in a real communicative situation, which is possible in modern educational activities through active involvement of social networks, digital technologies in general. Different methods of formation and development of socio-cultural competence were used: a set of language tools that reflect the linguistic aspect of socio-cultural norms, form socio-cultural competence.

Stage 1 (Preparatory). The teaching staff of the experimental groups is trained beforehand; a body of teaching materials is formed based on the methodological recommendations for the formation of social competence of the students who take part in the project. We also prepared technical tools that are necessary in the process of implementing the experiment. Conducted training seminars for all participants of the experiment with technical specialists. The criteria and levels of social competence were formed separately; the questionnaire was administered to the students participating in the experiment.

Stage 2. At this stage in parallel with the study of the educational discipline "Foreign Language" ("English Language", "Polish Language") in the experimental groups is carried out knowledge monitoring by means of tests. The level of students' success is monitored in order to determine the level of knowledge and skills of socio-cultural competence.

Stage 3 (Final Stage). During the final stage the level of students' success within the framework of the educational discipline "Foreign Language" ("English Language", "Polish Language") was compared, the success of forming the social competence in the experimental groups was monitored.

On the basis of the collected data was made a complex of educational materials, exercises and test; digital technologies and communication channels of different level and nature were used (social networks, educational platforms, blogs, websites, etc.); identified the main communicative disadvantages; created a list of links to web sites and groups in social networks that will contribute to the formation of social and cultural competencies of students. Educational materials were later uploaded to university websites, electronic archives, specially adapted for the purposes of this study.

Difficulties encountered by the researchers during the experiment are the need for time (academic year), it is not possible to identify the real causes of changes in respondents' evaluations; it is not possible to conduct a high-quality depth study.

RESULTS

The supervisors of the experiment divided the students into two experimental groups, where two groups were studying foreign languages, had several teaching disciplines that actively implemented methods and forms to develop social and analytical competence while studying foreign languages.

Group 1 (EG1) (studied two foreign languages: Polish and English), Group 2 (EG2) studied English and German. The two groups had the same number of teaching hours; in both groups, the foreign language teachers regularly organized extracurricular activities aimed at developing social and analytical competence. The groups constantly tested the level of students' knowledge of the subject, questionnaires (at the beginning of the experiment, after the end of the first semester, at the end of the experiment), which included an assessment of knowledge and acquired skills and their readiness to use this methodology.

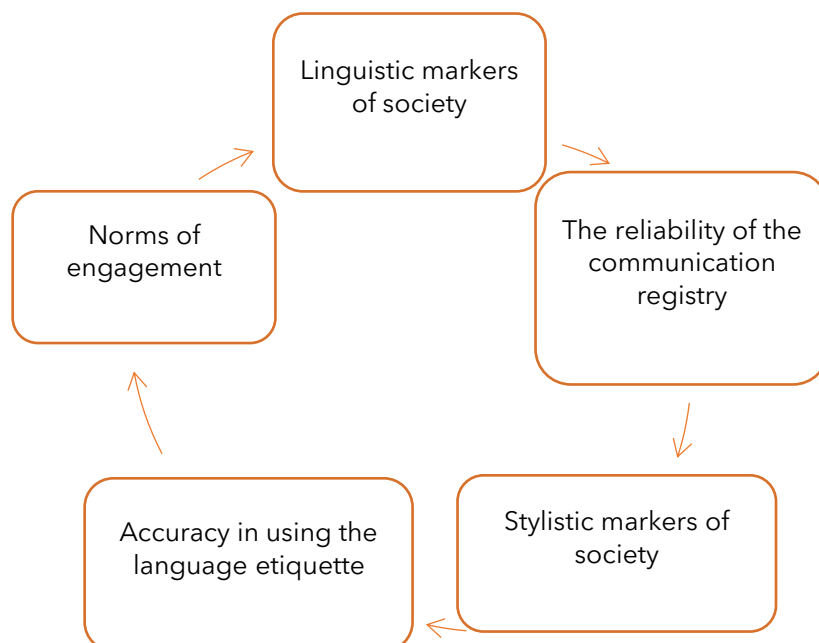
At the 1st (preparatory stage) the components of socio-linguistic competence were determined, the criteria and levels of socio-linguistic competence that students can have were determined. The questionnaire consisted of 20 questions and was divided into 2 blocks: theoretical and practical. During the development of the questionnaire, we relied on the recommendations of the Intercultural Sensitivity Index. The main evaluation criteria were the guidelines of the Department of Education of the European Council, for the evaluation of the knowledge and skills obtained as a result of the questionnaire and the test conducted.

