

емпіричним дослідженням, але є необхідними для того, щоб оцінити перспективність певної ідеї та стимулювати особистість до використання цієї ідеї власне у пізнавальній діяльності. Практично, існування зумовленої контекстом однієї здатності може призвести до того, що ідея буде прийнятою людиною не тому, що вона дійсно варта того, а, скоріше, тому, що була чітко та обгрунтовано представлена.

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### **CORRELATION OF LIFESTYLE AND USE OF COMMUNICATIVE BEHAVIOR PATTERNS**

Lifestyle or communicative behavior patterns can be verbal, non-verbal and mixed. If *verbal communicative behavior patterns* are more or less studied and included into textbooks and English language guides, then nonverbal patterns are mixed and ignored not only at the English language course, at the specialized faculty at the universities, but also in the process of studying of the English language at higher educational institutions. For exercises according to textbooks we'll also plan to include communicative behavior patterns and lifestyle ones into

these exercises. Thus, this type of exercises will simulate the situations of Ukrainian students' trip to the UK in order to further improve their level of knowledge of the English language. It is assumed that students themselves must get from the airport to London, continue to use public transport, choose their own place of residence independently, taking into account their financial capabilities and preferences, if necessary, to seek medical assistance. Also, students get acquainted with authentic materials describing different types of transport (with prices and usage rules), the advantages and disadvantages of living in the family, in different types of hotels, including affordable hostels, where you can prepare, for example, food by your own. So, at the entrance to the bus in London students should know that there are conductors in the old (red) buses, so you need to go through the back door, pay for the conductor's passage, and there are no new (gray or blue) conductors. A passenger enters the front door, counting directly with the driver. In addition, it should be born in mind that, waiting for the bus, you need to turn in the queue, even if there are only 3-4 passengers. With regard to the place of the residence, it is necessary to understand such concepts as Bed & Breakfast, Half board, Full board, as well as the fact that even if there are three or four beds in the room the client will have to pay for the entire room, although he/she only needs one bed (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er., & Hupavtseva, 2020).

The information related to communicative behavior patterns or to a lifestyle is also included into communication activities at the English lessons: students as a rule discuss the advantages and disadvantages of a particular type of transport, the type of their residence, etc., choosing the most suitable for everyone; write official and unofficial letters, mastering the standards of their registration in English-speaking countries, such as verbal and non-verbal (location of students, the necessity and procedures of writing the address of the author of the text and the recipient of the information, etc.); fill in questionnaires, which also have verbal and non-verbal standards; write a short autobiography, etc.

Of course, within the textbook, this is a game of a real communicative behavior, but in this game there are communicative behavior patterns in different situations of life in English-speaking countries, the possession of which students will need the information of young Ukrainian citizens during their actual staying in the country they are studying at school. Thus, in order to form socio-cultural competence of students, it is necessary systematically to include into the Educational and Methodical complex with the multi-linguistic cultural and regional information studies which should be used by students in oral and written communication, purposefully form the skills of possession of the English language with the cultural and geographic contextual components, as well as to teach students the communicative Lifestyle behavior patterns: verbal, non-verbal and mixed ones.

In linguo-ethnographic dictionaries (Тлумачний словник, 2022) both lexical concepts and lexical backgrounds are explained. For example, lunch is the second breakfast. In Ukrainian it is called lunch or dinner. Over time, it corresponds to our Ukrainian lunch – it is from 12 to 15 hours. Or: *Mother's Day* (День Матері) – it is a holiday which is usually celebrated in English-speaking countries every second Sunday of May; Alice (Аліса) – the name of an inquisitive, intelligent, kind and brave girl, who is the heroine of the world-famous book “Alice in Wonderland” by English writer Lewis Carroll.

The purpose of visual-behavioral and historical comments is not only to interpret the lexical notion and the background of a particular sociocultural educational unit, but also to realize the semantic load of educational or motivational character in an accessible and entertaining form. In addition to socio-cultural background of linguistic means (lexical units, such as realities, background vocabulary, speech etiquette formulas). The content of socio-cultural competence is also taken into our attention the skills and abilities of speech and non-speech behavior in different situations that simulate *the dialogue of cultures*. They are:

- skills and abilities to operate selected for the initial degree of socio-cultural competence by a minimum of socio-linguistic language material: background vocabulary, national realities;

- skills and abilities of providing adequate operations of the selected minimum of etiquette and visual units;

- skills and abilities to operate on the selected minimum of communicative stereotyped and nationally determined lexical units used by native English speakers (students should watch video, films, online dialogues);

- skills and abilities to operate with selected regional knowledge, including knowledge of the rules of everyday behavior, as well as knowledge of the aesthetic plan: small forms of children's English folklore, accessible examples of fiction, children's animation;

- skills and abilities of creative use of the learned socio-cultural knowledge during: 1) independent performance of project tasks; 2) cultural activities within the topics having been studied: children's literary and ethnographic studies, competitions, parental meetings in the form of prepared report “What can we do at the English lessons?”; preparation of exhibitions of some objects works with the corresponding English language presentation, etc. (Ivashkevych Ed., & Onufriieva, 2021).

This is the content of developing socio-cultural competence of learners of different age groups.

The stages of the formation of the English socio-cultural competence became the basis for the development of a set of exercises, which includes three main groups. Let's represent this Complex of Exercises in Table 1. By developing

the exercises as a part of the Complex of Exercises for developing socio-cultural competence of students, we selected socio-cultural information according to the following criteria (Table 1).

*Table 1*

**A Complex of Exercises for developing socio-cultural competence of students**

Stages	Groups of exercises	Types of exercises	Kinds of exercises
1	<b>Group 1</b> for skills' formation and	■ conditionally communicative	Perception and inspiration knowledge of the English language, imitation of communicative patterns substitution of communicative patterns
2		■ receptive -reproductive	
3		■ completely and partially managed	
4	<b>Group 2</b> for improvement of	■ conditionally communicative	Transformation of communicative patterns, completion of communicative patterns, association of simple sentences with more difficult ones, answers the questions, use of communicative patterns at phrase level Skills for doing translation
5		■ receptive -reproductive	
6		■ partially managed	
7	<b>Group 3</b> for functioning of grammatical skills at the English language lessons of students by use of socio-cultural material	■ communicative	By creation by students their own dialogs / monologues with using communicative patterns, participation in group conversations
8		■ receptive-productive	
9		■ productive	
10		■ minimally managed	

Let's us describe selected by us socio-cultural information according to the following *criteria*:

1) *socio-cultural value of the materials*. The formation of socio-cultural skills and abilities should take place on the basis of acquaintance of students with cultural information, which contains information about realities and peculiarities of the life of English speakers; 2) *general knowledge of the Media in the paradigm of the language*. We selected informational units of sociocultural character, which speak native speakers at the moment; 3) *thematic dialogs*. Isolation of the criterion of the subject matter is due to the need to limit the selection of material within the subject, which, firstly, the most significant for students and, secondly, having been determined by the faculty curriculum. To select materials according to these criteria, we analyzed the authentic English texts (Digest Magazines, Times – over 70 copies in the last five years), the discussion of information with English speakers by the Internet (over 60 people), conversations with Englishmen and Americans (over 15 people of different age groups), as well as those ones who spent some time in England and in the USA (more than 10 people). Here are examples of each group of exercises to the grammatical material “The Second Type of Conditionals”, which is studied by students. The topic of socio-cultural communication that is been studied at this time is “Choosing a career”. Let’s show a series of exercises to develop habits of using by students *Conditional Sentences of the second type of verbal speech of students with the help of socio-cultural material*.

### Literature

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