

# Professional Training of Future Foreign Language Teachers: Socio-Cultural Aspect

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**Abstract:** The article examines socio-cultural aspect of professional training of future foreign language teachers. The purpose of the article is to substantiate the pedagogical conditions and structural and functional model of the socio-cultural competence formation of future foreign language teachers in the system of the pedagogical college. The main task of the study is to determine the structure, criteria, indicators and levels of socio-cultural competence of future foreign language teachers and to develop a structural and functional model of formation of their socio-cultural competence and its experimental verification. The research hypothesis lies in the assumption that the effectiveness of the socio-cultural competence of future foreign language teachers in the process of professional training in the pedagogical college will increase with the implementation of the following pedagogical conditions: the use of integrated socio-cultural tasks with variable content and innovative teaching methods.

The formulated structural and functional model of sociocultural competence formation among future foreign language. The author's contribution to the development of the scientific field lies in the fact, that the use of interactive teaching methods encourages students to feel like subjects of socio-cultural competence and be active participants of this process. And this subjective position contributes to the development of cognitive motivation for socio-cultural competence, which contributes to the effective acquisition of socio-cultural knowledge and the effectiveness of the socio-cultural competence formation in general.

**Keywords:** *socio-cultural competence of future foreign language teachers; pedagogical college, future foreign language teachers; pedagogical conditions.*

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## 1. Introduction

In the context of Ukrainian globalization and integration into the international and European educational space, it is extremely important to find the means or tools that will transform different languages and cultures from a factor that hinders dialogue between different cultures into the means that promote mutual understanding, cultural enrichment, creativity and development of personality. Thus, the acquisition of knowledge, skills and competencies as a goal of future foreign language teachers' professional training in the conditions of pedagogical college loses its effectiveness. Future foreign language teachers require a high level of socio-cultural competence for effective professional activity.

Nowadays the priority direction of higher education development is the competency approach, focusing on the formation of the socio-cultural competence of the future teacher as a part of their professional competence. It's necessary to develop and implement a new model of socio-cultural competence of future teachers, in particular, a foreign language that would not only provide students with professional knowledge and relevant skills, but would also develop their attitude to socio-cultural phenomena and facts, and promote the development of personal experience concerning one's strategies of adaptation in a foreign-language socio-cultural environment. The problem of the socio-cultural competence of a foreign language teacher is gaining special attention due to Ukraine's accession to the European educational space.

The axiological approach to solving global problems of higher education involves, above all, the education of the humanistic type of student personality. The most important criterion for the humanization of higher education is not so much the acquired knowledge, skills and abilities, as awareness and acceptance of each student's humanistic ideals, the desire for continuous self-improvement. The axiological approach is to involve the teacher in methodological, theoretical and applied knowledge about values, their nature, mechanisms of development and methods of functioning, as well as professional and pedagogical values that characterize the professional development and self-improvement of the modern teacher.

The essence of the axiological approach is to form in the professional training of future foreign language teachers in a system of professional and universal values as determining factors of the individual's attitude to the world, the chosen profession and himself, determining appropriate values: ways of behavior and life in a world filled with value.

International cooperation and integration of Ukrainian youth into European society is one of the top priorities of Ukraine's education system.

Almost all the countries of the world carry out certain research aimed at finding the skills that are necessary for any person, a specialist in any field in the XXI century. Our education is increasingly using the achievements and focuses on international practice in the field of professional training of future foreign language teachers.

## **2. Analysis of the latest researches and publications.**

The issue of professional activity of future teachers, theoretical and methodological bases for research in its professional culture and professional competence were analyzed in the researches of Rodríguez and Puyal (2012). Khouni and Boudjelal (2019) are the representatives of the target language culture for EFL students to increase socio-cultural competence. Lai (2019) explored the impact of distanced access to the social media of mass culture on the motivation of local national minority students to learn foreign languages. The research of Moloney (2013) provides a bridge to intercultural pedagogy for Chinese language teachers in Australia. Xu et al. (2019) study interpersonal competence and digital citizenship among pre-service teachers in Chinese teacher training programs. Luka (2019) promotes a culture-based learning course to develop the skills of 21st-century adult learners.

