Інститут психології імені Г.С. Костюка НАПН України

АКТУАЛЬНІ ПРОБЛЕМИ ПСИХОЛОГІЇ:

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higher medical institutions, gives a description of professional consciousness as a complex personal formation which develops under the influence of professional environment and subject's participation in educational and professional activities. The main functions of professional consciousness and their formation in medical students are highlighted. The characteristic of medical workers is given. It is shown that the formation of professional consciousness is the main condition for highly qualified training of medical students, future professionals. It is described that a physician, as a subject of medical activity, must be comprehensively developed, be humane, possess profounded knowledge, skills, analytical thinking, high spirituality. It is shown that in the modern difficult period of mass disease of people with a viral infection there is a special need of the society for highly qualified medical workers. The study of psychological features of the formation of professional consciousness in medical students is one of the important factors and is of particular importance for training future medical professionals. It is revealed that professional consciousness is a complex personal formation which is developed under the influence of the professional environment and active participation of students in educational and professional activities. The characteristic of the development of medical students' professional consciousness which is considered in unity is given: activity, consciousness, community. It is stated that modern society needs highly qualified specialists, future physicians, and it is necessary to train them at the stage of professional training at higher medical educational institutions.

Keywords: personality, consciousness, self-consciousness, professional consciousness, medical student' personality, professional consciousness formation, professional consciousness functions, professional consciousness characteristics, professional consciousness components, models of professional activity.

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ТВОРЧИЙ ПОТЕНЦІАЛ КАЗОК ЯК ЗАСІБ ФОРМУВАННЯ СОЦІОКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ

Івашкевич Е.Е., Терновик Н.А. Творчий потенціал казок як засіб формування соціокультурної компетентності учнів початкової школи. У статті автори обґрунтували значення соціокультурної компетентності. Було показано, що соціокультурна компетентність передбачає розуміння особистістю національно-культурної специфіки мовленнєвої поведінки іншої людини та вміння використовувати елементи соціокультурного контексту, що мають відношення до породження та сприйняття мовлення з точки зору цієї мови. Зазначено, що до національно-культурної специфіки мовленнєвої поведінки відносять звичаї, правила, норми, соціальні конвенції, ритуали, соціальні стереотипи, знання про країну, мова якої вивчається тощо. Було показано, що національний менталітет є способом мислення представників певної культури або субкультури, який визначає їхню поведінку та очікування інших осіб. Зазначено, що менталітет країни вивчається у трьох напрямках: загальному, ситуативному та у напрямку культурного самовизначення. До загальних характеристик менталітету відносять: знання, поведінку та ставлення. Яскравими прикладами експлікації цих складових можуть бути свята, традиції та звичаї носіїв мови. Ситуативні характеристики можуть включати особливості менталітету, сприйняття та ви-

раження. Автори статті також наголосили, що ментальність передбачає культурне самовизначення, яке може вміщувати як загальні, так і ситуативні характеристики. З метою окреслення засобів розвитку соціокультурної компетентності учнів автори статті запропонували для них певні вправи (виконання яких мало здійснюватися після того, як школярі прочитали казку). Вправи передбачали систематичне становлення навичок та вмінь, які й формують соціокультурну компетентність школярів. Визначено психологічні чинники актуалізації продуктивного становлення соціокультурної компетентності учнів початкової школи.

Ключові слова: соціокультурна компетентність, творчий потенціал, казки, національна ментальність, культура, субкультура, культурне самовизначення, знання, поведінка, ставлення.

