

InterAcción y Perspectiv

Revista de Trabajo Social

ISSN 2244-808X
D.L. pp 201002Z43506

Julio-Diciembre 2021
Vol. 11 No. 2



Universidad del Zulia
Facultad de Ciencias Jurídicas y Políticas
Centro de Investigaciones en Trabajo Social

ARTÍCULO DE INVESTIGACIÓN

**DESARROLLO DE COMPETENCIAS SOCIOCULTURALES DENTRO DEL CURSO
UNIVERSITARIO**

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Resumen

El artículo aborda el problema de la formación de competencias socioculturales de los estudiantes de ingeniería. A partir del análisis de la literatura pedagógica, metodológica, lingüística, los autores identifican los criterios para la selección de textos lingüísticos y culturales, que son la base metódica y metodológica para la formación de competencias socioculturales de los estudiantes: contenido, autenticidad, temática, contenido informativo, Criterios estéticos, lingüísticos: vocabulario, gramática y estilística. Este artículo presenta hallazgos sobre un sistema de ejercicios basado en el aprendizaje educativo lingüístico y cultural, como medio de formación de competencias socioculturales. Se informa que este sistema de ejercicios se introdujo en el proceso educativo de los estudiantes de la Universidad Estatal de Ingeniería Eléctrica de Kazán en el estudio de la disciplina "Lengua extranjera"; "Lengua extranjera de negocios" en 2016-2019. Los hallazgos informados hicieron posible implementar principios pedagógicos generales: los principios de orientación fundamental y aplicada, que reflejan las características de la competencia sociocultural de los estudiantes que se forman dentro del proceso de enseñanza de lenguas extranjeras, así como proporcionar a los estudiantes la disponibilidad de conocimientos educativos. material, su fuerza de asimilación, el aumento gradual de las dificultades y el desarrollo de las capacidades cognitivas.

Palabras clave: competencia sociocultural, formación, criterio, texto lingüístico y cultural.

Abstract

SOCIO-CULTURAL COMPETENCE DEVELOPMENT WITHIN UNIVERSITY COURSE

The article deals with the problem of engineering students' socio-cultural competence formation. Based on the analysis of pedagogical, methodological, linguistic literature, the author identifies the criteria for the linguistic and cultural texts selection, which are the methodical and methodological basis for students' socio-cultural competence formation: content, authenticity, thematicity, information content, aesthetic, linguistic criteria: vocabulary, grammar and stylistics. This article presents findings on a system of exercises based on linguistic and cultural educational learning, as a means of socio-cultural competence formation. It is reported that this system of exercises was introduced into the educational process of students of Kazan State Power Engineering University in the study of the discipline "Foreign language"; "Business foreign language" in 2016-2019. The reported findings made it possible to implement general pedagogical

principles - the principles of fundamental and applied orientation, reflecting the features of students' socio-cultural competence forming within the process of foreign language teaching, as well as to provide students with the availability of educational material, its assimilation strength, the gradual increase in difficulties and the cognitive capabilities development.

Keywords: socio-cultural competence, formation, criteria, linguistic and cultural text

Recibido: 16/11/2021 Aceptado: 05/12/2021

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1.- Introduction

The foreign language methodology involves the development in higher education as well as the foreign language speaking skills and a foreign language world picture forming, socio-cultural knowledge inherent in the carrier of certain cultures.

We believe that future engineer training is as an all-round development of a person, a professional specialist with a broad outlook who understands not just the processes of professional activity, but also the society development, communication, etc. the general socio-cultural context of their activities is an issue that is relevant today.

E. Vereshchagin, N. Gez, E. I. Passov, considered the model of the linguocultural and sociocultural skills development deeply, the development of a foreign language culture in the general concept of multicultural education (Solovova, 2018).

Much attention is given to development and orientation for the sociocultural competence formation methodology by the authors. Sociocultural competence is one of the components of foreign language communicative competence.

Communicative competence presupposes that a professional has a sufficient skills level and abilities development for effective interaction contact with people, within a professional environment, professional communication with employees and managers, a willingness to engage in business and personal interaction with work colleagues and the ability to establish, maintain and develop such interaction (Slastenin & Kashirin, 2006).