Kalnberziņa (2018) constructs intercultural/multicultural communication and its levels. Fatma et al. (2020) showed the project "Respect" in a Multicultural Society in Central Sulawesi: a socio-pragmatic study of directive language acts in the local language in the university academic environment. Ahmadi Safa and Gonchehpur (2017) argue about the missing link in the ELT: the disclosure, development and evaluation of English humor for EFL students. Limberg (2016) offers training using EFL textbooks and pragmatic materials. Dikilitaş and Mumford (2020) argue that preschool English teachers acquire bilingual competence in a monolingual context. Asif et al. (2020) reveal the aspects of moral education for sustainable development, compared with the university teachers' perception in China and Pakistan. Jiang and Dewaele (2020) reveal the predictive power of sociobiographical and linguistic variables in a foreign language in terms of the development of anxiety about its study in students of Chinese universities. Ghavamnia (2020) is convinced of the great prospects of Iranian ESL teachers for the inclusion of culture in EFL classes. Kennedy (2020) introduces intercultural pedagogy in Chinese as a foreign one (CFL).

Tekir and Akar (2020) provide English teachers training before elementary school to study real issues related to their possibility in educational work. Tanasescu et al. (2018) use multilingualism, cultural differences and their management of information communications within the European Union.

The issue of professional, general cultural, intercultural and sociocultural competencies of future foreign language teachers are considered in the dissertations of such Ukrainian researchers as Shekhavtsova (2011), Zakiryanova (2006), and others. Scientific works cover some aspects of the formation of socio-cultural competence of future foreign language teachers both in educational and extracurricular activities of students.

However, the peculiarities of the training of future foreign language teachers in the pedagogical college are not the subject of special research but deserve a more detailed justification. The urgency of the problem under consideration is also exacerbated by society's need for competent foreign language teachers and the insufficient level of preparation of students in pedagogical colleges for socio-cultural activities.

Therefore, many scientists are more concerned with this problem. Having analyzed the literature, we express a critical opinion on the problem under study. Unfortunately, in Ukraine the problem of motivating the student's personality in educational activities is not dealt with at the proper level, so we have made a contribution to improving this problem.

### 3. Research methods

#### *3.1. The theoretical basis for the training of future foreign language teachers in the pedagogical college*

The **purpose** of the article is to substantiate the pedagogical conditions and structural and functional model of the socio-cultural competence formation of future foreign language teachers in the system of the pedagogical college. The main task of the study is to determine the structure, criteria, indicators and levels of socio-cultural competence of future foreign language teachers and to develop a structural and functional model of formation of their socio-cultural competence and its experimental verification.

The research **hypothesis** lies in the assumption that the effectiveness of the socio-cultural competence of future foreign language teachers in the process of professional training in the pedagogical college will increase with the implementation of the following pedagogical

conditions: the use of integrated socio-cultural tasks with variable content and innovative teaching methods.

We used a set of **methods** of scientific-pedagogical research at different stages of our scientific work: theoretical level: generalization of scientific information on the problem of research, educational-methodological and normative documentation; method of theoretical analysis and synthesis to determine the purpose, subject, objectives of the study, modeling method to develop a structural and functional model of socio-cultural competence of pedagogical college students in the process of learning a foreign language; empirical level: purposeful observation, conversations with teachers and students; study of the methodological base of colleges; questionnaires of students, teachers, analysis of the products of their educational and cognitive activities; self-assessment and assessment of the level of socio-cultural competence formation in future foreign language teachers in the process of professional training in pedagogical college; pedagogical experiment (ascertaining and formative) and generalization of its results using methods of statistical processing of scientific data.

Research and experimental work were carried out on the basis of Vinnytsia Humanitarian and Pedagogical College, Ivan Franko Korostyshiv Pedagogical College, Taras Shevchenko Uman Humanitarian and Pedagogical College, Pedagogical College in Bilhorod-Dnistrovskiyi, Olexander Barvinskiy Chortkiv Humanitarian and Pedagogical College and Balta Pedagogical College, where the methodology effectiveness of realization of the substantiated pedagogical conditions and the developed structural-functional model of formation of socio-cultural competence of future foreign language teachers was experimentally tested. A total number of 396 students took part in the experiment.

Experimental and control groups of students with approximately the same composition and initial socio-cultural competence level were selected for the experiment.

The experimental group (EG) included 197 students, the control group (CG) 199 students. All participants were the students of the 2nd -3rd courses of pedagogical colleges in the specialty "Teacher of English in preschool institutions". The age of the participants of the experiment is 16-19 years. The experiment was conducted by the decision of Mykhailo Kotsyubynsky Vinnytsia State Pedagogical University at the Department of Preschool and Primary Education by the Specialized Academic Council D 05.053.01 13.00.07 - Theory and Methods of Education (protocol №23 from October 19, 2014). All participants were informed about the

conditions of the experiment and the ethical rights of the participants were respected.

