

LINGUO-SOCIAL AND CULTURAL COMPETENCE AS A FACTOR OF PROFESSIONAL TRAINING OF FUTURE FOREIGN PHILOLOGY TEACHER

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Abstract: *The relevance of the research: the relevance of this research is grounded by the need for the improvement of the professional training of the future foreign philology teacher for work at the Pedagogical University. The aim of the research: the aim is an analysis of the main elements of the linguo-social and cultural competence (LSCC) in the context of the professional training of the future Master as a future English philology teacher at the Pedagogical university for the formation of the LSCC among the Foreign philology students and improvement of the training quality. Research methods: a linguo-social and cultural method, system and structural analysis; systemization and generalization; empiric method (practical experience studying, observation, questioning, grading and self-rating etc.); pedagogical experiment; mathematical methods etc. Results: there was developed a form of the questionnaire concerning the definition of the future Master preparation level for the formation of linguo-social and cultural competence among the students; the subject knowledge was defined as well as the knowledge of standards in the context of the future Master's acquisition of practical skills concerning the linguo-social and cultural competence among the students. At the nascent stage of the experiment in comparison with the acknowledge stage the future Masters of the experimental groups demonstrated a much higher interest for another culture, showed the ability to teach the students on the ground of the cultures dialogue, they faced a strengthened understanding of the non-verbal speech, ability to use different communicative roles, to work out the speech patterns, idioms, phraseological units etc. In general there was achieved the increased level of the future Masters qualification of the experimental groups in comparison with those of the control group. Significance of the research: Originality of the research lies in application within the pedagogical experiment of package of measures oriented to preparation of the future English philology teacher for work at the Pedagogical university as well as in development of requirements as obligatory conditions concerning the specialist training. There was formed a notion of the linguo-social and cultural competence of the future Foreign philology Master of the Pedagogical university; content, cognitive tasks, means and ways of the professional training of the future specialist under research were found out. Reading of the special purpose educational course and processing of the questionnaire brought a positive result.*

Keywords: methodology, social transformations, transitional states, social subject, periods of transition, alternative, evaluation, time, instability, temporal referents.

Topicality. Timeliness consists in improvement of quality of the education process of the Foreign philology specialists which is connected with preparation of the young people for interrelations in the modern

multicultural world, their patriotic and international upbringing, self-enrichment and finally – for the Euro-Atlantic integration of Ukraine. Problematic of the article is relevant to optimization of the process of the future Foreign philology teacher professional training for work at the Pedagogical university. The stated in the article objectives are oriented to definition of the main tasks, skills and abilities which condition the level of the future Master training for the formation of the LSCC among the students. The task of the research centered around the improvement of the future Foreign philology Master professional training level for the formation of the LSCC among the Foreign philology students of the Pedagogical university by means of mastering of the appropriate content (knowledge, skills, abilities, experience, values etc.) and of application of the proper ways and means.

Literature sources review. It is stated in literature that a cultural aspect of the language studying is quite a developed thing,¹ that critical discourse researches become more and more popular in social sciences,² In particular the researches showed that:

- sociolinguistics of the globalization is characterized by standardization and localization in the context of changes, connected with political changes, tourism, migration, urbanization and regional identification,³

- intercultural investigations should reasonably be performed taking into account motives, peculiarities and rules of cultural interrelations, with regard to their constant motion,⁴

- intercultural education for mobile students should be oriented to realizing of four interrelated aspects of their being abroad: emotional impact of the life abroad; understanding of the peculiarities of the

¹ W. Baker, “Research into Practice: Cultural and intercultural awareness”, in *Language Teaching*, 48(1) (2015), 130-141. DOI: <https://doi.org/10.1017/S0261444814000287>.

² B. Forchtner, C. Schneickert, “Collective learning in social fields: Bourdieu, Habermas and critical discourse studies“, in *Discourse and Society*, 27(3) (2016), 293-307; S. Kirkham, “Constructing multiculturalism at school: Negotiating tensions in talk about ethnic diversity”, in *Discourse and Society*, 27(4) (2016), 383-400. DOI: <https://doi.org/10.1177/0957926516634548>; D. Machin, “The need for a social and affordance-driven multimodal critical discourse studies”, in *Discourse and Society*, 27(3) (2016), 322-334. DOI: <https://doi.org/10.1177/0957926516630903>.