We define "foreign language communication in a foreign language" as a form of speech activity in which the development of a linguistic personality takes place, provided that the subjects of communication with a representative of a different culture have a favorable psychological interaction, taking into account their cultural characteristics in the process of professional activity (Ibatova, 2009).

In order to implement and master communicative foreign language competence, students need to master not only knowledge about the system of the target language, knowledge of vocabulary units and grammatical rules that transform lexical units into a meaningful statement, but also knowledge that allows you to choose and use adequate linguistic forms and means, depending on goals and situations of communication, from

the social roles of communication participants, i.e. from who is a communication partner, taking into account the national and cultural characteristics of someone else's linguistic society, knowledge of the cultural characteristics of native speakers, their habits, traditions, norms of behavior and etiquette and the ability to understand and adequately use them in the process of communication, while remaining a bearer of another culture. The whole body of knowledge and skills will allow communicants to understand foreign language statements in accordance with a specific communication situation, speech task and communicative intention, to build holistic, coherent and logical statements of different functional styles (article, letter, essay, etc.); as well as to use verbal and non-verbal means (strategies) that a person resorts to in case the communication did not take place; such means can be both re-reading a phrase and re-asking a misunderstood sentence, as well as gestures, facial expressions, etc. (Ilyin, 2018).

The above knowledge and skills constitutes the sociocultural competence concept. This problem is considered in the works of many scientists, linguists, teachers. The important role of the socio-cultural competence is mentioned in the following linguists researches (Neuner, 1996; Handford, 2002).

Celce-Murcia M., Dörnyei Z., & Thurrell S. described a model of communicative competence that includes five components: discourse competence, linguistic competence, practical competence, sociocultural competence, and strategic competence. The authors define their content and discuss the content, specificity for each component (Celce-Murcia et al, 1995).

O. A. Dareeva, S.A. Dashieva consider socio-cultural competence as a component of communicative competence, which includes skills and abilities of verbal and non-verbal behavior; attitude to activities, native culture (Dareeva, & Dashieva, 2009). Yartseva I. K defines the students' sociocultural competence as the ability to highlight the general and culturally specific in the development models of different countries, the recognition of the various cultural models right exist and the ideas, norms, beliefs formed on their basis, on the one hand, as well as the willingness to represent their country and her culture, constructively defend their own positions, accepting and respecting the point of view of others, on the other hand (Yartseva, 2009).

Vlasenko N.M. points to the obligatory possession of sociocultural competence as a necessary component of communicative foreign language competence within the process of intercultural communication. The author invests in this concept not only knowledge of sociocultural, but also of regional geography, knowledge of the socio-everyday, socio-business and sociocultural communication spheres (Vlasenko, 2004).

Litvinova L. D. draws our attention to the linguistic and cultural knowledge constitutes the cognitive part of the content of foreign language education, the skills of verbal and non-verbal behavior are associated with the formation of behavioral stereotypes, promotes the formation of attitudes, interest in the culture of a foreign country, empathy, tolerance towards representatives of other ethnic groups, which contributes to and developing a sense of patriotism (Litvinova, 2000).

Belyakova N.M. considers this competence at several levels: linguistic, social, psychological and communicative-technological. The psychological level presupposes

foreign language culture mastery. Communicative and technological proficiency level (Belyakova, 2008).

By socio-cultural competence, we, following N.N. Efremova, mean the totality of certain knowledge about the culture of the target language country, as well as the skills, abilities and qualities of the individual, allowing the student to vary his speech behavior depending on the communication sphere and situation (Efremova, 2008).

Sociocultural competence is a complex phenomenon and includes a set of components belonging to different categories and they are as follows:

1. Knowledge of geography, history, literature, art and culture (holidays, traditions, customs, realities), which is owned by a typical educated native speaker.
2. Knowledge of culturally oriented vocabulary and phraseology.
3. Knowledge of the national psychological characteristics of the representatives of the studied linguocultural community.
4. Knowledge of the nationally specific features of the verbal and non-verbal behavior of representatives of the country of the target language (Efremova, 2008; Muravyova, 2011).

Ishmuradova A.M., Koroleva N.E., Derdizova F.V. identify the following components of socio-cultural competence, which can and should be developed through teaching foreign languages effectively: cultural component (socio-cultural, historical-cultural, ethnocultural); linguistic and cultural components (lexical units with national and cultural semantics and the ability to apply them in the context of intercultural communication); sociolinguistic component (linguistic characteristics of social strata, representatives of different generations, sexes, social groups, dialects) (Ishmuradova et al, 2013).