On the basis of the future foreign language teachers training organization in the pedagogical college, we analyzed the current state of socio-cultural competence formation among future foreign language teachers, substantiated and experimentally tested the effectiveness of pedagogical conditions and structural-functional model of professional self-consciousness formation of future teachers; carried out the analysis and generalization of results of a forming stage of experiment and formulated the general conclusions and identified prospects for further research.

The socio-cultural competence of the future foreign language teacher was determined as a complex, holistic, individual-psychological, integrative formation that combines socio-cultural knowledge, personal attitude to foreign cultures allows successful communication with their representatives, feel confident and comfortable in another language, socio-cultural environment, due to mastery of ways of foreign language usage; characterizes the theoretical and practical readiness for socio-cultural activities and the development of relevant qualities in students while learning a foreign language. In the structure of the socio-cultural competence of the future teacher of a foreign language, it is expedient to distinguish motivational-value, information-cognitive, and activity-behavioral components.

Based on the foreign and domestic literature analysis, as well as European experience on the problem of classification of key competencies, the core components of the socio-cultural competence of future foreign language teachers were identified (Kylyvnyk, 2015):

-motivational and value component (positive perception and tolerant attitude towards the values inherent in a foreign language culture; perception of universal values as professionally significant);

-information-cognitive component (knowledge of historical, local lore features of foreign language culture, features of way of life of native speakers of another language, norms, traditions, etc.);

-activity-behavioral component (ability to interact in intercultural communication, to show tolerance, the ability to communicate effectively with representatives of other cultures, taking into account their socio-cultural characteristics; the ability to choose the appropriate style of communication).

The study proved the positive impact of the disciplines of psychological, pedagogical and special training on the formation of socio-cultural competence of students of the Pedagogical College. Expansion of

the content of professional disciplines by adding texts, exercises, audio and video files of socio-cultural orientation has a positive effect on the development of their socio-cultural competence as the ability of individuals through adequate understanding and respect for other languages and cultures to show active and responsible life in society.

### ***3.2. Methods of conducting a pedagogical experiment***

The research **methodology** includes methodological approaches and principles of teaching, which are based on the process of motivating the student's personality in educational activities, in particular - on the ideas of systemic, personal, activity, axiological and acmeological approaches and is carried out taking into account general didactic principles (scientific, systematic and consistent, accessible, learning with life, consciousness and activity, clarity, strength of knowledge, skills and abilities).

Based on the analysis of the Cores-Bilbao et al. (2019) discourse, the use of foreign language languages in integrated socio-cultural tasks with variable content is determined to be of great value in the formation of sociocultural competence of future foreign language teachers. The main purpose of integrated socio-cultural tasks with variable content, aimed to increase the level of socio-cultural competence of future foreign language teachers, are: deepening the connection of theoretical knowledge about socio-cultural competence with the real pedagogical process based on practical training, their use in solving specific problems, for example, the ability to build relationships with representatives of a foreign culture; formation of future foreign language teachers' psychological readiness for socio-cultural and professional activities; development of future teachers' pedagogical skills and abilities of practical socio-cultural activity; mastering modern forms of socio-cultural pedagogical activity; formation of a creative research approach to socio-cultural pedagogical activity, development of pedagogical thinking of future foreign language teachers.

The results of our study point to the necessity to emphasize the socio-cultural component in the process of teaching a foreign language in a pedagogical college for the effective formation of socio-cultural competence of future foreign language teachers. The main task is to identify the links between the language and culture of the people who speak this language. Provided that we use the traditional explanatory-illustrative method, it is difficult for pedagogical college students to establish such connections. To make this process more effective, teachers should pay special attention to socio-cultural aspects in the available texts, or add specially prepared material of socio-cultural orientation during the classes. That is why one of

the conditions for the socio-cultural competence formation of future foreign language teachers is the study of national and cultural features and specifics of national communicative behavior of foreign language speakers in the pedagogical college.

For example, we offered students the following topics for in-depth study: 'British culture', 'Culture and traditions of England', 'Time is money', 'Theater at Shakespeare's home', 'Home and football', 'British universities', 'London is the capital of world fashion', 'Culture of the United Kingdom', 'British directors', 'British population: national composition, languages, religions', 'English language etiquette'.