³ B. Johnstone, “The Sociolinguistics of Globalization: Standardization and Localization in the Context of Change”, in *Annual Review of Linguistics*, 2(1) (2016), 349-365. DOI: <https://doi.org/10.1146/annurev-linguistics-011415-040552>.

⁴ C. Sarmiento, “Interculturalism, multiculturalism, and intercultural studies: Questioning definitions and repositioning strategies”, in *Intercultural Pragmatics*, 11(4) (2014), 603-618. DOI 10.1515/ip-2014-0026.

communication in frames of another academic community; broader mastering of social experience; personal language problems:⁵

- modern intercultural trips provide rapidity of the new technologies, transmitting and receiving of the information which is in contemplation within the communication;

- metadiological discussion (dialogical retrospection) improves the understanding of the dialogue and hidden motivations which lie at the bottom of the language usage;⁶

- there is a close interrelation between the intercultural adaptation and reaching of the reasonability of the speech act; intercultural adaptedness is characterized by four dimensions: emotional stability, flexibility/openness, perceptual acuity and self autonomy;⁷ discourse is discussed as a communicative event, situation in the context of accompanying sociocultural factors;⁸

- multimodal resources (speech and body movements) are used for formation of humans' actions and that the organism being one of the modes repeats the speech;⁹

- cultural versatility influences mastering of the language, for instance, conceptual metaphors and metonymies, in a positive way;¹⁰

A. Beaven and H. Spencer-Oatey¹¹ pay attention to the processes of adaptation during studying abroad; analyzes social and personal aspects (friends and social life, everyday life, language for socialization)

⁵ C. Borghetti, "Intercultural education in practice: Two pedagogical experiences with mobile students", in *Language and Intercultural Communication*, 16(3), (2016), 502-513. DOI: <https://doi.org/10.1080/14708477.2016.1168045>.

⁶ D. Koike, C.S. Blyth, "A metadiologic approach to intercultural dialogue. Uncovering hidden motivations", in *Language and Dialogue*, 6(2) (2016), 223-253. DOI: 10.1075/ld.6.2.02koi.

⁷ N. Taguchi, "Cross-cultural adaptability and development of speech act production in study abroad", in *International Journal of Applied Linguistics United Kingdom*, 25(3) (2015), 343-365. DOI: 10.1111/ijal.12073.

⁸ S. Ehrlich, "'Sociolinguistic' dimensions of discourse analysis", in *Journal of Sociolinguistics*, 2016. - 20(2), pp.229-240. DOI: <https://doi.org/10.1111/josl.12180>.

⁹ L. Mondada, "Challenges of multimodality: Language and the body in social interaction", in *Journal of Sociolinguistics*, 20(3) (2016), 336-366. DOI: https://doi.org/10.1111/josl.1_12177.

¹⁰ Y.-C. Chen, H.-L. Lai, "The influence of cultural universality and specificity on EFL learners' comprehension of metaphor and metonymy", in *International Journal of applied Linguistics United Kingdom*, 24(3) (2014), 312-336. DOI: <https://doi.org/10.1111/ijal.12021>.

¹¹ A. Beaven, H. Spencer-Oatey, "Cultural adaptation in different facets of life and the impact of language: A case study of personal adjustment patterns during study abroad", in *Language and Intercultural Communication*, 16(3) (2016), 349-367. DOI: 10.1080/14708477.2016.1168048.

and academic aspects (courses, administrative issues, speech for academic purposes). The authors show that adaptation can develop with different speed as well as be decreased. They mention the necessity of the further investigations in order to define whether more general adaptation schemes in different spheres exist, if the adaptation is always the subject to modeling, what the reasons for the adaptation process ups and downs are.

Therewith the matter of “self-perception and perception of other people” is investigated within the framework of the European project IEREST concerning intercultural preparation of the future mobile students from point of view of the pedagogical experience. The importance of giving the students an opportunity to improve their previous intercultural skills, to advance their ability to build a successful intercultural communication and make intercultural meetings for the purpose of personal growth is revealed.¹²

The internationalization issue at the higher educational establishments from point of view of the multilingual context is also studied in the article,¹³ as well as possibilities of the cooperative learning in social spheres based on P. Bourdieu field theory and Y. Habermas cooperative learning theory.