Criteria of sociolinguistic competence were developed by a low researcher (YA, 2008), who investigated the process of studying foreign languages through activation of sociolinguistic perspectives within the framework of forming communicative competence. In further studies (FAHRUTDINOVA et al, 2020) the criteria were developed on the basis of examining the ways of forming communicative competence of students during the study of foreign languages with the help of interactive technologies. Research and development of the criteria of social competence were carried out within the framework of the pedagogical experiment in Kazan Federal University. The criteria for determining the level of social competence are:

1. Linguognitive criterion, which requires the level of knowledge, skills and skills in the possession of the systemic structures of foreign language, the complex of knowledge of grammar, vocabulary, stylistics, phraseology, syntagmatics, etc. This criterion requires awareness of genre and stylistic differentiation, cultural diversity of the world, understanding the meaning of "sociolinguistics", "Sociocultural communication", motivation to acquire new knowledge on the development of their own knowledge about the language and culture, their features and conjugation for effective communication.
2. Behavioral criterion shows the level of possession of social communication markers, verbal scenarios, behavioral values, attitude to the realities of social morality, knowledge of the norms of sensitivity. The level of tolerance in relation to the behavioral scenarios of the representatives of other cultures, the attitude to the principle of equality of rights, respect for human rights, common human values. Understanding of the variability of the language implementation of effective communication, communication registers, desire to adapt in society and develop their own personality, constant interest in learning foreign languages and cultures; motivation to carry out communication with native speakers of the language being studied, the ability to identify and use the language and cultural stereotypes and social roles in creating a dialogic conversation.
3. The practical criterion requires the level of ability to interact with foreign language speakers, which is being studied, using the knowledge and experience acquired during the training. Active use of language competence in a foreign language, knowledge and adherence to the rules and norms of communication accepted in society; recognition of variability in words, the ability to find and use various sources and tools for studying foreign languages and cultures, participation in virtual communities, which allows for constant communication in foreign languages, constant attention to the teacher, following his or her recommendations, participation in most cultural events, being prepared for participation in international projects.

The components of linguistic competence based on which the teaching materials were created and the contents of the control tasks were developed and also determine the main criteria for evaluating the success of introducing the social and linguistic component into the process of learning foreign languages.

Figure 1. Components of Sociolinguistic Competence (author's elaboration)



Source: Search data.

In order to successfully establish the level of students' social and cultural competence, the criteria for its evaluation were determined. There were also presented three levels of student's socio-cultural competence: high, medium, and low.

Table 1. Levels of Formation and Evaluation of Criteria of Sociolinguistic Competence (author's elaboration)

No	Criteria	Levels of Formation
1.	Linguocognitive (knowledge and language system)	The high - the student is motivated to accept foreign language and to integrate into other society; he or she is motivated and correctly uses linguistic markers of society; knows the meaning of "sociolinguistics", "social and cultural communication"; understands that for their own development and career they must constantly improve their knowledge of foreign languages in terms of the requirements for professions in the labor market. The average - the student is not fully motivated and not sufficiently ready for integration into the foreign language learning space, not completely oriented and correctly using linguistic markers of society; Not proficient in understanding basic sociolinguistics, insufficiently informed about models of language behavior, weak motivation to learn foreign languages. The low - the student does not understand or accept the norms of sensitivity, rules of implementation of language scenarios; does not know the meaning of "sociolinguistics", "socio-cultural communication", has weak motivation to learn foreign languages.
2.	Cultural-behavioral (the ability to effectively use verbal forms of communication, value-based approach to verbalization)	The high - the student accepts social values and morals, is politically correct in social interaction markers, can speak fluently, expresses his or her opinion, instructions, wishes tolerantly, is aware of the presence of language stereotypes, is motivated to learn different languages and cultures, understands the necessity of mastering foreign languages, can communicate effectively with representatives of different social groups; learns that personal and professional development is connected with the social environment, social and cultural communication.