In the socio-cultural competence formation of future foreign language teachers, it is important *to ensure the value orientation of students to socio-cultural activities in the process of integrated use of traditional and innovative teaching methods*. In order to form the socio-cultural competence of future foreign language teachers, such innovative methods as "Microphone", "Brainstorming", "Carousel", "Aquarium", project method, group work, case method, etc. were used. Definitely, in the socio-cultural competence formation of future foreign language teachers, we actively used the possibilities of information and communication technologies, since they expand the capabilities of the teacher in the formation of the studied quality.

The method of analysis of specific situations of socio-cultural content is important in the formation of the socio-cultural competence of foreign language teachers. In the process of the future foreign language teachers' socio-cultural competence formation, Internet communication, or communication via the global computer network the Internet, plays a significant role. We actively *used one of the popular means of Internet communication, Google ClassRoom*. Publications, posted in this Web space (articles, messages, socio-cultural videos) were regularly updated and replenished. Students visited this resource with great interest, because it is well known that interactive technologies are based on communication, and Web technologies are one of the modern means of communication, that is appropriate to be used in teaching in general and in the formation of sociocultural competence of future foreign language teachers.

The substantiated pedagogical conditions are the basis of the developed structural and functional model of the future foreign language teachers' socio-cultural competence, consisting of the following blocks: target (purpose and objectives for the formation of socio-cultural competence of future foreign language teachers); conceptual (methodological approaches; pedagogical conditions); procedural (stages of



formation of socio-cultural competence of future foreign language teachers); effective (expected result) (Fig. 1).

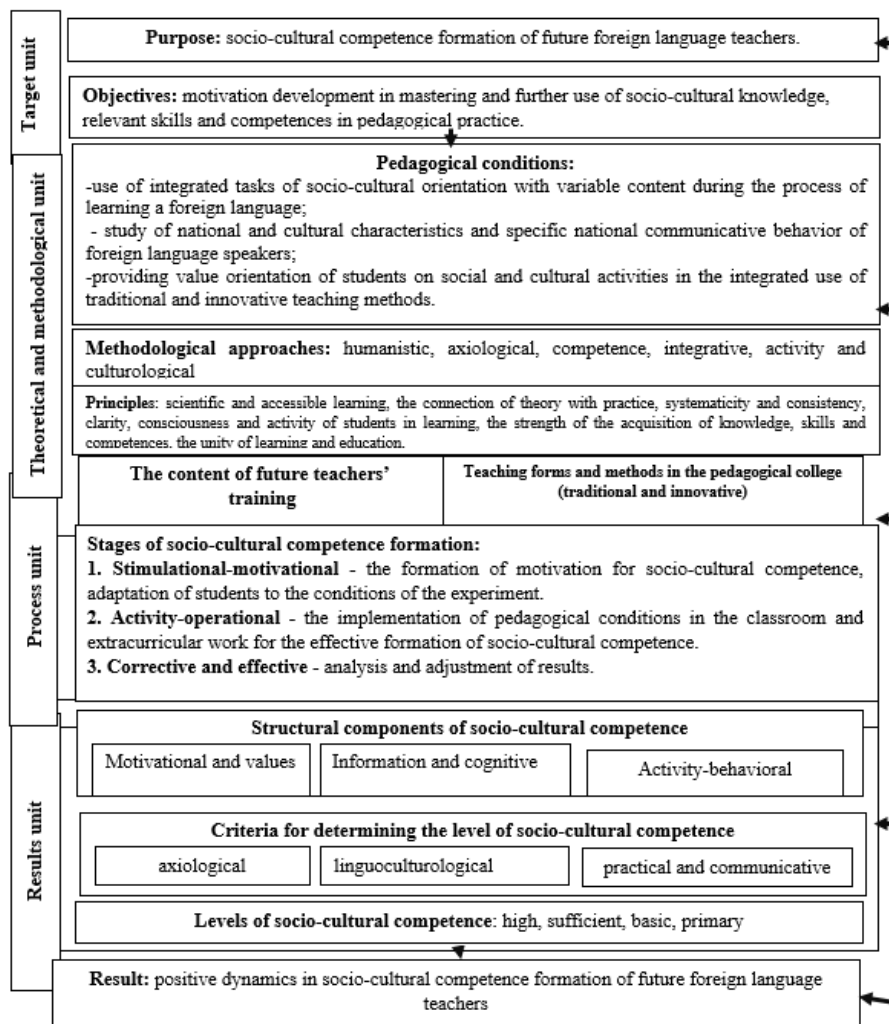


Fig. 1. Structural and functional model of socio-cultural competence formation of future foreign language teachers

Source: systematized by the author.

