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FORMATION OF LINGUOCULTURAL COMPETENCE OF FUTURE ENGLISH LANGUAGE TEACHERS

The article dwells on the topical issue of the up-to-date methods of teaching foreign languages, reveals the relationship between the culture and the language of the nation, the basis for the formation of linguocultural competence. The author emphasizes the importance of mastering the language as a means of communication, cognition, and transmission of thoughts, since the language reflects social consciousness, national character, traditions, customs, etc. The idea is expressed that the primary task of contemporary education is to prepare students for successful intercultural communication. It is important to understand the sociocultural behavior of native speakers, to learn strategies and tactics of behavior in typical communicative situations with simultaneous linguocultural identification of the individual by means of vocabulary, grammar, idiomatics, proverbs, sayings, folklore, etc. It is emphasized that training language situations can be created on the basis of students' communication observations, as well as on the basis of making dialogues and mini-texts. The article suggests a list of training tasks, in particular for the development of situational speech (invitation, persuasion, introduction, justification, choice making, etc.). It is highlighted that culture is transformed into the style of behavior of communicative partners, into a polite manner of communication, into the so-called stereotypical communicative behavior, which has a bright national identity, realized through a set of peculiar linguistic means. It is recommended to pay attention to mastering the formulae of language etiquette used to impose, establish, maintain and break off communicative contact within a linguistic culture. With a view of forming linguocultural competence, it is important to constantly replenish students' vocabulary, to correctly, accurately and appropriately use language formulae, to expand the register of verbal communication in various communicative situations. In addition, there has been pointed out situational method of mastering language material as one of the important components of the formation of linguocultural competence in real-life communicative situations, taking into account specific conditions and communicative tasks. The author also accentuates the importance to have an appropriate attitude to communication, to be able to correctly encode and decode information, to build up responses, to follow the rules of the language etiquette, to maintain a polite atmosphere of communication.

Key words: linguocultural competence, intercultural communication, communication, culture, communicative situation.

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ФОРМУВАННЯ ЛІНГВОКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ В МАЙБУТНІХ УЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ

У статті розглядається актуальна проблема сучасної методики викладання іноземних мов, розкривається взаємозв'язок між культурою та мовою народу, основи формування лінгвокультурної компетентності. Наголошено на важливості оволодіння мовою як засобом спілкування, пізнання, передачі думок, оскільки в мові відображена суспільна самосвідомість, національний характер, традиції, звичаї тощо. Автор вважає, що пріоритетним завданням сучасної освіти є підготовка студентів до успішного міжкультурного спілкування. Важливо розуміти соціокультурну поведінку носіїв мови, засвоювати стратегії та тактики поведінки в типових ситуаціях спілкування з одночасною лінгвокультурною ідентифікацією особистості засобами лексики, граматики, ідіоматики, прислів'їв, приказок, фольклору тощо. Окремо зазначено, що навчальні мовні ситуації можуть створюватися на основі спостережень за комунікацією студентів, а також на основі укладання діалогів та мінітекстів. У статті запропоновано перелік навчальних завдань, зокрема для розвитку ситуативного мовлення (запрошення, переконання, знайомство, обґрунтування, вибір тощо). Окремо наголошено, що культура трансформується в стиль поведінки комунікативних партнерів, в увічливу манеру спілкування, у так звану стереотипну комунікативну поведінку, що має яскраву національну своєрідність, яка реалізується через набір конкретних мовних засобів. Рекомендовано звернути увагу на опанування формулами мовного етикету, які використовують з метою нав'язування, встановлення, підтримання та розмикання комунікативного контакту в межах лінгвокультури. Важливим з погляду формування

лінгвокультурної компетентності є постійне поповнення словникового запасу студентів, правильність, точність та доречність вживання мовних формул, розширення реєстру засобів вербального спілкування в різних комунікативних ситуаціях. Також виокремлено ситуативний метод оволодіння мовним матеріалом як один з важливих складників формування лінгвокультурної компетентності в реальних ситуаціях спілкування з урахуванням конкретних умов і комунікативних завдань. Автор наголошує, що важливо мати відповідну комунікативну установку на спілкування, уміти правильно кодувати та декодувати інформацію, будувати відповіді-реакції, дотримуватися правил мовного етикету, підтримувати ввічливу атмосферу спілкування.

Ключові слова: лінгвокультурна компетентність, міжкультурна комунікація, спілкування, культура, комунікативна ситуація.