		<p>The average - the student does not fully perceive social values and morality, is oriented in social communication markers, can speak fluently, express his/her opinion, instructions, wishes tolerantly, informs about the presence of language stereotypes and the set of rules of social communication, The student is not sufficiently motivated to learn a foreign language and the need to actively use a foreign language, is not aware that personal and professional development can be achieved through learning foreign languages.</p> <p>The low - the student does not accept social values and morals, does not agree in social communication markers, cannot speak fluently, tolerantly express their opinion; is not able to communicate successfully, lives in the world of social and cultural parameters of the native language only, is not motivated to learn foreign languages.</p>
3.	Practical and Communicative	<p>The high - the student actively uses knowledge of foreign languages not only during classes but also in the classroom, considers participation in activities and active interaction in the group a tool for acquiring knowledge of foreign languages; considers it necessary to constantly communicate in virtual communities, social networks, correctly use the formulas of sensitivity, identify social markers, etc.; takes an active part in international projects.</p> <p>The average student does not always use virtual channels to communicate with native speakers; is not convinced of the necessity of learning foreign languages, taking into account social markers in speech, is not prepared for the future professional activity and self-development of the personality through the study of foreign language and culture. Rarely, but only under the influence of the teacher, they are able to communicate in a foreign language in the virtual space and social networks.</p> <p>The low - student does not participate in foreign language communication with native speakers, does not participate in language scenarios; does not listen to the teacher's instructions, rarely uses foreign language, does not communicate in foreign language with native speakers in group and with native speakers; is aware that knowledge of foreign languages will never be needed and will not contribute to professional and personal development; does not take part in international projects.</p>

Source: Search data.

On the 2nd stage of the experiment the students were interviewed and their level of social and cultural competence and their level of proficiency in foreign languages were determined. The results are presented according to the 100-point ECTS system.

Table 2. Results of shaping the socio-cultural competence of experimental groups during the experiment (author's elaboration).

Learning outcomes	Stage of the experiment	Experimental Group 1	Experimental Group 2
Minimum score	Beginning	61	63
	End	70	77
Average score	Beginning	76	75
	End	81	88
Maximum score	Beginning	88	85
	End	95	96

Source: Search data.

At the final stage, a comparative analysis of the results of students' acquisition of social competence was made. The students constantly acquired knowledge and skills within the limits of social competence formation, were taught and expanded the system of language tools of all levels, which are the main components of social competence. Most of the verbal scenarios that exist in the society are not prescribed by specific rules, but they are necessary for effective interaction. The basic principles of improving social competence are the integration of linguistic and paralinguistic data, which required constant creation of

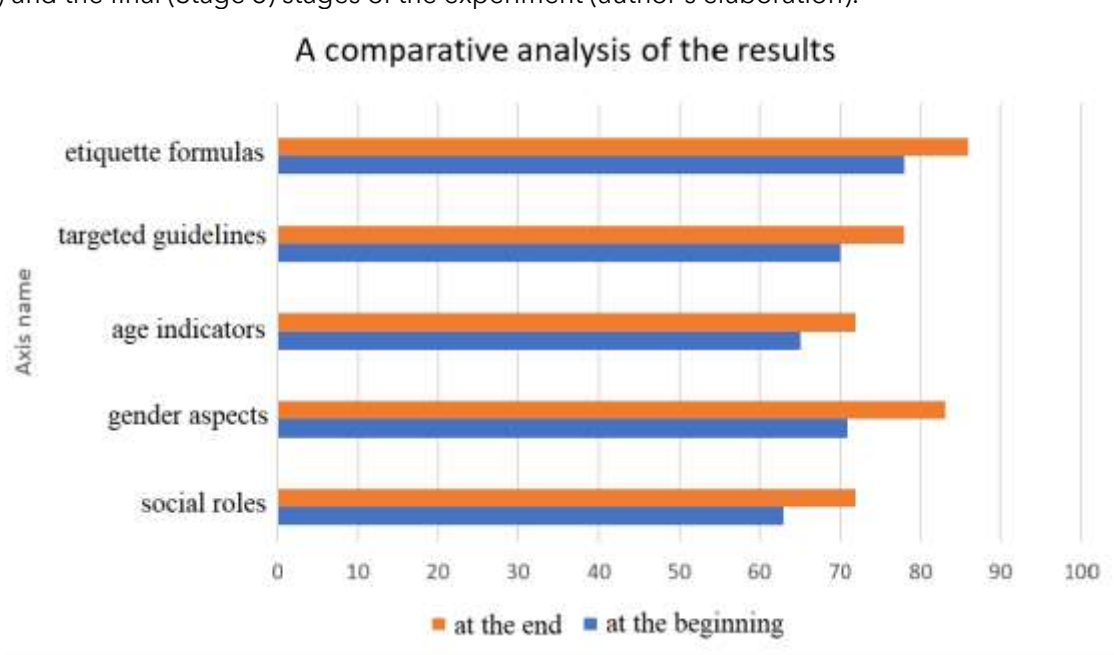
communication situations, identification of social roles and statuses of the interlocutors, social distance, age, age, profession, and so on.