During the experiment, students of the experimental group were offered the integrated tasks of professional socio-cultural orientation, that include knowledge not only of the disciplines related to "Foreign Language", but also of pedagogical disciplines. Tasks are formulated in such a way that they are focused on the student's current level of socio-cultural competence and aimed at his "zone of immediate development" (according to L. Vygotsky (1983). For example, students with a low level of socio-cultural competence were offered the tasks that provided availability of knowledge in one area and focused on a certain age group of students. Let's say: "Model and demonstrate a fragment of a foreign language lesson, that involves testing the knowledge of 6th-grade students about the geographical location of Great Britain." For students of the initial level of socio-cultural competence, the task was as follows: "Offer a method for students of 8th grade to learn foreign language features of the historical era in which Shakespeare lived and worked, and fragments of his biography". For students of each subsequent level, the task was complicated. The variability of the content of the offered tasks of professional socio-cultural orientation was determined by the individual characteristics of each student, taking into account the preferences of each student, for example, regarding the age characteristics of students or specific topics. Thus, we managed to interest almost all students to perform such tasks. In the process measurements for diagnostic purposes, the control group quickly coped with the list of these tasks, using an integrated approach.

Thus, the criteria for determining the formation level of the information-cognitive component of socio-cultural competence are axiological, lingua-cultural, practical-communicative. Indicators of the lingua-cultural criterion of socio-cultural competence of future foreign language teachers are socio-cultural knowledge, level of awareness of national and cultural features of native speakers of Ukrainian and foreign languages; knowledge of the peculiarities of effective communication in a multinational environment; readiness to use socio-cultural knowledge in professional-pedagogical activity.

*The practical and communicative criterion* of socio-cultural competence of future foreign language teachers is characterized by the following indicators: skills and competences to use socio-cultural knowledge in specific sociolinguistic situations; skills of organizing socio-cultural activities with students; communication experience in a multicultural environment; reflection on the results of their socio-cultural activities.

Indicators of the *axiological criterion* of socio-cultural competence of future foreign language teachers are as follows: motivation in mastering and

further use of socio-cultural knowledge during pedagogical practice; the need for the formation of socio-cultural competence; awareness of the importance of socio-cultural competence for future professional activity; tolerant and emotional attitude to representatives of different ethnic groups, native speakers and cultures.

The socio-cultural competence formation of future foreign language teachers in the college is carried out in three stages, as shown in the structural and functional model. The first - stimulating-motivational - first acquaintance with students, instruction on further experimental work, development of motivation to the process of socio-cultural competence formation, adaptation of students to the conditions of the experiment. When studying academic disciplines and, first of all, English, the emphasis is put on certain elements of preparation for the formation of socio-cultural competence. Subjects such as the basics of philosophical knowledge, culturology, sociology, history also help to arouse the desire to take an active part in the pedagogical experiment. A brief digression into today's realities allows students to reflect on the benefits of further pedagogical activities of experimental work.

At this stage of the experiment we are expected to implement a purposeful work within the special course "Sociocultural competence of future foreign language teachers", that is aimed to provide students with general theoretical knowledge in this field. The second stage - activity-operational - is the introduction of the pedagogical conditions defined by us, namely: usage of the integrated tasks of a sociocultural direction with the variable maintenance during foreign language study; study of national and cultural features and specifics of national communicative behavior of foreign speakers; ensuring the value orientation of students to socio-cultural activities in the process of integrated use of traditional and innovative teaching methods. The third stage - corrective-effective - is the analysis of the received results. As a result, we note that the formed structural-functional model, in general, gives an idea of various aspects of the formation of socio-cultural competence of future foreign language teachers (theoretical and methodological; structural and functional; design and technological; criterion-diagnostic).

According to the defined criteria, stages and indicators, a set of diagnostic methods of sociocultural competence of future foreign language teachers was selected: observation, questionnaire, method "Motivation to study in higher educational establishments" by Ilyin (2003) method of studying motives for learning, modification by Rean (2002), Yakunin (2000) (Kylyvnyk, 2018). To determine the level of general knowledge about

competence and socio-cultural competence we've conducted a survey among first-year students. The results of the study indicated, that among the first-year students, interviewed in the poll, the notions 'competence' and 'competent person' are understood as skills, possessed by the individual (13% of respondents), a well-educated person (24.1%), a person, that possess knowledge and experience (41.4% of respondents), a person, that possess knowledge and skills (21.5%).