Statement of the problem. At the present stage of development of education in Ukraine, the problems of language education, formation of a communicatively skillful personality, mastery of language as a means of communication, cognition, and transmission of thoughts are increasingly attracting the attention of teachers, methodologists, and educators, since language reflects not only the real world of a person, not only his or her lifestyle and behavior, but also social consciousness, national character, traditions, customs, value system, and worldview. In addition, it can be stated that the communicative and pragmatic aspect of learning is gaining its own status, but its support and further rooting in the education system requires new approaches and description in the research of linguists, methodologists and psychologists. The priority task is to prepare students for successful intercultural communication. Therefore, the problem of joining the European education system and thus the awareness of oneself within the systems «I – You», «I – World» becomes relevant.

Research analysis. The concept of linguocultural competence has been studied and researched by A. Ageicheva, S. Bobyr, S. Bukhhalo, Yu. Veklych, N. Holub, T. Donchenko, S. Karaman, K. Klymova, V. Lugovyi, O. Matsnieva, L. Matsko, N. Maiier, D. Myronets, A. Mormul, M. Pentyliuk, O. Savchenko, T. Symonenko, O. Storonska, and others). As N. Maiier convincingly emphasizes: «the successful implementation of the requirements put forward by society to modern foreign language teachers in their professional and methodological activities aimed at forming students' foreign language professionally oriented communicative competence is possible only if they have a high level of methodological competence» (Maiier, 2015: 7). Researchers agree that this process is facilitated by the set and organization of linguistic means, which in a given speech situation, subject to modern language norms, allow for the greatest effect in achieving the communicative tasks set. Language is the only social and cultural formation that reflects the peculiarities of the people as carriers of a specific culture, which distinguishes it from the diversity of other cultures (Bukhhalo et al., 2023:79). The relevance of the study of the formation of English

teachers' linguocultural competence requires studying the current state of its scientific and methodological development.

The purpose of the article is to analyze the peculiarities of the formation of communicative and linguocultural competence based on independence and critical thinking, individual linguistic creativity.

Presentation of the main material. The formation of critical thinking accompanying the mastery of language units helps to avoid mindless copying of text fragments and contributes to the realization of individual capabilities of foreign language learners. It is important to emphasize that language learning involves mastering language and culture simultaneously, so the development of linguocultural competence in a linguistic personality is a key component of the formation of methodological competence of future foreign language teachers. In the process of teaching communication culture, students learn to understand the sociocultural behaviour of native speakers, master strategies and tactics of behaviour in typical communicative situations. For up-to-date methods of teaching foreign languages, the problem of forming linguocultural identification of a personality is relevant, since language accumulates, preserves and imitates cultural values in the semantic space, represented by language signs in vocabulary, grammar, idiomatics, proverbs, sayings, folklore, fiction and science, forms of written and oral communication in general. Therefore, the language indicates that its speakers belong to a certain linguistic and cultural discourse, which includes the culture of communication and the culture of speech behavior, including the awareness of the essence of national language etiquette.

The level of culture of communication depends not so much on the impeccable observance of the standards and norms of the literary language as on the ability to use all the riches of the native language, its expressive capabilities, on the ability to determine who is communicating something to whom, where, and for what purpose, i.e. to take into account the speech situation (Bolotnikova, 2018: 36). Training language situations can be created on the basis of students' speech observations, as well as on the basis

of making dialogues and mini-texts. Most often, when developing tasks, teachers use role-playing techniques.

A situation of invitation. You meet a teacher on the street and want to invite her to your concert. Act out the dialogue.

A situation of persuasion. You want to celebrate your birthday with your friends in a coffee shop, but your family insists on organizing a celebration at home. Convince them to go with you to the cafe. Act out a dialogue.

A situation of acquaintance. You invited a classmate to a disco. There are always many of your friends and acquaintances there, but your classmate does not know any of them. Introduce them. Act out a dialogue.

A situation of justification. A friend has invited you to go on a summer vacation to the mountains, but you are going to go to the sea. Tell him about your plans in a way that won't offend him. Act out a dialogue.

A situation of making choice. You have planned to go to the gym with a friend, but he calls you and suggests that you go to the cinema in the evening, where a new movie with his favorite actor will be shown, but you don't really like him. How will you act? Act out a dialogue.