During the process of the professional training of the future Foreign philology teacher at the Pedagogical university pride of place goes to the linguo-social and cultural competence as a necessary means for training the specialists for work at educational establishments and performing intercultural communication. It is known, that communication efficiency is directly proportional to the mutual understanding level among the communicants, which can be reached if the intercultural competence is present. The intercultural competence includes knowledge, skills and abilities, common for all the communication participants.¹⁴ The intercultural communication is the embodiment of the cultures dialogue as knowledge of one’s own culture and the culture of the country the language of which is being studied.

¹² A. Beaven, I. Golubeva, “Intercultural preparation for future mobile students: A pedagogical experience”, in *Language and Intercultural Communication*, 16(3) (2016), 491-501. DOI: <https://doi.org/10.1080/14708477.2016.1168044>.

¹³ A. Larrinaga, M. Amurrio, “Internationalisation in higher education and its impact in multilingual contexts: redefining identities of Basque-speaking academics”, in *Language Culture and Curriculum*, 28(2) (2015), 158-169. DOI: <https://doi.org/10.1080/07908318.2015.1027215>.

¹⁴ A.P. Sadokhin, “Intercultural Competence and Competence in Communication”, in *Social Sciences and Contemporary World*, 3 (2008), 156-166.

Intercultural competence is formed in the process of the intercultural communication,¹⁵ with which cultures interaction and mutual influence processes are closely connected. By the way, exactly at the bottom of the communicative misunderstandings lie non-realization, not knowing and not considering the differences and peculiarities among the communicants according to cultural background. The researchers announce that “not knowing of foreign culture will never lead to the successful communication”;¹⁶ it’s impossible to be understood without already formed linguo-social and cultural competence.¹⁷ That is because if one is not able to use language and speech they can become conflictogenic.¹⁸ Consequently, LSCC is based on the ground of linguistic, informational and social and cultural elements of the language and speech, on possessing knowledge about national and cultural peculiarities of the country, the language of which is being studied, on standards of verbal and nonlinguistic behavior of its speakers and on ability to build properly one’s communication and behavior.¹⁹ It’s no coincidence that in the countries of the European Union the aim of foreign language teaching is intercultural (social) competence; that is the process of the foreign language mastering based on competent volume of the intercultural studying. Nevertheless the issue concerning interrelation between culture and language within the structure and contents of studying needs further development.²⁰

¹⁵ A. L. Berdichevsky, “Modern trends in learning a foreign language in Europe”, in *Russian Language Abroad*, 2 (2002), 60-65.

¹⁶ J. B. Zhalsanova, E.A. Uspenskaya, "Sociocultural component in the study of the second foreign language as a factor of impact in the competitiveness of a specialist", in *Proceedings of Voronezh State University. Series: Linguistics and intercultural communication*, 4(October-December) (2016), 138-142. Available at: <http://www.vestnik.vsu.ru/pdf/lingvo/2016/04/2016-04-28.pdf>.

¹⁷ V.A. Zaitseva, "Linguistic and socio-cultural method in the preparation of translators", in O.I. Ulanovich (Ed.), *Cross-cultural communication and modern technologies in the study and teaching of languages: materials of the International Scientific and Practical Conference*, Minsk, 25 October 2011, Minsk: Belarusian State University Publishing house, (2012), 190-193. Available at: <http://elib.bsu.by/handle/123456789/158728>.

¹⁸ N.D. Golev, “Legalization of language conflicts as the basis of their typology”, in *Interuniversity collection of scientific papers*, N.D. Golev (Ed.), *Yurilingvistika-9: True in Language and Right*, Kemerovo; Barnaul: Altai University Publishing house, (2008), 136-155. Available at: http://siberia-expert.com/load/nomera_zhurnalov/1-1-0-13.