Socio-cultural competence of the vast majority of first-year students (almost 82%) is identified with knowledge of culturology; 16, 4% of the interviewed students identify the concept with the erudition of a foreign language teacher in their subject and other related subjects, and 1.6% of respondents - with creativity. When asked about the importance of forming the socio-cultural competence of the future foreign language teacher, 56% of students answered that it is important, 31% - extremely important; 11% of students could not decide. Answering the question about the subjects, that in our opinion, have potential in forming socio-cultural competence of future foreign language teachers, the majority of the respondents (73%) mentioned foreign language.

Thus, the elaborated criteria and indicators enabled us to distinguish four levels of socio-cultural competence of future foreign language teachers in the process of professional training in a pedagogical college: high, sufficient, basic and initial level.

We present the general characteristics of the experimental stage of the research, according to the described procedure of initial diagnosis and implementation of a structural-functional model of sociocultural competence of future foreign language teachers in the process of professional training and summarize the results of the implementation of methods of pedagogical conditions of sociocultural competence formation among future foreign language teachers.

The level of future foreign language teachers' sociocultural competence is determined by three criteria of sociocultural competence of future foreign teachers: axiological (motivation in mastering and further use of sociocultural knowledge during pedagogical practice; the need for the formation of sociocultural competence; emotional attitude to representatives of different ethnic groups, speakers of different languages and cultures), linguistic and cultural (socio-cultural knowledge, level of awareness of national and cultural characteristics of native speakers of Ukrainian and foreign languages; knowledge of effective communication in a multinational environment; willingness to use socio-cultural knowledge pedagogical activity), practical-communicative (skills and abilities to use socio-cultural

knowledge in specific communicative situations; skills of organizing socio-cultural activities with students; experience of communication in a multicultural environment; reflection on the results of their own socio-cultural activities), and the levels of socio-cultural competence formation among future foreign language teachers (high, sufficient, basic, primary).

#### 4. Results

At the formative stage of the experiment, involving the methods of pedagogical conditions and the use of interactive technologies based on the proposed comprehensive program, it was proved that the traditional form of education does not contribute to the formation of socio-cultural competence among students. But instead, the competency approach involves the use of interactive technologies that contribute to students' self-realization and accumulation of their own intercultural communication experience.

As it is indicated in Table 1, that presents the summarized initial diagnostics results of the three criteria for the experiment, the percentage of the students with the initial level of socio-cultural competence in EG was 38.6%, in CG - 39.7%; the percentage of the students with a basic level in EG was 39,1% of students, and in KG - 38,7%; the percentage of the students with a sufficient level in EG was 13.2%, and in CG - 13%; the percentage of the students with a high level in EG 9.1%, in CG - 8.5%.

**Table 1** - The diagnostics results of socio-cultural competence of future foreign language teachers at the beginning of the experiment (absolute numbers, %)

Groups	Levels							
	High		Sufficient		Basic		Primary	
	pers.	%	pers.	%	pers.	%	pers.	%
Control group	17	8,5	26	13	77	38,7	79	39,7
Experimental group	18	9,1	26	13,2	77	39,1	76	38,6

*Source: systematized by the author.*

The results of the observational experiment testify to insufficient level of socio-cultural competence among students of the pedagogical college (Table 2). College teachers substantiated the basic and initial level of socio-cultural competence of students by the lack of focus of the educational process of pedagogical colleges on the formation of socio-cultural competence among future foreign language teachers.

Gradual implementation of pedagogical conditions for the socio-cultural competence formation among future foreign language teachers (stimulating-motivational, activity-operational, correctional-effective) provided for the actualization and deepening of basic ethnographic, linguistic and sociocultural knowledge and skills based on intra-subject and interdisciplinary links.

**Table 2** - The results of traits ranking in the experimental and control groups at the beginning of the experiment

CG			EG		
Rank	Traits	Index	Rank	Traits	Index
1	Hardworking	9,46	1	Sociability	9,31
2	Love for children	9,1	2	Love for children	9,13
3	Responsibility	8,76	3	Hardworking	8,78
4	Honesty	8,32	4	Responsibility	8,29
5	Purposefulness	7,49	5	Honesty	7,42
6	Independence	6,23	6	Social activity	6,35
7	Social activity	5,57	7	Independency	5,51
8	Tolerance	5,22	8	Tolerance	5,25
9	Sociability	4,6	9	Purposefulness	4,73
10	Discipline	3,8	10	Discipline	3,83