An important task is to demonstrate to students how culture gets transformed into a speaker's behavioral style, manner of communication, and such aspects of behavioral competence as politeness, respect, and socially acceptable behavior, i.e., stereotypical behavior, since it concentrates the features of national character that has been formed over the centuries. Continuing to work on the formation and development of communicative competence in higher education, the lecturer should emphasize that each linguoculture has its own ethnic characteristics, national originality, and therefore the set of language tools and the choice of grammatical structure is also different. As for the English linguoculture, which is a unique universal model of language activity, it represents the following features: democracy, aestheticism, restrained emotionality, distancing, and others, which are realized mainly in the system of stable language expressions. That is why the primary task of teachers is to follow the rules and norms of the national culture of communication. As a reflection of the systemic relations of reality, national and cultural communication strategies are standardized and transformed into appropriate communication stereotypes, so stereotypical phrases, clichés and templates are gradually laid down in the minds of students, which they can freely use in any daily communicative situation. We are also talking

about the formulae of language etiquette as a set of national formulae and phrases mainly used to impose, establish and maintain language contact within a particular linguoculture. Speech etiquette, despite the presence of common structural elements among many nations (formulae for greeting, farewell, apology, etc.), has national and cultural specificity. In society, it functions in two main forms of behavior – verbal and non-verbal, which are closely interrelated and interdependent. Knowing these formulae and their observance enables a person to feel confident and at ease, not to feel uncomfortable when communicating with strangers, with elders, with persons of the opposite sex. When we get engaged in a communicative act with the family, friends, and acquaintances, we clearly know the «limit» of love and respect for one another, we have a variety of ways and language tools to emphasize this, and the measure of a positive attitude with strangers is politeness, so in such a situation, compliance with the rules of language etiquette is mandatory. Therefore, lecturers need to keep in mind the constant replenishment of students' vocabulary, monitor the correctness, accuracy and appropriateness of the use of a particular language formula, prevent mistakes and duplication of formulae, and expand the register of means of verbalizing thoughts in various communicative situations.

Many English etiquette formulae have synonymous series, and therefore can be used in different communicative situations. The existence of such series makes it possible to choose an etiquette formula in the process of a communicative act, which is due to extralinguistic factors: the nature of the situation, as well as biosocial characteristics of speakers, for example, formal greetings: *Good morning! Good afternoon! Good evening!*; informal greetings: *Hello! Hi! Hey! Howdy! What's up? Hi there! Yo!*; asking about the state as a way of greeting: *How are you? How's it going? How have you been? How's your day? How's your week been? How's everything? How's life treating you?*; greetings during acquaintance: *Nice to meet you! Pleased to meet you!*; slang greetings: *What's poppin'? Sup? Wazzup?*; non-standard greetings: *Greetings! Salutations! Long time no see! Afternoon! Morning!* Thanks to these expressions, the register of means of verbalizing various communicative situations is expanding, which enables speakers to avoid monotony and repetition in individual speech. Therefore, it is also worth enriching the lexicon with new etiquette formulae, keeping in mind the units of the universal register and nationally colored clichés. There can be offered a list of tasks for learning new units or using them in atypical communicative situations.

Exercise one. Rank the etiquette formulae according to the frequency of their use. What do you think of the ones at the bottom of your list? What are the situations in which they are appropriate?

Good morning! Good afternoon! Good evening! Afternoon! Morning! Greetings! Salutations! Long time no see! Nice to meet you! Pleased to meet you! Hello! Hi! Hey! Howdy! What's up? Hi there! Yo! How are you? How's it going? How have you been? How's your day? How's your week been? How's everything? How's life treating you? What's poppin'? Sup? Wazzup?

Exercise two. From the list above, choose the appropriate etiquette formula and say hello to a teacher, politician, actor, adult neighbour, friend, or alien. Justify your choice.

Exercise three. Choose the correct greeting for each communicative situation: a) _____! *I'm excited to be working with you on this project;* b) _____, *bro!* *Long time no see. How have you been?;* c) _____! *I hope you have a productive day ahead!;* d) _____! *It's been ages since we hung out. Let's catch up soon!*

Exercise four. Complete the etiquette greeting formulae with your own examples.

A nationally peculiar form of English politeness is the pronoun *you*, which is used in the official sphere to address an unfamiliar, older, more senior interlocutor. At the same time, this pronoun can indicate a close relationship (informal sphere of communication) – communication between friends, colleagues, etc. It can be stated that the pronoun *you* in English has the so-called etiquette function.

As practice shows, students experience great difficulty in building persuasive constructions in dialogues of this type: *Convince..., Persuade..., Recommend..., Advise...* There are several models for neutralizing imperativity that can be used when studying certain lexical topics, for example, the use of special politeness actualizers: *amuse, charm, cheer, choose, content, delight, desire, entertain, gladden, gratify, humour, indulge, like, opt, prefer, satisfy, see fit, suit, tickle, want, will, wish;* polite expressions: *would you mind, could you, I'd like to; possibly, if you can, I'd appreciate, it would be great, would it be a problem,* and others. By adhering to the language norms and rules of speech etiquette, we demonstrate our good manners, respect and attentiveness to the interlocutor, friendliness, and delicacy.

