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TECHNOLOGY OF DEVELOPMENT OF SOCIO-CULTURAL COMPETENCES IN STUDENTS IN PREPARATION FOR PEDAGOGICAL ACTIVITY

Abstract: The article considers the results of the research, the technology of the development of socio-cultural competencies in students in preparation for teaching. Highlights the development of pedagogical conditions aimed at the effective formation of socio-cultural competence in students. Methods for assessing the forced socio-cultural competence of students are proposed.

Key words: pedagogical conditions, socio-cultural competence, socio-cultural aspect, information and communication technologies, independent work, pedagogical activity.

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Introduction

In the context of the volatility and contradictions of the modern world, there is a growing need for a teacher who considers linguistic diversity and cultural diversity as the most valuable elements of the world cultural heritage, who understands the specifics of intercultural communication and contributes to intercultural social interaction in any multicultural space. This situation requires, in addition to language proficiency, knowledge of culture, socio-cultural features of the development of a particular country.

By the formation of socio-cultural competence among students of a pedagogical university in the study of foreign languages by means, we mean a process that involves the development of positive motivation and interest in learning foreign languages by means of information and communication technologies. The mastery by students of the amount of socio-cultural knowledge obtained in the study of foreign languages using information and communication technologies, the development of their skills and abilities to work with technologies to increase the level of organization of knowledge about reality,

culture, lexical means describing a certain part of a foreign language linguistic culture [5, p. 21]. The interest of students in a foreign language culture is explained by the need for successful communication, which is impracticable without taking into account culture in the structure and content of communication as a determining condition for a student to adapt to new living conditions. The high level of foreign language literacy of future specialists increases their competitiveness in the labour market and contributes to positive transformations in society. The choice of optimal means of forming sociocultural competence is relevant. Researchers have established that the integrated introduction of technologies into the educational process is designed to prepare students for work in a modern school, in which the process of forming an information and educational environment begins or there is already a developed information infrastructure [4, 6]. It is obvious that information and communication technologies, which are a set of methods and technical means of collecting, organizing, and storing. Processing, transmitting and presenting information that expands the

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knowledge of people and develops their ability to manage technical and social processes, have great potential for the study of foreign languages, which has a significant impact on socio-cultural competence. As well as the use of heuristic search and creative focus, necessary in the study of foreign languages in an information and communication environment.

Solving the problem of creating a favourable atmosphere for the formation of socio-cultural competence among students of a pedagogical university who study foreign languages by means of developmental technologies required identifying and substantiating pedagogical conditions, which are certain factors affecting the formation of sociocultural competence of students of non-linguistic specialties of a pedagogical university [2, p. nine]. Among them, it is advisable to include the actualization of the socio-cultural aspect of learning foreign languages by means of information and communication technologies. The organization of independent work of students of a pedagogical university in the study of foreign languages by means of information technology, the creation of an information and communication learning environment with the appropriate scientific and methodological support of the process of learning foreign languages by means of information technology.

The first of the conditions under consideration is the actualization of the socio-cultural aspect of the study of foreign languages by means of technology, aimed at orienting the teaching of foreign languages, at determining and comparing the patterns and features of the cultural development of different countries of the world. Forming an understanding of the cultural diversity of the countries of the studied languages and positioning oneself as a representative of one country and a citizen of the world as a whole. The use of various sources of information and the study of one or another educational material, accompanied by the analysis of works of art that can create the necessary socio-cultural background within the framework of the studied topic.

The implementation of this condition in the organization of the educational process with the help of developing technologies was facilitated by the use of Internet resources, the work with which was aimed at conducting observations, studying and summarizing socio-cultural information, preparing presentations, which had a positive effect on motivating students to study foreign languages.

An increase in the level of socio-cultural competence among students of a pedagogical university is facilitated by the preparation of students for independent work in the study of foreign languages by means of information and communication technologies, which was organized

in such a way that students could learn a variety of methodological techniques of independent work. One of the most effective types of independent work, as practice shows, was project activity. During the experiment, its content was of a socio-cultural nature and was attributed to the category of creative activity, since it contributed to the development of students' cognitive independence, critical and reflective thinking, and creative abilities.

In order to create positive motivation among students for the manifestation of sociocultural competence in creative and research activities, they were offered the development of research projects.

In order to create positive motivation among students for the manifestation of sociocultural competence in creative and research activities, they were offered the development of research projects.

The preparation of students for independent work with the means of technologies in the study of foreign languages contributed to the deepening and expansion of their knowledge on a narrowly chosen topic of research character. The formation of aspirations for independent generalization and comprehension of the entire amount of knowledge on the problems of using such technologies in teaching both foreign languages and other disciplines. The development of interest in conducting experimental pedagogical work on the problems of information and communication technologies, obtaining practical skills for performing pedagogical works of a research nature, the acquisition of the ability to draw conclusions and their psychological and pedagogical analysis.

Justifying another condition for creating to learn environment with the appropriate scientific and methodological support for the process of learning foreign languages by means. We emphasize the role of the information and communication environment formed by means of these technologies in the process of teaching foreign languages, which is considered as an integral part of the educational environment, influencing the participants in the educational process and representing the relationship of specific material communication and social conditions that ensure the processes of teaching and learning.

Educational materials database (texts, questions, lexical minimum, training assignments, and project work) are selected in accordance with socio-cultural topics and are focused on teaching students to read and translate with a dictionary of original texts of a sociocultural nature. Observations show that students are more responsible in their studies and show greater interest in electronic learning of foreign languages than in learning with paper media, which affects the effective formation of students' sociocultural

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competence.

Thus, we have identified and implemented in practice the above pedagogical conditions aimed at the effective formation of socio-cultural competence among students of a pedagogical university when studying foreign languages by means of information and communication technologies.

The results obtained confirmed the effectiveness of the development of the formulated pedagogical conditions. At the same time, the

research carried out does not exhaust the whole range of problems associated with the formation of socio-cultural competence among students of a pedagogical university in the study of foreign languages by means of information and communication technologies. Prospects for our further work are seen in the development of the issue of the development of socio-cultural competence among students of a pedagogical university in an information and communication environment.

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