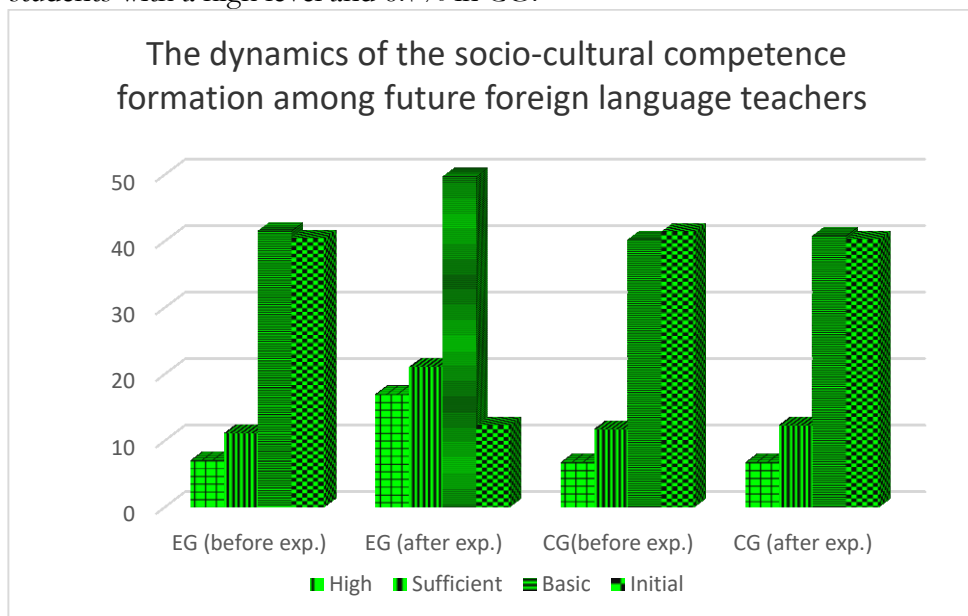
*Source: systematized by the author.*

During the formative stage of the pedagogical experiment, the author and teachers of pedagogical colleges, who used offered method, selected authentic texts and tasks for foreign language classes, literature excerpts in the target foreign language, samples of dialogues, speech samples and formulas, communicative situations for the organization of interactive interaction, etc.

The use of modern journalistic materials to form sociocultural competence of the future English teachers in the pedagogical college results from the fact that the above-mentioned tools are a part of national culture, that contains information about political, economic, sociocultural processes of modern English society and reflects the specific outlook, worldview of the representatives of another culture. The positive impact of the offered methods on the work with students of the experimental group was observed contributing to the increase in the development level of their socio-cultural competence.

The dynamics of the socio-cultural competence formation among future foreign language teachers before and after the experiment is shown in Figure 2.

As illustrated in Figure 2, if before the experiment the percentage of students with the initial level of socio-cultural competence in EG was 38.6%, then after the experiment - 12.28%; in CG it changed from 39.7% to 37.22%; the percentage of students with the basic level of socio-cultural competence in EG was 39.1%, and in CG - 38.7%, that changed into 49.71% in EG and 40.78% in CG; the percentage of students with a sufficient level in EG was 13.2%, in CG - 13%, which changed by 21.05% in EG and 12.29% in CG; the percentage of students with a high level in EG was 18%, in CG - 17%, and after the experiment in EG was 16.96% of students with a high level and 6.7% in CG.



**Figure 2.** The dynamics of the socio-cultural competence formation among future foreign language teachers

*Source: systematized by the author.*

Thus, the data, obtained as a result of the study indicates an increase in socio-cultural competence levels among the students of the experimental group. Comparison of indicators of control and experimental groups enables us to consider the implementation of a methodology of realization of pedagogical conditions and structural-functional model of sociocultural

competence formation among students of pedagogical colleges as an effective and expedient methodology. In the process of processing the results, we determined the relevance index of each of the offered traits in control and experimental groups by the formula:  $\sum \frac{R_i}{n}$ , where:  $i$ - the sequence number of the ranked traits;  $R_i$  - relevance index of the ranked traits;  $\sum$  - the sum of points for this indicator;  $n$  – the total number of students in the group (for the control group  $n = 199$ , for the experimental -197). The results of the traits ranking are presented in Table 2.

The use of non-parametric Pearson's agreement criterion ( $\chi^2$ ) showed the statistical significance of these changes ( $\alpha = 0.05$ ). Thus, the goal is achieved, the tasks are revealed, the hypothesis is confirmed.

