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The role of computer technologies in the development of sociocultural competence

In the sixties of the twentieth century, a relatively young field of linguistics began to develop intensively - sociolinguistics, the task of which was to analyze linguistic phenomena on the basis of a wide social context, study the national and cultural specifics of verbal behavior and communication. The studies have shown that to ensure the success of communication is not enough to develop the language competence separately: it is only a necessary prerequisite for the transmission and reception of information. As it turned out, active participation in communication is determined by the features of socio-cultural peculiarities of the individual. This idea was expressed quite clearly by G.V. Kolshansky, who insisted on the need to include in the curriculum of foreign languages learning certain cultural notes, which is necessary for the process of communication as it is.

In the modern era of human civilization, a fundamental role is played by the education of youth in the spirit of peace, the dialogue of cultures and tolerance. Back in 1974, UNESCO formulated the basic principles and strategies of upbringing that must proceed in the spirit of international mutual understanding, cooperation and peace, and in the spirit of respect for human rights and fundamental freedoms.

At the present stage of the development of mankind, the world is becoming increasingly integrative, since direct communication of representatives of different cultures makes them interdependent on an unprecedented scale. In the conditions of multiethnic society, the problem of the loss of national identity is felt more and more acute. Therefore, it's urgent to search for new ways of upbringing and education (1).

The twenty-first century will bring significant changes in the social and cultural spheres of people's lifestyles at the level of technological development of society. Such a rapid development requires from people the adoption of common vision of problems and the ability to live together. To be ready for such changes, representatives of different cultures need to conduct an effective dialogue with each other. Thus, intercultural communication plays a decisive role in the whole spectrum of possible contacts. Technology development and multiculturalism are in the number of main directions in the process of interdependence and interpenetration of cultures, which serve as a basis for developing global thinking for a meaningful and productive life of people together (4). In recent years, most researchers have rushed to the functional study of linguistic persona, to language as an instrument of social impact. The main purpose of this language study is communication between people, which occurs in different circumstances, due to physical, socio-cultural and linguistic factors (3).

Thus, the new time and new conditions require a revision of both the general methodology and specific methods and techniques in the teaching of foreign languages, where language training as a means of communication becomes a priority. An integrative approach to teaching native and foreign languages in the context of the dialogue of cultures is also becoming topical. It was K.D. Ushinsky who gravely substantiated the thesis: language is an instrument and means of cognition, and at the same time one of the most powerful educators of man. He believed that learning foreign languages has different purposes:

- familiarization with the literature of the people whose language is being studied. Literature as a part of culture reflects by the means of the language the spiritual life of the people, for language itself is verbal wealth;
- development of logical thinking;
- means of oral or written communication with people who are native speakers of the given language;
- communication with compatriots who speak this language.

Language is the result of thousands-years of spiritual life of peoples. Studying foreign languages, the pupil learns not only the vocabulary and grammar of the given language, but also understands the culture, the linguistic view of the world created by the speakers of these languages. According to K.D. Ushinsky, the best way to perceive

the character of the people is to learn their language. K.D. Ushinsky attached special importance to the study of languages, since the study of foreign languages is the only reliable means of mutual understanding between peoples (10).

It is believed that learning foreign languages is a dialogue of cultures, which implies knowledge of one's own culture and culture of the language. It becomes an urgent task to prepare the learner for a dialogue of cultures, for intercultural communication. Intercultural communication, which provides mutual understanding of interlocutors, requires certain socio-cultural knowledge in the context of which the studied foreign language functions.

Socio-cultural competence is understood as the level of knowledge of the socio-cultural context of using a foreign language, as well as the experience in communication and use of the given language in various socio-cultural situations. At the same time, three levels are singled out in the socio-cultural competence:

- knowledge: national mentality (language, sign language, written communication), national heritage (science and art, history and religion, sights);
- communication experience: the choice of a socio-culturally acceptable style of communication, understanding of the phenomena of a foreign culture, increased tolerance to participants of communication, their culture and behavior, the ability to overcome and resolve socio-cultural conflicts, the creation of a socio-cultural portrait of the country.
- experience in using the language. Some researchers define socio-cultural learning as a study of language and cultures, and consider this to be one of the strategic lines of modern language education. Socio-cultural approach focuses on teaching intercultural communication in a foreign language in the context of socio-pedagogical dominants of the pedagogy of civil peace and harmony. Thus, with the socio-cultural approach, social and pedagogical orientation toward teaching foreign languages in the spirit of peace and the dialogue of cultures becomes important. One of the basic principles of socio-cultural education is the teaching of foreign-language communication in the context of a dialogue of cultures. This creates conditions for studying the culture of the country of the language under

study with reliance on world culture, and rethinking of native culture in the mirror of world culture (8).

The formation of a foreign socio-cultural competence is not an isolated process, because it is inextricably connected with the development of the socio-cultural competence of native culture, as well as the world as a whole. Thus, the basic pedagogical task of studying foreign languages and the world speaking another language is, at present, the development of the basic civil qualities of the individual.

Consequently, the need for socio-cultural education of the individual is not in doubt; however, the problem of adequate foreign cultures teaching remains open.