¹⁹ I.A. Bronetko, “Formation of linguistic and sociocultural competence of pupils in English lessons”, in *Science and Education a New Dimension. Pedagogy and Psychology*, II (9), Issue 19 (2014), 26-29, www.seanewdim.com.

²⁰ T.P. Rudenko, "On the formation of linguistic-sociocultural competence in the context of global education", in *Bulletin of Omsk University*, 2 (2007), 115-120.

In literature resources it is revealed that the main way of the LSCC formation is a linguo-social and cultural method, which is based on acquisition of linguistic, social and cultural context.²¹ The accuracy and context-richness of the speech, integrated unity of linguistic and social and cultural structures lie at the bottom of this method. The linguo-social and cultural method provides besides the foreign language mastering acquisition of knowledge of culture history, traditions, stereotypes of nation of the language which is being studied, speech and behavior etiquette and application of this method provides better understanding of the partner in conversation and stimulates formation of speech perception on the subconscious level. But realization of the linguo-social and cultural method and development of skills concerning formation of the LSCC during the process of the future Foreign philology teacher professional training for work at the Pedagogical university require further advance.

Methods

The future Masters of the Foreign philology department were under research during their job assistant training at the Pedagogical university and they were divided into experimental groups (EG) and control groups (CG). The latter ones had their practice according to the established procedure, and those from the EG had an additional specialized educational course “Principles of the formation of the professional foreign-language communicative competence” (which also included linguo-social and cultural topic and issues concerning the formation of the LSCC among the students). The future Masters of both above mentioned groups made communication-oriented lessons with the foreign philology students during job assistant training, improving their skills concerning the LSCC formation. By the beginning of the training and after its finish the future Masters of the EG and CG were given questionnaire behind closed doors. The following research methods were used: system and structural analysis; systemization and generalization; empiric method (practical experience studying, observation, questioning, grading and self-rating etc.); pedagogical experiment; mathematical methods etc.

²¹ N.Yu. Vtorushina, “Livosociocultural method of teaching foreign languages”, *Almanac of Modern Science and Education*, 8-2 (2009), 44-46.

Results

In the process of the future Master training much attention was paid to formation of his/her goal oriented and combined selection of cultural, lexical and grammatical materials and their matching depending on the communication situations. There was emphasized the selection of the linguo-social and cultural means which help to compensate the lack of understanding of the partner in conversation, for instance: realias, toponyms, tropes, clichés, officialese, idioms etc. During learning spoken topics the future Master was pointed at working out the following questions: greeting depending on the time of day, meaning of a smile, understanding of body language, gestures, handshakes, addressing to another person, appropriate speech clichés etc. Comparison of own and foreign traditions including defining of the common and specific features was efficient, that influenced in a positive way the development of understanding and tolerance towards foreign culture, traditions and people.

The future Master was oriented to consider the fact that the LSCC as an element of the foreign language communicative competence is formed in an integrated manner with linguistic and speech competences formation.²² At the same time together with lexical and grammar material knowledge the rules of linguistic, speech and nonverbal behavior usual for the language speaker in different communicative situations were learned. There was organized reading of the texts of sociocultural contents with the parallel linguistic and cultural studies analysis. The LSCC formation in reading took place at the pre-textual, textual and post-textual stages together with defining exact goals with regard to sociocultural, sociolinguistic and social competence.²³ In that way at the pre-textual stage the future Master was pointed at defining of the goals of competences development:

- sociocultural – to form the knowledge about life peculiarities and culture of the Great Britain according to the concrete topic;

²² *Methodology of teaching foreign languages and cultures: theory and practice*. S. Yu Nikolaeva (Ed.) a textbook for the students of classical, pedagogical and linguistic universities, Kyiv, Lenvit, 2013.

²³ M.B Natsyuk, "Methodology of formation of linguistic and cultural competence of future teachers of English in the reading of fiction, in *Scientific notes of Ternopil National Pedagogical University named after Volodymyr Hnatyuk. Series: pedagogy*, 3 (2014), 90-97. Available at: http://nbuv.gov.ua/UJRN/NZTNPU_ped_2014_3_17.

- sociolinguistic – to explain the main features of the nationally marked lexicon, which is worked out in the composition and to semanticize it;

- social – to form background knowledge about peculiarities of the intercultural communication and its barriers.