## 5. Discussion

The effectiveness of the method of realization of pedagogical conditions of sociocultural competence formation among future foreign language teachers in pedagogical colleges is theoretically substantiated and experimentally checked: use of integrated tasks of socio-cultural orientation with variable content during foreign language study; study of national and cultural features and peculiarities of national communicative behavior of foreign speakers; ensuring the value orientation of students to socio-cultural activities in the process of integrated use of traditional and innovative teaching methods.

The formulated structural and functional model of sociocultural competence formation among future foreign language teachers is composed of the following blocks: target (purpose and tasks on the formation of sociocultural competence of future foreign language teachers); conceptual (methodological approaches; pedagogical conditions); procedural (stages of socio-cultural competence formation among future foreign language teachers); effective (expected result).

Foreign language classes were devoted to the study of English-speaking countries and Ukraine, traditions and customs of peoples, their own family and themselves, shortcomings, socio-cultural development, in the process of which used integrated tasks of socio-cultural orientation with variable content, as close as possible to pedagogical realities.

The study confirmed the conclusions, obtained by scientists, that learning to use language creatively is possible only through active communication (interaction) of all subjects of the educational process. Consequently, the learning process should prevail in the methods, aimed at not only mastering the language system. Such methods should be replaced by interactive forms of learning, adding activities to the learning process,



promoting the development of their will and freedom, that is a real basis for the development of communicative competencies of future English teachers.

The author's contribution to the development of the scientific field lies in the fact, that the use of interactive teaching methods encourages students to feel like subjects of socio-cultural competence and be active participants of this process. And this subjective position contributes to the development of cognitive motivation for socio-cultural competence, which contributes to the effective acquisition of socio-cultural knowledge and the effectiveness of the socio-cultural competence formation in general.

Substantiated pedagogical conditions are the basis of the offered method of realization of pedagogical conditions of sociocultural competence formation among future foreign language teachers, that contains three consecutive stages: stimulating-motivational - formation of motivation, adaptation of students to experimental conditions; activity-operational - the realization of pedagogical conditions in the classroom and extracurricular work for effective formation of socio-cultural competence; correctional and effective - analysis and adjustment of results. The developed methodology comprehensively reflects the purpose, objectives, principles of socio-cultural competence of future foreign language teachers, stimulation-motivational, activity, correctional-productive stages, appropriate forms and methods of development of the studied quality. The methods used at these stages: exercises; creative tasks; writing reflection works; games: role-play, situational-role; interactive methods: "microphone", "carousel", "aquarium", "brainstorming"; case technologies; project method, etc.

## **Conclusions**

In the article we have substantiated the pedagogical conditions and structural-functional model of formation of socio-cultural competence of future foreign language teachers in the system of pedagogical college.

The structure, criteria, indicators and levels of socio-cultural competence of future foreign language teachers were determined and the development of a structural-functional model of formation of their socio-cultural competence and its experimental verification. The effectiveness of socio-cultural competence of future foreign language teachers in the process of professional training in the pedagogical college has increased with the implementation of the following pedagogical conditions: the use of integrated socio-cultural tasks with different content and innovative teaching methods.

The effectiveness of the method of realization of pedagogical conditions of sociocultural competence formation among future foreign language teachers in the system of pedagogical college is theoretically substantiated and experimentally checked: use of integrated tasks of socio-cultural orientation with variable content during foreign language study; study of national and cultural features and peculiarities of national communicative behavior of foreign speakers; ensuring the value orientation of students to socio-cultural activities in the process of integrated use of traditional and innovative teaching methods.

The results of the formative stage of the experiment confirmed the effectiveness of the methodology of implementing reasonable pedagogical conditions for the socio-cultural competence formation among future foreign language teachers, which provided a comprehensive development of components of socio-cultural competence of future teachers. In the experimental group, in contrast to the control, the number of students with the initial level of socio-cultural competence decreased at a statistically significant level (from 41.4% to 12.28%), and at the same time number of students with the high level increased (from 7% to 16.96%). Statistical processing of the obtained data confirmed the significance of these changes.

Definitely, the conducted research does not claim to be a comprehensive consideration of all aspects of the issue of socio-cultural competence formation. The prospects for further research are to clarify the possibilities of information and communication technologies in the socio-cultural competence formation among future foreign language teachers; socio-cultural competence formation among future foreign language teachers in the process of pedagogical practice, research and synthesis of foreign experience in socio-cultural competence formation of future teachers.

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