We believe that the most effective means of sociocultural knowledge forming is a foreign language atmosphere immersion, their culture, traditions, customs and social norms of the target language country.

The focus of our attention is on linguistic and cultural educational learning material, namely, it is a means of non-verbal communication, behavior strategies knowledge in the process of foreign language communication for the socio-cultural competence formation of future engineers.

The purpose of our research is to develop a system of exercises for the socio-cultural competence formation among engineering specialties students on the basis of linguistic and cultural educational learning texts.

To implement the research goal, it is planned to solve the following tasks: defining the concept of socio-cultural competence among students of engineering specialties in the general system of training future specialists in engineering, considering linguistic and cultural educational material from the position of non-verbal communication, developing a system of exercises based on this material, introducing this system of exercises within the learning process.

2.- Results

Learning and teaching with foreign language texts on the base of linguistic and regional studies is one of the key aspects of the sociocultural competence formation. The basis of any educational linguistic and cultural material is the text.

The text is a structural and semantic unity combined with the integrity of communication, semantic completeness, logical, grammatical and semantic connections. The text emphasizes superficial and deep structures. The surface structure of the text is formed by the surface connections between the elements of the text, the deep structure of the text and its semantic structures (Atultanova, 2006).

Reading authentic linguistic and regional texts is one of the most important means of information obtaining and communication skills developing in a foreign language in the learning process. In teaching a foreign language, a business foreign language in a technical university, the text acts as a separate, independent tool and means of teaching communicative activities, the motive - to satisfy the information need, the socio-cultural skills formation.

All studied linguistic and cultural educational and learning material is presented to the student as a text, after studying which students should form a subjective attitude to the target language culture, students can enter into a kind of dialogue with its author. Therefore, the main function of the teacher is to highlight the main aspects and points in the learning text, the author's point of view towards the value content, expected new formations, readiness to establish intercultural ties, readiness for dialogue, respect for the spiritual values of other cultures, all this allows the teacher to develop the skills of sociocultural communication among students.

In this case, when choosing linguistic and cultural educational text material as subjective cultures carriers, of individuality, the teacher needs to know the laws of "texts" and their subjective "languages" creation and functioning; to be able to understand the subjective "language", as a symbolic and figurative nature; to be able to create their own "text" as their cultural reflection, humanitarian-dialogical self-development (Simonenko, 2006).

Therefore, we consider the lingo-cultural text as the basis for the formation sociocultural skills. Frolova V.P. believes that the text should meet the following requirements: 1) taking into account the students' needs and interests (including innovation, entertainment elements); 2) taking into account the students' future profession and professional interests (the implementation of the professional orientation of the foreign language course stimulates interest in learning the language); 3) corresponding to the research topic, focus on solving a specific communication problem; 4) corresponding not only to the concept of the modernity of the language, but also to the criteria of use normativity and frequency; 5) taking into account socio-cultural realities, reflecting the features of speech behavior, adhering to ethical and aesthetic standards. In other words, when choosing texts, one should take into account the communicative and cognitive students' needs, their level of difficulty should correspond to their language and skills of speaking in their native and foreign languages, students' professional interests (reflect future directions of activity, situations of professional communication) (Frolova, 2011).

When selecting linguistic and cultural material for the "Foreign Language" discipline for engineering students, we used the criteria for selecting educational material. Criterion (from the Greek. Kriterion - a means for judgment) - an indicator, a sign, on the basis of which an assessment of the quality of an object, a process is formed, a

measure of such an assessment; in the theory of knowledge - a sign of truth or false position (Vishnyakova, 1999).

The criterion should establish links between all components of the proposed educational material, serve as a basis for assessment, and can be divided into quantitative and qualitative indicators, indicators of the level of formation of that competence, knowledge and skills with which the achieved results are compared (Belkin & Tkachenko, 2005).

Considering the problems of selecting educational material in order to form socio-cultural competence, it is impossible to choose a single criterion that would allow us to quantitatively and qualitatively measure the formation of indicators, knowledge or skills. Thus, we need to highlight a number of criteria and indicators that would more clearly characterize the educational text from the standpoint of the formation of the socio-cultural competence of engineering students.