Ивашкевич Э. Э., Терновик Н.А. Творческий потенциал сказок как средство формирования социокультурной компетентности учащихся начальной школы. В статье авторы обосновали значение социокультурной компетентности. Было показано, что социокультурная компетентность предполагает понимание личностью национально-культурной специфики речевого поведения другого человека и умение использовать элементы социокультурного контекста, имеющие отношение к порождению и восприятию речи с точки зрения этого языка. Отмечено, что к национально-культурной специфике речевого поведения относятся обычаи, правила, нормы, социальные конвенции, ритуалы, социальные стереотипы, знания о стране того языка, который изучается. Было показано, что национальный менталитет является способом мышления представителей определённой культуры или субкультуры, который определяет поведение и ожидания других лиц. Отмечено, что менталитет страны изучается в трёх направлениях: в общем, ситуативном и в направлении культурного самоопределения. К общим характеристикам менталитета относятся: знания, поведение и отношения. Яркими примерами экспликации этих составляющих могут быть праздники, традиции и обычаи носителей языка. Ситуативные характеристики могут включать особенности менталитета, восприятия и выражения. Авторы статьи также отметили, что ментальность предполагает культурное самоопределение, которое может содержать как общие, так и ситуативные характеристики. С целью определения средств развития социокультурной компетентности учащихся авторы статьи предложили для них определённые упражнения (выполнение которых должно было осуществляться после того, как школьники прочитали сказку). Упражнения предусматривали систематическое становление навыков и умений, которые и формируют социокультурную компетентность школьников. Определены психологические факторы актуализации продуктивного становления социокультурной компетентности учащихся начальной школы.

Ключевые слова: социокультурная компетентность, творческий потенциал, сказки, национальная ментальность, культура, субкультура, культурное самоопределение, знания, поведение, отношения.

Introduction. In the psychological literature it has been noted that the elementary educational level of schoolchildren of primary school age requires the comprehensible, authentic language by pupils. In order to meet these requirements, in the classroom it is suggested to use foreign-language fairy-tales. By introducing the structure of the educational process for pupils, the teacher immediately achieves several goals: he/she adds the necessary positive emotional component and attracts children to authentic sources of another language and culture. Also we have to add that these fairy-tales contain a great educational potential. For example, H.A.Witkin & D.R.Goodenough [4] stated the foundations for pupils' activity with fairy-tales about domestic animals at school, paying particular attention to the fact that without a vivid, beautiful fairy-tale mastering the

consciousness and feelings of the child nobody can, so in such a case we can not imagine the developing of a child's thinking, his/her memory and speech without fairy-tales.

The analysis of the latest scientific researches and publications. Many scientists have dealt with the question of introducing fairy-tales into the structure of foreign language lessons (D.L.Master [2]). Recently, the most popular means of activities with fairy-tales at school are the dramatization and performing (V.A.Molyako [1]), to which the researchers continued to appeal. Such approach creates favorable conditions for mastering a new material, the formation of different competencies, and forms a stable motivation for studying a foreign language.

Despite some success the theoretical foundations of the problem of early development of socio-cultural competence still remain largely unexplored. As before, there is no complete clarity in the issues according to the structure and to the content of socio-cultural minimum for elementary school, but the methodology for the formation of socio-cultural competence of pupils of primary school age has not been developed yet. Textbooks for elementary school teach English mainly on the realities of native culture. They are not provided with the necessary minimum of etiquette-visual formulas for communication and a set of situations for modeling the interactions of Ukrainian children with their English-speaking ones. The task of deliberate activity on the culture in the models of inner speech is not at all imposed, since these textbooks are "dumb", they are not provided with authentic audio material.

It should be noted that the active practical use of authentic fairy-tale texts with schoolchildren from primary school has not yet become widespread in native surrounding. A great attention of psychologists and teachers of elementary school in the study of foreign languages is still based on some forms of children's folklore: songs, lyrics. In contrast, reading and listening to fairy-tales has been paid much less attention. We also have to note that psychological development of the person concerning the use of fairy-tales for teaching foreign languages is more oriented towards the formation of linguistic, discursive, strategic competences than socio-cultural one. So, in my opinion, the potential of a fairy-tale to form socio-cultural competence at elementary school is still not sufficiently studied. So we chose this problem as a topic of our research.

The objective of our research is to find the best ways of organizing the educational process and to find the rational components of the content of teaching pupils from elementary school, firstly, to understand fairy-tailes, and, secondly, to develop schoolchildren's socio-cultural competence by means of this authentic material.

The tasks of our research are:

1. To explain the meaning of socio-cultural competence.

2. To show the means of the developing of pupils' socio-cultural competence in a way to propose them exercises based on some theoretical principles (after schoolchildren read a fairy-tale).

3. To present exercises the systematic implementation of which involve the development of skills on the structure of socio-cultural competence.