Preparation of the future Master for working out the textual stage of reading with students involved formation of the abilities to formulate communicative task and orient the students at conscious awareness of information, defining of the nationally marked lexicon and explaining of social phenomena of the British culture and their impact on the events in the composition.

At the post-textual stage the future Master was oriented at controlling of students' text understanding, comparing of peculiarities of two cultures, analysis of text's contents and semantic conversion of the information given in the text, working upon using of the linguo-social and cultural information in one's own expressions according to the standards and situations of the communication. Studies concerning using of the social information for the intercultural communication, realizing and overcoming barriers took place as well. In particular, the future Master and students were involved into an active dialogue of cultures (dialogues, lectures and language speakers' lessons, Internet speech, mass media).

Because of the fact that in study books the question about the process of nonverbal communication, gestures language, body movements is inadequately treated¹⁸, the attention was paid to working upon nonverbal speech modality, since nonverbal aspect of communication plays a great part in the process of pedagogical interaction between teacher and the foreign students.²⁴ The future Master formed an ability to embody the issue about decoding of extralinguistic codes into the educational process that helped to master the intercultural communication more efficiently and to avoid barriers during communication of the educational process participants. For the most part the following nonverbal means were processed:

- gestures (pointing gestures, emphasizing gestures, imitation gestures, agreement gestures etc.) from point of view of additional means for information perception, memory enhancement, visual thinking;

²⁴ A.V. Il'kiv, "The role of a non-verbal communication in the pedagogical interaction with foreign students", in *Proceedings of the International Research and Practice Conference. Modern Philology: Relevant Issues and Prospects of Research*, Lublin, (Poland) (2017), 185-188.

- eyes as an opportunity to show one's attitude toward something, set a question, give an answer, express incredulity, injustice etc;
- touch as an opportunity to attract one's attention, set a contact, reveal one's attitude toward the partner in conversation.

A great resource concerning mastering of the LSCC by the students was constituted by the future Master's formation of ability to organize and mobilize them for individual receiving of lingual, speech and nonverbal knowledge and skills, that promoted experience broadening and creative activity development, motivation advance, planning and tasks fulfillment improvement. In this context an essential part was played by methods of projects, which "are always oriented at the individual activity of the students",²⁵ promoted the future Master's formation of ability to set and control tasks fulfillment and deepened his/her pedagogical and organizational competence. At the same time the future Master's realizing was formed that using of country specific information in the educational process promoted increasing of cognitive activity among the studying participants, communicativeness, positive motivation, activation of the individual work on the language.²⁶ Consequently, during the lessons the future Masters taught the students to use phraseological units, idioms and proverbs, which influence communicants' emotions and imagination as well as their general development. Therewith attention was paid to compositional analysis of phraseme (somatism, zoosemism, florism etc.), that is essential in formation and saving nation's consciousness and identification.²⁷ Development of penchant for knowledge, imagination, fantasy and intuition was promoted by creating on the lessons atmosphere of intellectual battle and emotional interinfluence, which advanced the level of knowledge quality and resulting character.²⁸ Considering the statement

²⁵ T.V. Shvets, "Using the method of projects in classes on Ukrainian literature in the process of preparing students of philology", in *Scientific and Pedagogic Internship. Philological Education of the Future: Prospective and Priority Directions of Scientific Research*, Lublin, Poland, 2017, 139-142.

²⁶ A.K. Krupko, "Culture-oriented linguistics approach to teaching the French language as a factor of developmental learning", in *Foreign languages for school*, 6 (1990), 11-13.

²⁷ Zh.V. Krasnobaeva-Chorna, "Cultural coding of the phraseological level of the value picture of the world: the question of the formation of the outlook of a modern philologist", in *Scientific and Pedagogic Internship. Philological Education of the Future: Prospective and Priority Directions of Scientific Research* (2017), Lublin (Poland): Izdevniecida "Baltija Publishing", 65-69.