The emergence and increasing use of computer technology raises the question of the appropriateness and necessity of using computers, and optimizing the methods and techniques of training based on computer technologies, and, therefore, opens up new broad opportunities for intensifying foreign languages teaching. Currently, foreign and Russian methodologists consider the use of these technologies in teaching foreign languages rather promising. When using high-tech equipment, it is possible to achieve better results in a shorter period of time. With such training, students are immersed in a real language environment, they are provided with the necessary material for repetition, the necessary practice of oral speech, as well as various voices of native speakers. In addition, an important aspect should be country studies, being an important source of modern country related information. Such information is not only a reflection of the culture of the society of the language being studied, but also serves as an authentic source for tracing the dynamics of the development of the language, replenishing its vocabulary. One of the tasks of teaching foreign languages - authentic communication in the language being studied - is effectively solved by using computer technologies in general and the Internet, which provides natural and productive communication, in particular (5). The use of computer technologies radically changes the approaches to the development of educational resources on a foreign language. Interactive learning of foreign languages on the basis of multimedia programs makes the implementation of a whole set of methodological, didactic pedagogical and psychological principles possible. The use of computer programs makes the learning and cognition more interesting and creative. With the help of such programs, it is possible to take into account the levels of language competence of trainees, and to develop assignments of varying degrees of complexity within the framework of one program, which makes it

possible to realize the principle of an individualized and differentiated approach to teaching foreign languages. At the same time, the principle of feasible difficulty and availability of tasks is ensured, the individual pace of each trainee's work is taken into account (7).

The use of new information technologies in teaching foreign languages not only excludes passive perception of information, but also assumes an active position of the learner in the process of knowledge mastering. The active and creative nature of this kind of cognitive activity reveals itself in intense mental work, which requires maximum attention on the part of the trainee. Such educational and cognitive activity contributes to the development of the cognitive independence of the trainees.

The Internet is considered to be the main means of developing socio-cultural competence, since it is the enormous communication capabilities of the global network that enable free communication with real native speakers of the language and culture. In addition, the Internet is an extensive information bank containing all kinds of authentic information. Thus, the Internet gives an abundance of socio-cultural knowledge about the country of the studied language and foreign culture. Communication through the computer and the Internet does not know the national and cultural differences between communication participants. However, computer and telecommunication technologies should be used not only as a source of information, but also as a means of developing adequate intercultural computer-mediated communication (6).

One of the most striking examples of the application of computer technologies is intercultural web projects or web forums, aimed at the cognition of a foreign culture. Representatives of different languages and cultures can participate in such projects, who, communicating through the forum, learn about the culture of the country of the studied language through the comparison of authentic socio-cultural information, analyze it and discuss it in training groups, as well as in forums, with foreign partners on the project. Such projects contribute to the formation of knowledge of the values, attitudes, beliefs of representatives of foreign culture and understanding of this culture as a whole.

These kinds of projects are a constructive, interactive approach to the development of the socio-cultural competence of students, which allows, under the guidance of the teacher, to form knowledge and understanding of values in the light of

comparison and analysis. In the process of work, students compare and summarize some cultural key concepts, such as leisure time, family, nature, education, etc. Computer technologies contribute to video education, making it possible for the students to develop the ability to perceive speech accompanied by a video. Such programs allow you to work at an individual pace and view the entire video clip several times or return to any point in the information offered. Researchers believe that trainees best remember the meaning of new words if they get as many of the associations as possible. Computers can also help here, providing the necessary associations in the form of audio and text form. Specially designed computer programs for teaching audition allow you to creatively process the information received. Such programs improve the ability to perceive speech of native speakers by ear, expand horizons, and immerse in the culture of another country, which completely coincides with the humanistic orientation of education. It is important to note that by visualizing educational material, computer programs create a learning environment with visual representation of information, use of color and sound, influencing emotional and conceptual spheres, contributing to deeper mastering of the material. Multimedia programs improve the attention of trainees, help to reduce fatigue and provide the necessary relaxation. In addition, the combination of the visual image, text and sound helps the complex development of speech skills in a foreign language. This process is interactive, because there is a two-way communication, the learner's dialogue with the computer: they can ask each other questions, get answers to them, the computer can give clues and you can ask it for help.

Modern automated training programs make it easier to store the answers of trainees, allow to provide them with assistance if necessary, to gradually assess knowledge, determine progress in their work, thereby implementing a more flexible system for monitoring the acquisition and evaluation of knowledge. Along with this, such programs, provided with various kinds of keys, help to carry out self-control (9).

However, it should not be forgotten that the computer is an auxiliary tool for teaching foreign languages and serves primarily to provide information and instrumental support, it can not be countered to the teacher, and it can never completely replace it. The use of computer technologies makes it possible to optimize the management of education process, to increase the efficiency and objectivity of the educational process, while saving considerable time for the teacher in such positions as

obtaining information support, working with teaching materials, organizing team work, and implementing distance education (2).

To conclude, it should be mentioned that computer technologies represent a real opportunity for socio-cultural education of an individual outside the linguistic and cultural environment. And then we can say that education is truly developing, which is an important feature of modern education in the world.

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