The initial selection of materials for the educational process was based on the following positions:

1. Expansion and improvement of linguistic and Ukrainian knowledge: introduction of new topics of culture, history and current realities of life, famous actors and place in the world of the country, the language being studied - all taking into account the specificity of the philological profile of teaching.
2. Knowledge and correct use of formulas of language etiquette (peculiarities of using colloquialisms, input formulas, loanwords, etc.).
3. The ability to correctly create scenarios of communication, taking into account the status and social role of the communicative partner. Formulas for social relations, determining the status of speakers (teacher/student; doctor/patient; driver/passenger, etc.).
4. Skills and abilities that indicate adequate use of rules of speech behavior and etiquette in general according to the type of discourse (field, place, goals, regulations, etc.). This also implies the orientation in the sphere of social relations and their language expression depending on the age indicators (old/young; children/children).
5. Knowledge of cultural and social peculiarities of representations of gender positions in language and cultural scenarios of communication. Language expression of gender aspects (woman/man; girl/boy; child/adult).
6. To be able to understand adequately, differentiate and interpret linguocultural positions, within the framework of the value system of coordinates of the given community, society. The verbal expression of the goals (order, request, wish, petition).

The calculation was performed in the ECTS evaluation system.

Fig. 1. Comparative analysis of students' social competence formation at the beginning (Stage 1) and the final (Stage 3) stages of the experiment (author's elaboration).



Source: Search data.

DISCUSSION

Investigation of effective ways of using sociolinguistic competence also determines the complexity of the division between two worlds and two socio-cultural identities can be made easier by active engagement in linguistic imaging that can also be a subject for sociological research (REASER, 2016). The results of research on sociolinguistic peculiarities and social mobility of UK teachers (BARATTA, 2017) pointed to the problem of loss of personal language identity. This phenomenon in the bottom of the paper is defined as "language deprivation" (BARATTA, 2018). The results of their research have shown that for many participants of the experiment the personal language identification is associated with different instructions and at the time it can interfere with the professional growth, so they tend to abstain from one of them (CHATTERTON, GODDARD, 2000). This contributes to easy orienting in many worlds (ABRAHAMS, INGRAM, 2013). This research has shown that in the Ukrainian educational paradigm the actualization of the components of socio-cultural competence is not aimed at the degradation of one's own individual language identity, on the contrary, in this way, the difference between cultures and languages is further emphasized, tolerance of other forms of mentality is fostered, and the value of language as such is recognized.

During the implementation of the experimental research on the formation of communicative competence of the students studying English language it was determined, that the application of the sociolinguistic approach within the framework of the implementation of interactive teaching technologies (FAHRUTDINOVA, et al, 2014) gives a good result during the performance of creative tasks that require an open-ended response. Even allowing for a certain level of subjectivity and ranking of values and evaluations, 87% of respondents gave correct and accurate answers, the highest result was given to the task on students' knowledge of traditions and customs of the country they were learning the language (58%) (FAHRUTDINOVA, et al, 2014). Compared to previous results, the success rate increased by 10% on average. Our research results confirm this trend. The application of the sociolinguistic component in the process of learning foreign languages increases the student's success and the level of mastering practical positions, makes for successful communication, orientation in the language and cultural scenarios.

Further research is required to investigate the sociolinguistic perspectives to the formation of a tolerant personhood; further research is needed so that we can better understand the effects of permanent migration, the actual "reduction of the world" through the active use of social networks by people, where a certain language marginalization behind social identity takes place. It is also worth to pay attention to how national, geographical, political and cultural location influences the formation and development of socio-linguistic and political competence.