4. To determine psychological factors of realizing the productive development of socio-cultural competence.

The results of the research and their discussion. At the same time, the central problems of restructuring teaching of a foreign language at secondary schools are the question of defining goals and the content of training that would be adequate for pupils, in developing the ideas that teaching is not only the language, but the language in the broad sense of this word, because it is presented as the most effective one means according to the development of pupils' socio-cultural competence.

Nowadays the communicative approach of teaching a foreign language is of particular importance. One of its important components is socio-cultural competence. Socio-cultural competence implies acquaintance of those who study understanding the national-cultural specificity of the person's speech behavior and the ability to use the elements of socio-cultural context relevant to the generation and perception of speech in terms of this language. These elements are customs, rules, norms, social conventions, rituals, social stereotypes, knowledge of the region, etc.

For the development of socio-cultural competence it is not necessary to know so called "regional" studies as a complex of scientific disciplines, and so-called "background" knowledge, such as knowledge of the country and its culture, known to all inhabitants of this country. The peculiarities of displaying the reality in the paradigm of specific languages create linguistic pictures of the world, the discrepancy of which is a major obstacle to achieve a full understanding of the participants in this or that communicative act. Knowing "background knowledge" of the language would include a foreigner into a foreign language community, give him/her "cultural writing", and vice versa. The lack of cultural literacy makes him/her a stranger who can not understand what the native speakers only hint in the processes of verbal and written communication. Considering the socio-cultural competence, one should speak not only about the background knowledge of the region, but about the competence of cultural and regional studies as a component of socio-cultural competence in general.

A great amount of "background knowledge" that a learner can understand is always limited by the number of hours for the subject "A Foreign Language". Therefore, we can not forget about assimilating all foreign language cultures, but also about creating their models, which could functionally be replaced instead of a real system of a foreign culture. In terms of volume, it is much less, but each representative should be a representative of the culture and its people. Another function of the model of culture is to be repeating, that is to be able to present pupils with the basic information about the country as a whole, its social structure, the realities of everyday life, its art, literature, which can provide the learner the opportunity to participate in a dialogue of cultures.

We shall emphasize that socio-cultural competence consists of regional knowledge and linguistic-ethnographic competence. Country-specific competence

is the knowledge of pupils about the culture of some country, the language of which is studied (knowledge of history, geography, economy, state system, peculiarities of everyday life, traditions and customs of this country). So, linguo-ethnographic competence presupposes the formation of a coherent picture of national-cultural features of the country, which will associate with the linguistic unit the same information as a native speaker, and thus achieves complete process of communication between its partners.

But this approach is closely defining the structure of *socio-cultural competence* which is limited to certain knowledge, but besides the knowledge inside socio-cultural competence it also includes skills and abilities. So, N.O.Mykhalchuk & E.Z.Ivashkevych thinks it expedient to use instead of the term of country-specific competence – such as *culturally country-national competence*, which means not only certain cultural knowledge of the country, but also skills and abilities that help to develop the abilities of pupils to communicate and understand each other [3, p. 4]. Considering the cultural and regional studies of competence as a complex formation, N.O.Mykhalchuk & E.Z.Ivashkevych highlight *its components*:

- cultural and regional knowledge of historical, cultural, socio-cultural, ethno-cultural and semiotic background, knowledge in the field of literature, art, geographic knowledge and knowledge of prominent personalities of this country;

- skills of using and understanding of lexical units of cultural and ethnographic character in all types of speech activity;

- abilities to use cultural and geographic knowledge in all kinds of speech activities [3, p. 5].

Without socio-cultural competence foreign-language communication will not be effective at all. *Communicative competence* involves the mastering of extra-linguistic information necessary for providing adequate communication and mutual understanding, which is impossible without the principle of identity of the communicants' general information about the surrounding reality. *Intercultural communication* is also promoted by the acquisition of cultural norms of conducting as a "way of life" as native-speakers. In other words, in the process of learning a foreign language it is important to involve pupils into a new national culture, everyday life, traditions, social relations, and, consequently, to form socio-cultural competence will be enable without schoolchildren's participation in the process of intercultural communication. Also we understand intercultural communication as *a dialogue of cultures,* which represents a complex developing of "cultural Language-Personality" (or the Person of the Language and the Person of Culture). Today these tasks became even more urgent as evidenced by the scientific interest to the problem of socio-cultural competence.