The degree of value of the linguistic and cultural educational material can be determined by its content potential, i.e. how much it is in the knowledge of the culture of English-speaking countries and peoples. There are different methods for determining the value and informativeness of educational texts, for example, M.V. Kosova suggests taking into account linguistic criteria for measuring the value of a documentary text (Kosova, 2013). The cognitive principles of information representation in the text are considered in the works of D. U. Ashurov; Sukhaya E.V. (Ashurova, 2020; Sukhaya, 2011).

In order to determine the value of linguistic and cultural texts, to determine both the linguistic and regional potential, we are following to the principles developed by G. N. Gumovskaya (Gumovskaya, 2013).

In accordance with the criterion of linguistic and cultural value, it is necessary to select educational material that reflects etiquette, norms and rules of behavior in different countries, since the implementation of key competencies in the discipline "Foreign language" presupposes the skills of conducting a dialogue of a general and business nature in a foreign language, which implies communication in the international space, knowledge of some historical and cultural events.

In addition, the linguistic and cultural value of educational materials also lies in the degree of modernity and timely information, i.e. taking into account political, social changes in the studied countries life, all this together increases the motivation and the degree of linguistic value of the educational material.

Therefore, in the selection of educational material, we took into account such a criterion as the linguistic and cultural value, which includes the degree of historical and regional information modernity.

Educational language material in a foreign language at a technical university must comply with terminological vocabulary and authenticity. When selecting texts, content, linguistic and quantitative criteria should be taken into account (Kushnareva & Kirillova, 2018).

The criterion for meaningfulness should be taken into account - the topic of the lesson and the degree of complexity may vary depending on the degree of students' language

training. The degree of meaningfulness depends on the degree of material novelty of the ones studied; the educational material should be presented accurately and clearly.

The linguistic criteria for the linguistic and cultural educational material selection include the grammatical and stylistic aspects.

The main linguistic grammatical selection criterion is the adequacy of speech means, the choice of linguistic norms of communicative behavior. In order to form sociocultural competence, in the selection of educational material, we took into account the cognitive skills and cognitive abilities of students, as well as the criteria for accessibility and the degree of complexity and adequate understanding of the linguistic and cultural educational material. Understanding of any foreign language text is achieved with the help of an objective lexical and grammatical assessment of the educational material, all this in a complex and makes it possible to ensure the availability of educational material. So, taking into account the qualitative and quantitative criteria, the indicators are: content, authenticity, thematicity, informativeness, aesthetic, linguistic criteria: lexical, grammatical and stylistics, complexity and quantitative criteria (volume of text material).

Here is a table of criteria used in the selection of educational texts of the discipline "Foreign language" for students of engineering specialties at the branch of Kazan State Power Engineering University.

Table 1. Indicators characterizing linguistic and cultural texts on the discipline "Foreign language"

Nº	Text Title	content	authenticity	thematic	informativeness	vocabulary	grammar
1.	Great Britain (general outline, climate)	+	+	+	+		+
2.	Great Britain (political structure)	+	+	+	+		+
	London and its places of interest	+	+	+	+		+
3.	Greetings and introductions	+	+	+	+	+	
4.	Business etiquette	+	+	+	+	+	
5.	Names and Titles	+	+	+	+	+	
6.	USA (Washington is the capital of the USA, the flag of the USA, its evolution)	+	+	+	+		
7.	USA (political structure of the USA)	+	+		+		
8.	USA (US education system)	+	+		+		
9.	USA (US holidays).	+	+		+		

10	Great people of the USA.	+	+		+		
11	Canada (geographic location)	+	+		+		
12	Canada (political structure)	+	+		+		

(Gavrilevich Torgovkin., et al; 2021)

When selecting linguistic and cultural material, first of all, we took into account the criterion of authenticity. From a methodological point of view, linguistic and cultural specific texts should correspond to the goal of learning.

