

НАЦІОНАЛЬНА АКАДЕМІЯ НАУК УКРАЇНИ
ІНСТИТУТ УКРАЇНСЬКО- ПОЛЬСЬКОЇ СПІВПРАЦІ

**МЕТОДИЧНІ ІННОВАЦІЙНІ МЕТОДИ НАВЧАННЯ У ВИЩІХ
НАВЧАЛЬГИХ ЗАКЛАДАХ УКРАЇНИ ТА ПОЛЬЩІ**

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DEVELOPING STUDENTS' SOCIOCULTURAL COMMUNICATIVE COMPETENCE IN THE LANGUAGE CLASSROOM

Fruitful development of sports, economics, political and personal relations between and among countries and peoples are incredible without knowledge of their cultures, traditions, and habits. Living in the multicultural world supposes that people have definite level of sociocultural competence.

Learning a foreign language helps young people make significant progress in both processes as they not only learn new words and grammar rules. They learn the new culture, its history, geography, economy, art, religion compare the everyday life of its people with their own.

Learning sociocultural components is inevitable along with achieving the main practical target of creating the ability to communicate in the foreign language.

No doubt, living in a place where the language is spoken natively is an informal immersion in the language and culture. In such a situation, the learner generally has no choice but to communicate and to understand how the language is used in its wider sociocultural context.

In the classroom it is also possible to create the informal atmosphere that can help students feel naturalistically in the language medium. Transform the room into a place where communication can occur normally and easily. The classroom itself can provide practice that combines listening and speaking and thus approaches natural language use. Let the room come alive with talk. Banish the teacher-centered mode in which all communication occurs between the teacher and one student at a time, with everyone else sitting, waiting, and daydreaming. Occasionally go out of the room for short periods during normal classes, so that learners realize they don't need you to tell them to speak. Note that the other two language skills, reading and writing, can often be integrated with listening and speaking by means of role-plays, games, simulations and other activities. Structured communication exercises offer practice that takes learners' attention away from the process of language learning and directs it towards the communication process making it natural.

Language is a form of social behavior; it is communication. Appropriately chosen topics are very important in this process. Which topics can be chosen? The ones which help people integrate in the everyday life: shopping, looking for apartment, cafes, restaurants, hotels, hairdressers' theatre, travelling, doctor's appointment,

bus and railway stations, church, national and religious holidays, birthdays, weddings, etc.

The use of video in listening activities adds visual appeal and helps students understand the spoken material better. The learners gain interesting cultural information and are exposed to different varieties of English. Films can provide a vivid introduction to Western culture, and they are always more interesting than most materials for teaching English-after all, they are designed to entertain thus creating an unconstrained, easy atmosphere in the classroom. As language-teaching material, films can provide a good transition between the slow, clear “teacher talk” of the classroom and the natural English of typical native conversation.

The method of “listening” to the video before the actual viewing aims at arousing the students’ interest and motivating them to listen in a meaningful context.

1. While preparing, review the video and write a few questions to focus the students’ attention. Such as, where are the characters? What are they doing? Who are these people? Write down the vocabulary items and language items extracted from the video.
2. Explain to the students that before watching the film, they will be listening to the sound of the video only. Put the prepared questions on the board to help the students understand more easily what the video is about.
3. Cover the screen of the television and play the video.
4. After the first listening, check the students’ comprehension and see if they can answer the questions on the board. The students use their imagination and clues to make guesses what is happening.
5. Play the video again, with the picture, and let the students compare what they imagine and what they actually see.
6. Discuss the film with the students. Introduce specific vocabulary items, language functions, and expressions used in the film.

Speech needs not be completely authentic. In fact, it is even better to use an approximation to authentic speech, somewhat modified to take into account the learners’ proficiency level. If unedited authentic listening or videomaterials are used, these should be short segments of videofilm, or recorded broadcasts, or live or taped interviews with native speakers on familiar topics. Films are wonderful sound-and-image resource for language learning. So the language learning classroom can be successfully used as a place where the foreign language and culture are learned.

Literature cited:

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