²⁸ N.M. Andronkina, *Cognitive-activity approach to the formation of linguistic and sociocultural competence in teaching the German language to students of a language university*, the Author's Abstract, Thesis, Candidate of Science in Pedagogy, St. Petersburg, 2009, 31.

of S. Storti “a human learns not culture but behavior” the future Master was pointed at the importance of mastering samples of behavior by the students during cultural and linguistic codes realization; organization and participation in role and business games, projects; involving into country specific disputes, TV debates, and also using of authentic materials; creating of the speech situations on the lesson, which closely remind of those in real life.

In the process of the future Master training he/she was oriented at following below mentioned basic demands during the LSCC formation among the students:

- organization of an active speech practice including the linguo-social and cultural element and acquisition of culture-oriented linguistics knowledge, which among other issues include phraseological units, idioms, clichés and proverbs, etc.;

- working with the students upon authentic texts of country specific, social and linguocultural character;

- organization of the integral mastering by the students the language means as a part of speech actions, based on linguo-social and cultural material;

- application of the communicative cognitive approach for acquisition of the linguo-social and –material;

- learning behavior samples (lifestyle, rules, actions, social stereotypes, customs etc.);

- organization of modeling and decoding of linguistic and extralinguistic behavior models (face expression, visual contact, voice intonations, interpersonal space, gestures, body positioning, pauses) according to the standards, stereotypes and situations, communicative goal and intentions of another part of conversation;

- organization of the students for fulfillment of the problem-pioneering projects;

- organization of videofilms watching, which contain combination of linguistic and sociocultural codes;

- using of opportunities concerning involving the students into the dialogue of cultures (meetings, lections and dialogues with language speakers, trips abroad etc.). Questionnaire done among the future Masters at the verifying and formative stages of the experiment, gave an opportunity to define their preparation level for the LSCC formation among the students (table 1).

The questionnaire form contained language and speech questions as well as questions of nonverbal communication, history, economics, ethics, esthetics, project works, dramatization etc. They were worked

upon with the future Masters of the experimental groups. Every point of the questionnaire was auto-evaluated by the future Masters according to 100 points grade system. The results of self-scoring and quantitative changes, caused by the experiment are given in the table 1.

Table 1: Self-scoring of the future Masters during the questionnaire performing concerning preparation for the LSCC formation among the Foreign philology students

№	Questionnaire content	Self-scoring			
		Verifying stage		Formative stage	
		EG	CG	EG	CG
1	2	3	4	5	6
1.	Ability to select linguistic and speech material of the linguo-social and cultural character.	71.7	71.6	87.7	72.8
2.	Ability to teach the students English phonetics, lexicology, grammar in the integrated manner with simultaneous learning of the linguo-social and cultural material.	72.9	70.4	87.2	80.9
3.	Ability to work upon nonverbal means of communication (gestures language, body movements, face expression and others)	62.1	62.3	78.4	70.2
4.	Ability to form the LSCC at the pre-textual, textual and post-textual stages.	63.6	64.2	79.5	68.1
5.	Ability to organize the individual work of the students, including working upon the tasks of the linguo-social and cultural direction.	70.3	72.2	87.3	78.0
6.	Ability to organize dramatization of fiction with participation of the students.	62.4	63.3	78.4	67.7
7.	Ability to work upon the gaps in imitated by the students behavior, manners, habits of the British.	72.1	73.2	88.2	78.8
8.	Ability to point the	75.4	76.4	90.2	81.3

	students at fulfillment of research projects, for instance, project about platforms of conservative and labor parties;				
9.	Ability to organize creative projects, for example, writing information about life in Great Britain by the students.	66.2	65.3	82.4	70.1
10.	Ability to organize fulfillment by the students of the practice-oriented projects, for example, composing of pieces of advice concerning behavior within foreign culture.	65.5	66.7	81.5	69.9
11.	Knowledge of differences of the Ukrainian and Great Britain past.	72.7	73.5	78.4	76.1
12.	Knowledge of economic model of both countries (production, trade, property, labour, quality of life, education and world outlook).	73.8	74.3	79.7	78.0
13.	Awareness on the public administration system and social organizations work of Great Britain.	70.9	71.8	87.4	76.3
14.	Awareness on differences about accommodation, nutrition, transport, lifestyle, clothes in Great Britain.	72.0	72.9	88.0	77.2
15.	Awareness on the art, games and entertainments in Great Britain.	72.3	73.8	87.8	78.6
16.	Awareness on differences between Ukrainians and British behavior standards.	69.3	66.9	85.3	70.7
17.	Awareness on stereotypes about native culture and the culture of Great Britain.	68.9	68.8	85.0	70.2
18.	Knowledge of the rules needed for orientation in	71.2	73.6	86.8	76.9