In the second year, third semester, students of Kazan State Power Engineering University study a foreign language (English). In this semester, the competence of UK-4 is realized - the ability to carry out business communication in oral and written forms in the state language of the Russian Federation and in a foreign language. The skills to be formed are the skills of conducting a business conversation in the state language of the Russian Federation in compliance with the ethics of business communication. Therefore, it is advisable to use texts in the business, etiquette communication sphere, they must be simple in the linguistic aspect, but meeting specific study objectives. It should be noted that we allow some adaptation of the authentic text: reduction in volume, replacement of terms, complex lexemes, etc. From the point of view of the socio-cultural competence implementation and the aforementioned competence, the most significant for us is the linguistic and cultural texts culturological authenticity. In addition, we took into account the criterion of thematicity (Korsakova, 2014). So, in the third year, the curriculum covers topics such as: Business etiquette, Job-hunting, Business Trip. Therefore, the texts correspond to the criterion of thematicity: "Greetings and introductions", "Business etiquette"; "At the customs"; Types of Interviewing, Types of Resume, Resume Strategies, My Profession. A Petroleum Engineer".

It should be noted the importance of using texts not only from English-language sources, but also we use information about other countries too. We used the linguistic and cultural material throughout the entire course "Foreign language", for four semesters. So, we have included texts: Great Britain (general outline, climate), Great Britain (political structure), London and its places of interest, etc.

The use of such texts is widely used for cognitive, aesthetic purposes (for example, when reading newspapers, fiction) in this role. The scope of application of reading in everyday life, educational and industrial spheres is even more diverse, where the extraction of information from the text through reading serves to carry out various types of activity.

In accordance with the ultimate goal of the socio-cultural competence formation in a non-linguistic university, the use of linguistic and cultural material, training should be aimed at the formation of the ability to independently and with a different target setting to extract the necessary information, satisfying their communicative and cognitive needs, in accordance with the level of complexity of their language and speech experience in their native and foreign languages, taking into account the professional

interest of students (reflect the future areas of activity, situations of professional communication).

Working with linguistic and cultural material is methodically organized in a system of exercises, it creates favorable conditions for a speech situation.

The exercise system developed by us includes three stages:

I. Pre-text exercises. These exercises are given in order to remove the language barrier, language difficulties, familiarize yourself with the topic, etc.

Tasks:

- Clarify the key point of the paragraph;
- Read the first sentences of the paragraphs and name the questions that will be considered in the text;
- Read the title and say what will be discussed in this text;
- Make a list of things that are important when choosing a job oil and gas company. Which ones are rewards (things that make you feel good about the job);
- Match the English words with the Russian equivalents;
- Read and learn the words given below;
- Read the last paragraph of the text and tell me what content may precede this conclusion;
- Think of a franchise restaurant or store you know, using the words in the table. ¿What are its characteristics?
- What exactly is franchise? Read the definition;
- Who do these statements refer to? Write Franchisor or Franchisee;
- Write a short text describing the rewards and benefits and etc.

II. Text exercises aimed at understanding the text, establishing semantic connections, understanding and highlighting special vocabulary.

Tasks:

- Arrange the disparate sentences in accordance with the proposed scheme;
- Give the Russian equivalents to ...;
- Make an abbreviated version of the text from 10 sentences based on their choice from the proposed Replace words with a definition (description).
- Make up statements from the given key phrases according to the sample.
- Modify the structure by reference;
- Read all the information about franchises and unlimited partner- ships and prepare a spoken presentation following these guidelines;
- Read the text about forms of partnership and answer the questions;
- Read the text and fill in the blanks with the words given in the box;
- Read the text and make your summary of some tips for writing good business letters. Share the ideas with the partner(s);
- Read the text and speak about the organization and the role of the main body of business letters;
- Write down or underline the main names (place names, terms, definitions, descriptions, designations).

III. Post-text exercises are aimed at the development of productive speech activity, the formation of speaking skills, reasoning, expressing one's opinion about what has been

read, an evaluative attitude to the educational material or the problem voiced in the text.

Tasks:

- Confirm the idea of the text expressed by the author;
- Discuss with your partner what company you would prefer to work for. Give your arguments;
- Evaluate the importance of episodes, their significance for the disclosure of the idea;
- Find fragments that summarize the topic of the paragraph;
- Find general words and formulate the topic;
- Formulate the topic of the paragraph (bundles of paragraphs or text) by answering the questions;
- Listen to the statements of other students and agree or disagree with them;
- Make a list of things to think about when planning a presentation. Discuss each point and make brief notes about it on a piece of paper;
- Study the information and comment them;
- Try to discuss all possible variants of your actions ...;
- What is the role of each part?