CONCLUSION

Sociolinguistic competence implies that the students of pedagogical specialties acquire the skills of forming words in different socio-communicative contexts, identifying the type of discursive practice and implementing their own skills within the scope of sociolinguistic competence. Sociolinguistic principles of teaching, especially teaching foreign languages is used for developing the sociolinguistic competence of students of pedagogical and philological faculties. Moreover, the teaching of foreign languages has a strong social and language competence, which is the basis for the formation and improvement of knowledge, skills and abilities of students to build an effective and useful language behavior.

In the course of the experiment, it was found that a set of approaches to the formation and development of socio-cultural competence contributes to the success of learning foreign languages. At the beginning of the course students learned foreign languages, the success in the experimental groups increased by 10% on average. A comparative analysis of the formation of socio-cultural competence through the examination of individual thematic positions showed an increase in the skills of communication by 8%.

Prospective is the implementation of experimental research that will contribute to the provision of quality education for students of higher education institutions, which have to take into account the social competence as one of the essential components of key

competences. Implementation of innovative methods of sociolinguistic orientation will make the work of teachers more effective and practically oriented; it will facilitate the process of professional training of students in institutions of higher education.

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Formation of Sociolinguistic Competences of Students of High Education Institutions

Formação de competências sociolinguísticas de estudantes de Instituições de Ensino Superior

Formación de competencias sociolingüísticas de estudiantes de Instituciones de Educación Superior

Resumo

O objetivo da pesquisa é estabelecer a ligação entre o sucesso dos alunos e a competência social e comunicativa ativa ao estudar línguas estrangeiras. O método de experiência foi determinado como o principal da pesquisa. Os resultados do experimento foram avaliados com base em questionários, testes, método de observação e métodos estatísticos. O resultado do estudo é determinar um conjunto de exercícios, materiais, componentes do método de formação de competência sociocultural, utilizando o qual o futuro especialista deve ser fluente em línguas estrangeiras e demonstrar uma alta capacidade de comunicação com sucesso, aumentando o desempenho do aluno em grupos que utilizaram ativamente perspectivas sociolinguísticas nas línguas didáticos. Foi relatado que o uso de aspectos sociolingüísticos no processo de ensino contribui para o estudo de qualidade das disciplinas do corpo lingüístico.

Palavras-chave: Ensino superior. Capital lingüístico. Classe social. Registro social. Sociolingüística.

Abstract

The aim of the research is to establish the link between the students' success and active social and communicative competence while studying foreign languages. The method of experiment has been determined as the main one in the research. The results of the experiment were evaluated based on questionnaires, tests, the method of observation and statistical methods. The result of the study is to determine a set of exercises, materials, components of the method of forming socio-cultural competence, using which the future specialist must be fluent in foreign languages and demonstrate a high ability to communicate successfully, increasing student achievement in groups that actively used sociolinguistic perspectives in teaching languages. It was reported that the use of sociolinguistic aspects in the teaching process contributes to the quality study of the disciplines of the language corpus.

Keywords: Higher education. Linguistic capital. Social class. Social register. Sociolinguistics.

Resumen

El objetivo de la investigación es establecer el vínculo entre el éxito de los estudiantes y la competencia social y comunicativa activa durante el estudio de lenguas extranjeras. El método de experimento se ha determinado como el principal en la investigación. Los resultados del experimento se evaluaron en base a cuestionarios, pruebas, el método de observación y métodos estadísticos. El resultado del estudio es determinar un conjunto de ejercicios, materiales, componentes del método de formación de la competencia sociocultural, utilizando el cual el futuro especialista debe ser fluido en lenguas extranjeras y demostrar una alta capacidad para comunicarse con éxito, aumentando el rendimiento de los estudiantes en grupos que utilizan activamente perspectivas sociolingüísticas en la enseñanza de idiomas. Se informó que el uso de aspectos sociolingüísticos en el proceso de enseñanza contribuye al estudio de calidad de las disciplinas del corpus lingüístico.

Palabras-clave: Enseñanza superior. Capital lingüístico. Clase social. Registro social. Sociolingüística.