Today almost all of scientists agree with the fact that a foreign language, along with communication and raising level of general professional culture, also has a significant educational value. In contemporary conditions it is a willingness to promote the establishment of intercultural relations, to represent the country in the terms of intercultural interactions, to promote a respect to the spiritual values of

other cultures. That is, the main purpose of learning a foreign language can be achieved only if it is adequate development of socio-cultural competence of pupils. It is meant that in the process of formation of communicative competence it is necessary to educate a communicatively active person who is capable in ensuring adequate intercultural communication, dialogue of cultures.

The dialogue of cultures implies knowledge of our own culture and culture of the country / countries what language we study. Saying about this culture we understand everything that defines the style of life which has be evolved over the millennia, and the nature of thinking, the national mentality, and not just art, which, in turn, is also the integral part of culture, reflects and forms it. Understanding how the geographical location and climatic conditions of our country affect our life, economy and traditional customs, knowledge of the main stages of the development of history, outstanding events and personalities, religious beliefs and ceremonies which facilitate the task of intercultural communication, the ability to find common and excellent features in our traditions and styles of life, to maintain dialogues with people from different cultures. Socio-cultural competence is the instrument of education of a person oriented in the process of international communication, aware of the relationship and integrity of the world, the need for intercultural cooperation in solving global problems of mankind.

We think that psychological content of *socio-cultural component of teaching a foreign language* can be shown as: means of social communication, national mentality and a national product.

The term *"socio-communication"* includes a set of receptions and means of verbal and written communication of information by representatives of a particular culture and subcultures. These all include the language to which we fix the specific differences between the existing language versions. These differences can be seen on lexical, grammatical, phonetic levels. Also these levels can include: the language of signatures, sounds and nonverbal communication, and the features of written communication – rules for writing dates, addresses, etc.

National mentality is a way of thinking about representatives of a particular culture or subculture, which determines their behavior and the expectations of others. The mentality of the country is studied in three directions: a general one, a situational direction and a cultural self-determination one. Common characteristics include *three based components*: knowledge, behavior and attitudes. Bright *examples* of these components can be holidays, traditions and customs of native speakers. *Situational characteristics* may include the peculiarities of mentality, perception and expressions. Telling about speaking of mentality we must mention another element – *cultural self-determination*, which may include all general and situational characteristics.

A national product, which is a part of socio-cultural component, is such cultural area as science and art, history and religion, national parks and historical places. The purpose of socio-cultural education by means of a foreign language will help to show pupils such a part of a national product, which the native speaker proudly knows. It is

also necessary to demonstrate the cultural value of a national product, which is the background for national and socio-cultural concepts of knowledge.
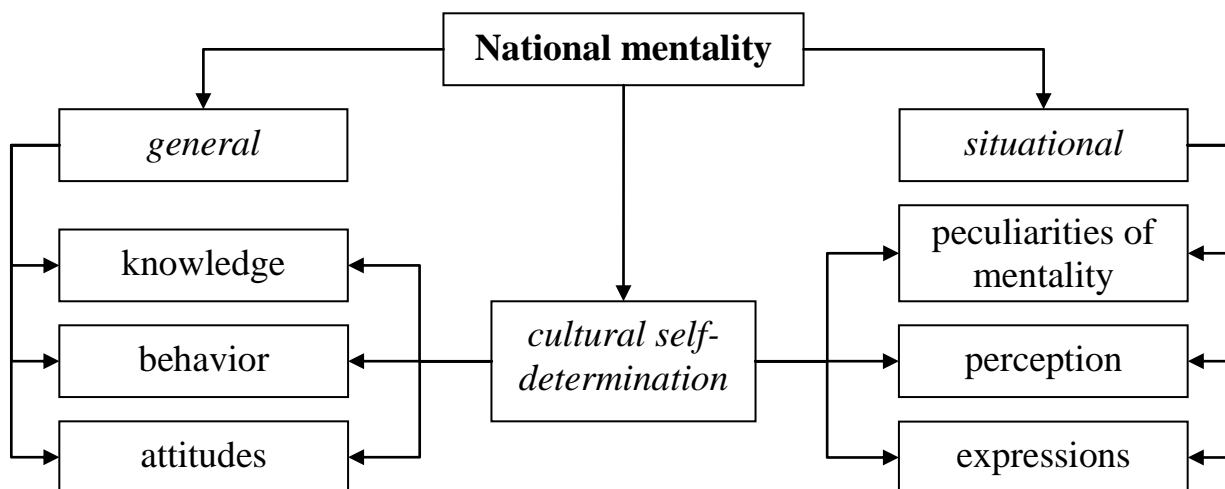
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Fig. 1. Characteristics of national mentality of the person