The use of this set of exercises based on sociocultural orientation texts is the content of mastering such a type of speech activity as speaking, as a type of communicative activity in order to expand knowledge about the the target language culture, behavior strategies in a particular situation, culturally-oriented vocabulary and phraseology, etc., as well as in order to form competence: execution of messages or reports in a foreign language after preliminary preparation. Here, the main purpose of reading as a means of extracting information from the text is fully manifested. At this stage, the character of reading changes dramatically. If before that reading was a goal, now reading becomes a means of developing speaking skills, obtaining culturally oriented information for cognitive purposes, and texts acquire a teaching and cognitive nature.

Speaking skills and abilities are a productive part of the learning process in foreign languages and represent a complex structure. Students, first of all, need to be able to determine the purpose of speaking, choose communicative means of speaking, adequate linguistic forms and means, depending on the purpose and situation in the process of speaking, while remaining a bearer of a different culture. Therefore, we included such tasks in the exercise complex ... Clarify ..., Make up statements ..., - Make a list of things that are important ..., make your summary of ...

Secondly, students should be able to choose a communicative behavior strategy, using knowledge of the native speakers cultural characteristics, their habits, traditions, behavior and etiquette norms, to construct their behavior strategic line. The following exercises are aimed at developing these skills:... make a dialogue considering that you are seeing the interlocutor for the first time, get acquainted with a company representative from Asia, Europe, taking into account the norms of etiquette in these countries; ... read the dialogue, determine from which country the interlocutors are; continue the dialogue, considering that the interlocutor is from Asia; recover cues from the text, taking into account the cultural characteristics of the interlocutors, etc.

These tasks allow you to simulate speech activity in various situations within the framework of a particular topic, apply communication skills in any speech situation, or complete tasks yourself.

3. Conclusions

Thus, in the process of our research, we have defined the concepts of sociocultural competence as a set of certain knowledge about the culture of the target language country, as well as the skills, abilities and qualities of the individual, allowing the student to vary his speech behavior depending on the sphere and situation of communication (Efremova, 2008). The above-mentioned quantitative and qualitative criteria for the linguistic and cultural texts selection: content, authenticity, thematicity, information content, aesthetic, linguistic criteria: lexical, grammatical and stylistics, complexity are the methodological and methodological basis for the students' sociocultural competence formation.

We have developed a system of exercises for the socio-cultural competence formation among engineering students based on linguistic and cultural educational material. This system of exercises was introduced into the educational process of students in the study of the discipline "Foreign language"; "Business foreign language" in 2016-2019. Based on the exercises, we have developed methodological recommendations for the discipline "Business foreign language" (Ibatova, 2016).

It should be noted that the system of exercises developed by us and the selected criteria for the linguistic and cultural educational material selection allow us to implement general pedagogical principles - the Principles of Fundamentality and Applied Orientation, reflecting the features of the process of the students' socio-cultural competence forming in the process of foreign language teaching. The implementation of these principles presupposes scientific character, completeness and knowledge depth. Fundamentality lies in the optimal ratio of the presentation of theoretical educational material in relation to practical training, and as a result of the formation of practical communicative skills, the use of communicative, sociocultural knowledge in real communication life situations and future students' professional activities. The educational linguistic and cultural material content, according to this principle, and according to the selection criterion we have selected - meaningfulness, reflects the latest transformations in different spheres of society. The implementation of these principles presupposes the disclosure of the socio-cultural knowledge using possibilities in various areas, professional activities: employment, dialogue, taking into account linguistic, communicative-speech norms; registration and preparation of service documentation; translation of scientific and technical literature related to the technological and technical documentation translation for oil and gas field equipment operation, etc.

In the process of students' sociocultural competence forming, it should be noted that all methods, technologies, teaching techniques modeled in the classroom are based on the teachers and students' personal experience and have a direct connection with life, which leads to a students' motivation increase in learning and performing speech

activity. The proposed system of exercises and the method of selection of educational material allow students to ensure the availability of educational material, the strength of its assimilation, a gradual increase in difficulties and the development of cognitive capabilities.

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