It should be remembered that the main task is not to mindlessly «memorize» etiquette formulae by students, but to be able to use them in different communicative situations. The situational method itself involves mastering language material in real-life communicative situations, taking into account specific

conditions and communicative tasks, so teaching should be carried out in a situationally specific context that encourages students to use language patterns creatively and directs communication into the realm of ease and reality. For a successful communication act to take place, it is important to develop the necessary skills, which are acquired with experience through a clear list of exercises. In addition, it is important to have an appropriate communicative attitude towards communication and the interlocutor; to be able to listen attentively and correctly decode the interlocutor's thought, to build an adequate response, to address a request for information to the communicative partner, to follow the rules of language etiquette, to maintain a polite atmosphere of communication. For example, in class, students can first be asked to familiarize themselves with the content of the dialogue.

Mr. Smith: Good afternoon, Ms. Brown! I am the commercial director of *Marks&Spencer*. Here is my business card.

Ms. Brown: Good afternoon, Mr. Smith! Have you seen the advertising material from our company *Textoria*?

Mr. Smith: Yes, I have. Your employee gave them to me.

Ms. Brown: Are you interested in our fabric samples?

Mr. Smith: Yes, we are. We are looking for exactly this kind of product for a new collection show that will take place in two or three months. We want to call the collection «Not Like Everyone Else».

Ms. Brown: That's a very interesting name. I think that our fabric samples will be a great solution for you. Moreover, they meet the highest technological level and, I think, will satisfy the most demanding customer.

Mr. Smith: But your company is not very well known among the modelling business. Are you going to expand your borders?

Ms. Brown: Of course. After signing a contract with your company, we will enter a new market.

Mr. Smith: Good. What kind of discount can you offer us?

Ms. Brown: I think five percent would be satisfactory?

Mr. Smith: Absolutely. Ms. Brown: Thank you. I am looking forward to further cooperation! Please accept the invitation to our new collection show.

Ms. Brown: Thank you very much for the invitation. Good luck to you! And goodbye!

Mr. Smith: See you soon.

It's possible to have a short discussion on the content of the text. The next step is to complete the list of reproductive and productive exercises.

1. Write out the etiquette formulas from the text and indicate their meaning. What is their number? Is it appropriate in the text?

Example. Good afternoon – greeting.

2. Imagine that you work in a company. Introduce yourself by stating:

- your name and surname,
- the name of the company
- your affiliation.

Next, we suggest that you refer to the «Please, remember!» section before using the method of activating the acquired knowledge.

Please, remember!

<i>Shop assistant</i>	<i>Customer</i>
Can I help you?	Could you please show me ...
Is there anything I can advise you on?	Show me, please ...
What are you interested in?	Help me find the right one...
Which model would you like?	Advise me what to choose. How much does it cost ...? What's the price for this ...?

3. Complete the dialogue with the lines using the «Please, remember!» section and act it out.

Shop assistant: Good afternoon! How can I help you?

Customer: ...

Shop assistant: You have good taste! This mobile phone is of a modern model and performs all the possible functions.

Customer: ...

Shop assistant: Yes, of course. You can get a loan for it without a down payment.

Customer: ...

Shop assistant: Please have a seat. Read the terms of the contract carefully, take a pen and sign it.

Customer: ...

Shop assistant: Thank you for your purchase! Goodbye!

Customer: ...

4. Act out the dialogue «In the shop» using «Please, remember!» section. What should be the interlocutors' eyes, gestures, and voice?

These exercises are designed to teach how to effectively use verbal and non-verbal etiquette to solve communication problems. Mastering a foreign language involves, firstly, the formation of a personally significant hierarchy of meanings and spiritual values, and secondly, the comprehension of cultural concepts as spiritual and ideological guidelines of a language personality. The national language determines the linguocultural aspect of the language-cognitive and communicative-pragmatic activity of not only the language personality, but also of an individual language personality at the level of a nationally modified process.

Conclusions. The formation of linguocultural competence is based on the development of the following skills: listen and hear the interlocutor, ask questions of various types, correctly start and end a dialogue, supplementing and developing the topic of conversation; freely express one's thoughts, beliefs and opinions, correlating the style and form of the text with its genre and etiquette norms; participate in discussions, consistently and reasonably defend one's views; conduct business conversations, make public speeches; evaluate one's own speech behaviour and the speech behaviour of classmates; distinguish and take into account the peculiarities of etiquette situations; monitor the compliance of non-verbal behaviour, etc. This problem requires further research in order to develop an experimental methodology aimed at forming and developing students' communication culture.

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