Another important role in showing the notions about the culture of the country the language of which is studied will be played by the factors of native socio-cultural environment that must be taken into account when we take into account developing models for joint process of teaching of a language and mastering the culture.

In other words, the formation of a complete system of perception of national-cultural features of the country, which allows to associate with the linguistic unit the same information as a native speaker does, and thus will provide to achieve a complete process of communication. Since the main object is not according to the country, but the background knowledge of the speakers of a language, their verbal and nonverbal behavior in the acts of communication, their culture in general, then it can be said that, against the background of the socio-cultural component, pupils form knowledge about the realities and traditions of the country, which are included into the dialogue of cultures, get acquainted with the achievements of national culture from the standpoint of the development of universal culture in general.

The formation of socio-cultural competence in the connection of teaching a foreign language aims to transfer a pupil to a minimum of background knowledge possessed by a native speaker. This is to a certain extent reminiscent of acculturation, but the acquisition of knowledge about the culture of another people in linguistic studies differs from this process. Anyone who learns a foreign language remains a bearer of his/her own culture, but his/her background knowledge is enriched by acquiring elements of the culture of a country which language was studied. Thus, as a person understands well a whole world of culture he/she begins to understand better and appreciate his/her own culture.

Firstly, the introduction of a socio-cultural component in teaching a foreign language is due to several factors, the main of which is the continuity of the

concepts of a language and a culture. Secondly, the peculiarities of human mental activity require the formation of socio-cultural competence in order to ensure an adequate response of a person to a foreign culture. Due to the sensitivity of social conventions (rules of courtesy, norms governing relations between generations, classes and social groups, linguistic codifications of some of the basic rituals in the life of the society), a sociolinguistic component permeates the whole process of communication between representatives of different cultures, even when its participants not aware of its influence.

The formation of socio-cultural competence is influenced by a number of factors of general development, learning, communication, cultural and language interrelations, mutual understanding, culture of communication, social environment, history, cultural heritage, architectural monuments, world outlook, self-esteem, orientation. To a greater degree, these factors should encourage students who study in mass schools where they know less about the culture of the country they are learning. As our goal is to master the national culture, this involves not only the acquisition of cultural knowledge (facts of culture), but also the formation of the ability and readiness to understand the mentality of the speakers of the language having been studied, as well as the peculiarities of the behavior of people of this country. Language should be studied as the element of culture, which allows teachers, using the experience of generations, to influence the formation of situations with national and cultural context.

Country-aware knowledge are in need from a point of view to correct interpretation of what happens in a specific situation in a different cultural environment. The ignorance of socio-cultural context and a lack of strategies of studying cultural information may prove to be significant factors in the process of communication with native speakers.

Socio-cultural competence allows people who speak a foreign language to feel practically equal with native speakers (in relation to this or that culture), which is a significant step towards the acquisition of a foreign language. A final stage of socio-cultural competence will be the ability of a pupil to operate the necessary concepts of knowledge and adjust their behavior closer to the behavior, which is adequate or close to native speakers.

At the elementary school the stage of systematic and consistent activity with authentic educational materials provides normative mastery of communication skills. There is a great amount of educational material, which contributes the formation of socio-cultural and sociolinguistic competencies. The function of a foreign language as a mean of intercultural communication manifests itself and it is the instrument in a dialogue of cultures and civilizations of a contemporary world. Acquisition of a foreign language has been increasingly seen not as the accumulation of a certain amount of knowledge of the language, but as a certain level of the development of skills and abilities to use language for oral and written communication, as a mechanism of knowledge of other peoples and cultures. Topics for communication deal with various fields of knowledge, including those which were the subject of studying at the lessons from other subjects (interpersonal

relations), and from their own life experiences. The degree of independent activity of students is growing, the types of educational activities are diversified, the speech situations are actively used, which bring educational communication to real conditions. Students acquire the ability to read multi-genre literature, understand radio and television programs of accessible complexity.