	Great Britain.				
19.	What personal changes appeared as a result of the intercultural studies?	Give short information			
	Average	69.6	70.1	84.4	74.5

Source: the author

The research showed that the following points of the questionnaire at the verifying stage of the experiment had the highest self-scoring indexes: ability to organize creative projects, for example, writing information about life in the Great Britain by the students; knowledge of economic model of Ukraine and Great Britain; knowledge of mode of life, art, games and entertainments in Great Britain. Low self-scoring was made by the future Masters on the following questions: ability to percept nonverbal communication; ability to form the LSCC at the pre-textual, textual and post-textual stages; ability to work upon the gaps in imitated behavior, habits, manners of the British.

At the formative stage of the experiment the EG future Masters' self-scoring indexes went up expressly in points 1, 2, 5, 7, 8, 13, 14, 15 and other points of the questionnaire. It happened due to the EG future Masters' working upon abovementioned specialized course and the LSCC formation issues.

The future Masters' answers to question 19 of the questionnaire "What personal changes appeared as a result of the intercultural studies?" were different. At the verifying stage of the experiment they were mainly referred to the importance of the linguo-social and cultural element in professional training, to selection of the educational material of the linguo-social and cultural contents and to the students' individual work organization. At the end of the formative stage of the experiment the EG future Masters' answers were clearer and more distinct. By their responses the students demonstrated increase of tolerance for foreign culture, content-richness of their own speech, understanding of the perception of another partner's in the conversation speech, formedness of the abilities to teach the students how to use various communicative roles and understanding of the nonverbal speech. This future specialist category's ability increased concerning using of speech patterns, words, idioms, phraseological units on the communication-oriented lessons. The ability to teach the students on the ground of the dialogue of the cultures and to take into account the status of the partner in the conversation was strengthened. At the same time the research results showed that self-scorings of the future Masters in both groups at the formative stage of the experiment were increased comparing with those at the verifying

stage. Nevertheless they were 10% higher in the EG comparing with the CG.

Coming to conclusion it should be mentioned that work upon the linguo-social and cultural material and the LSCC formation promoted development of the world's culture in the consciousness of the participants of the educational process.

On the ground of the research performed the following conclusions are made:

1. Reading of the specialized educational course "Principles of formation of the professional foreign-language communicative competence" and working upon the questions of the questionnaire in the pedagogical experiment brought a positive result.

2. The fundamental factors of the professional training of the future Foreign philology Master for the LSCC formation among the foreign philology students are:

- relying on the communicative and cognitive approach;
- ability to select the educational material, including that of the linguo-social and cultural contents and to form the LSCC on its ground;
- ability to organize the integrated acquisition of linguistic, speech and linguo-social and cultural material;
- ability to organize the individual work of the students including working upon the tasks of the linguo-social and cultural contents;
- ability to teach the students how to percept and use the extralinguistic means;
- ability to form among the students skills for imitation of the main samples of the British behavior;
- ability to orient the students at fulfillment of the problem-research tasks (research, creative, information, artistic and practice-oriented projects);
- ability to arrange the work with the students concerning comparison of knowledge of history, economics, public administration, social organizations, mode of life, traditions, behavior standards, stereotypes, culture, art, sports of Ukraine and Great Britain.

3. The linguo-social and cultural competence in the context of the future foreign philology Master of the pedagogical university training provides mastering of the knowledge, skills and abilities to organize educational process with the students on the ground of the national and cultural peculiarities of the country, the language of which is being learnt, as well as standards of linguistic, speech and nonverbal behavior of the language speakers and to teach the students how to perform their communication and behavior taking into account these peculiarities and

standards; to form the ability to use different roles, strategies and linguistic and extralinguistic means in conditions of social interaction and to take into account the social status of the partner in conversation.