One of the leading trends in contemporary methods of studying fairy-tales is the systematic inclusion into the learning process of a foreign language. Such cultural elements there are in fairy-tales at all stages of their studying. Therefore, in the process of learning it is important to attract pupils to a new national culture, traditions, social relations, to form a positive attitude towards the people of the country whose language is studied. Thus, *socio-cultural competence* becomes more important in the process of learning a foreign language, because as a language so culture are closely interconnected. *Socio-cultural competence* includes linguistic, non-linguistic and country-specific components. *The linguistic component* consists of the assimilation and correct use of the vocabulary which is necessary for communication taking into account socio-cultural peculiarities. *The non-linguistic component* is based on the assimilation of certain social behavior patterns. *Country-specific component* requires familiarization and knowledge of historical, geographical and social information about English-speaking countries.

To develop pupils' *socio-cultural competence* it is important to propose them exercises based on *such theoretical principles* (after schoolchildren read a fairy-tale):

1. *The principle of communicative orientation of learning* preserves such organization of the educational process, which leads to a proper level of practical mastery of the English language in oral and written forms.

2. *The principle of situational and thematic organization of the educational material* creates conditions for the adequate implementation of the idea of developing the process of communication. The content of language proficiency occurs the themes proposed by the program, and the main forms of the organization of communication in speech situations.

3. *The principle of a dominant role of exercises.* In accordance with the communicatively oriented approach of learning a foreign language, the priority is given to communicative-oriented exercises that ensure language proficiency as a means of communication. However, this does not mean that the educational process ignores language exercises that facilitate the assimilation of normative speech in phonetic, lexical and grammatical terms. In accordance with the current conditions of teaching a foreign language, such exercises play an auxiliary role and are used in the context of communicative tasks.

4. The principle of taking into account the peculiarities of a native language, as well as the experience acquired by pupils in their process of their studying, allows the person to predict possible difficulties in learning English and thus streamline the learning process.

5. The principle of consciousness of studying is considered as a general methodological principle, which takes into account the qualitative peculiarity of

mastering the English language. It involves not only the conscious use of language units in accordance with their meaning, form and characteristics of use in speech, but also to situations of communication and spheres of speech functions of each language unit.

6. The principle of taking into account the age-specific characteristics of pupils leads to the selection of psychological approaches and content for communication at each stage of teaching English.

To solve the problem of the development of socio-cultural competence successfully, it is necessary to use a rational system of training exercises, which would ensure the phased organization of the learning process. This system should provide both the selection of necessary exercises that correspond to the development of skills and abilities of using socio-cultural material, as well as a certain sequence of exercise data, as well as the regularity of their implementation in all types of speech activity. On the other hand, exercises which have so called socio-cultural orientation must meet the criteria developed in Psychology, such as: communicative exercises, subject-oriented ones, linguistic and speech exercises, oral and written ones, monolingual exercises.

The development of socio-cultural competence will be successful in the systematic implementation of exercises which involve the development of skills, such as:

- to draw parallels between two cultures;
- to choose socio-cultural phenomena according to the task of a teacher;
- to evaluate socio-cultural events and differences in the content of fairy-tales;
- to express your opinion about the plot and characters of this fairy-tale;
- to form associative skills and aesthetic feelings;
- to express your own attitude to historical events of a foreign language culture;
- to form a positive attitude towards the culture of the language having been studied;
- to interpret socio-cultural information to form critical thinking skills;
- to comment on foreign-language material with socio-cultural content;
- to solve socio-cultural problems in conditional communicative situations.

These *exercises* should be subordinated to the following stages of the formation and increasing of socio-cultural competence:

Stage 1: Introduction to socio-cultural environment.

Stage 2: Solving socio-cultural problems with the use of supports.

Stage 3: To provide independent interpretation of socio-cultural realities.

At all stages the role of motivation of the teacher is very important, which should interest the students in the space of socio-cultural problem, to select the relevant material and to develop the training exercises of the communicative character.

Each exercise would be proposed in situations in even small group or macro-group modes. And it also applies interactive technologies, do not restrict communication with the regime "a teacher – a pupil", but also encourage the process of learning between the students themselves. Consequently, for the

development of socio-cultural competence of pupils it is necessary to adhere to the appropriate stages, adequate to their abilities and a complex of exercises of socio-cultural content. These requirements must be consistent with the purpose of education, the principle of communication, the presence of verbal-pictorial visibility, taking into account the age and psychological characteristics of pupils at primary school. The development of socio-cultural competence will avoid a "cultural shock", provide the discussion of the schoolchildren's opinion in a form acceptable according to a foreign language culture and perceive it as the equal partner of communication. The successful resolution of this problem depends on the success of the correct formation of communicative competence in general at foreign language classes at higher educational establishments.

Conclusions and further perspectives of providing our researches. So, psychological factors of realizing the productive development of socio-cultural competence are:

- *to provide psycho-linguistic studies at the English lessons.* We mean: 1) to present a commentary of the realities, to study background vocabulary, etiquette formulas; 2) to provide historical commentary of English folklore, especially show the characteristics of the activity with micro-groups of children; 3) at the English language lessons to present visually-behavioral material, the purpose of which – to give the idea of communicative actions in the most typical situations of communication with characters of fairy-tales who play the role of native speakers;

- *to organize training sessions with elements of a presentation*, which have a double purpose, the formation of socio-cultural competence and the culture of using of lexical units by pupils. It is advisable to use these techniques when carrying out phonetic charges and working with authentic dialogues. It is about reflecting the rhythm of the phrases having been spoken, changing the modulation of the voice, rhythmic movements, using background of music with jazz syncopated rhythm to destroy the established stereotypes of the rhythm of a native language;

- *to provide positive conditions for receptions* to use musical-rhythmic learning component (songs, aerobics);

- *to provide positive conditions for receptions* of simultaneous interaction of pupils in moving rows in a "crowd", in teams borrowed from the intensive technique, as well as in pairs, small groups and micro-groups;

- *to present projective techniques*, mainly for individual activity at home;

- *to present game techniques* at the stages of training and practice: contests, competitions, games are mobile communicative or cognitive tasks, staging (verses, songs, scenes), role plays, fairy-tales.

One of the important means of the developing of socio-cultural competence are fairy-tales that, in an accessible form for children, reveal the peculiarities and the features of the culture of foreign people. In further our articles we'll provide the experimental researches in which we'll show the results of implementation of these psychological factors of realizing the productive development of socio-cultural competence of pupils at primary school.

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Ivashkevych E. E., Ternovyk N. A. The creative potential of fairy-tales to form socio-cultural competence of pupils at elementary school. In this article the authors explained the meaning of socio-cultural competence. It was shown that socio-cultural competence implied acquaintance of those who study understanding the national-cultural specificity of the person's speech behavior and the ability to use the elements of socio-cultural context relevant to the generation and perception of speech in terms of that language. These elements are customs, rules, norms, social conventions, rituals, social stereotypes, knowledge of the region, etc. It was shown that national mentality was a way of thinking about representatives of a particular culture or subculture, which determines their behavior and the expectations of others. The mentality of the country is studied in three directions: a general one, a situational direction and a cultural self-determination one. Common characteristics include three based components: knowledge, behavior and attitudes. Bright examples of these components can be holidays, traditions and customs of native speakers. Situational characteristics may include the peculiarities of mentality, perception and expressions. Telling about speaking of mentality we must mention another element – cultural self-determination, which may include all general and situational characteristics. To show the means of the developing of pupils' socio-cultural competence the authors of the article proposed them exercises based on some theoretical principles (after schoolchildren read a fairy-tale). The exercises which include the systematic implementation of the development of skills of pupils according to the structure of socio-cultural competence were presented. Psychological factors of realizing the productive development of socio-cultural competence of pupils at primary school were determined.

Key words: socio-cultural competence, creative potential, fairy-tales, national mentality, culture, subculture, cultural self-determination, knowledge, behavior, attitudes.