

imitative one, that is able to familiarize students with the basic information about the country as a whole, about its social structure, the realities of everyday life, its art, literature, which can provide the learner with a great opportunity to participate in *a dialogue of cultures* (Falé, Costa, & Luegi, 2016).

A dialogue of cultures can take its place only if the participants of the process of communication belong to different cultures, which, in turn, requires to be modeling in the textbooks of the Foreign Language, to be present in different situations of oral and written communication of students with native speakers (Mai, 2022). We'd say, that it may be useful to use a role-playing game in which one of the participants of the process of communication comes from his/her own name, while the other people take the role of the carrier of the corresponding foreign language (reading and listening are considered as a students' mean of communication with the author of the written or oral text).

We think that the formation of socio-cultural competence of students will be effective by *the Educational and Methodical complex "English through Communication, approaches up to native speakers"*, which was carried out by us for the faculty of philological faculty of Rivne State University of the Humanities, t. Rivne, Ukraine, during 2023-2024 years. The supervisor of this experiment was professor of the Department of English Language Practice and Teaching Methodology of Rivne State University of the Humanities *Alla Fridrikh*. The participants were 20 students of the 2nd course of the philological faculty of Rivne State University of the Humanities.

Background information on culturally and regionally-based information is primarily attributed to the foreign texts, the performers of which are the students themselves, as well as texts-polylogues for reading and listening. According to poly-texts, they were proposed for our students by the students of the USA, English-speaking country (20 students from *Florida International University*).

The information received by Ukrainian students was used in the process of communication of American and Ukrainian students of two cultures – we'll mention students from English-speaking countries and from Ukraine. So, for example, having learned from the text-polylogue about the US political system with its three branches of government, Ukrainian students explained their details to their classmates, speaking on behalf of American student Bill and his cousin Caroline, a student from Florida International University (the USA). Doing another exercise, students had demonstrated the knowledge of the same information at a lecture they attended at Summer School of Florida

Profesor Maciej Tanaś mocno akcentuje, iż deficyt logosfery i dominacja ikonosfery może prowadzić do:

1. zaburzenia funkcji poznawczych...
2. ucieczki od realnego świata...
3. specyficznych postaci patologii społecznych...
4. uzależnień...
5. dysfunkcji neurologicznych...

Konstatacja. Wybitny antropolog polski Bronisław Malinowski pełen nadziei w ciągłą moc i żywość słowa, w co osobiście też mocno wierze, stwierdza, iż jednostka zaczynając od stosowania słowa w sposób, który jest jednocześnie magiczny i pragmatyczny, stopniowo przechodząc przez stadia, w których aspekty magiczne i pragmatyczne mieszają się ze sobą i oscylują, w kulturze, do której należy; znajdzie pewne wykrystalizowane, tradycyjnie wystandaryzowane formy języka, z językiem technologii i nauki na jednym biegunie oraz językiem sakramentu, modlitwy, formuły magicznej na drugim, a co może być mocno antropotwórcze indywidualnie i społecznie, czego bardzo pragniemy i co pozostaje ciągle istotą edukacji, aby człowiek stawał się bardziej człowiekiem.

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USE OF CULTURAL SCRIPTS IN A WAY OF DEVELOPING SOCIO-CULTURAL COMPETENCE OF PUPILS

Any culture in terms of volume is much more global, it is also representative one, that any person should be a representative of the culture, people, traditions and customs. So, *this function of socio-cultural competence* we call *representative one*. Another *function of socio-cultural competence* is

International University, using the task of the lecturer. At the request of American students, Ukrainian respondents prepared answers to questions about the political structure of Ukraine, for which they could use the text, which was contained in the textbook, which is a summary of the Constitution of Ukraine in English.

While listening to and singing American songs together with their new friends, while studying the poetry of prominent American poets, Ukrainian students, for their part, introduced them to the poetry of Taras Shevchenko and Lesya Ukrainka in translations into English, and even sang a famous song for them to the words of Taras Shevchenko's poem "The Mighty Dnieper" (translated from Ukrainian by John Weir).

In order for developing socio-cultural competence of learners of different courses we provided different types of the activities, which had to form specific lexical skills of students – the skills of automated understanding (by listening and reading) and use them when expressing their thoughts in oral and written forms of using of lexical units with a socio-cultural component, emphasizing of their values. Such lexical units in their semantics are directly related to this or that national culture – according to the history and geography of the country, its folklore, music, traditions and other ways of social life of students.

At the English lessons we firstly discuss with students such lexical units, which included a cultural and a regional components, which will be taken a place in the broad context of the text-polylogue (the latter is provided with a translation into the native Ukrainian language), which contribute to a general understanding of such lexical units. Sometimes the text itself gives such the explanation, for example:

Mr. Clark: I should be able to get Metroliner the tickets for Wednesday. It's the fastest train. It takes less than four hours to reach Washington from New York.

However, to understand this vocabulary, the context itself and even the translation into the native language is not enough, because in the most cases it is without equivalence. Therefore, for this purpose, a comment is used which students read on their own or listen to the teacher's explanation. So, in the comments, the word *Metroliner* is explained by the teacher along with the name of the famous American railroad *Amtrak*:

In 2021, Congress created Amtrak, the National Railway Passenger Corporation, to provide a balanced transportation system by developing and

improving intercity rail passenger service. Amtrak's system has around 25,000 miles (40,225 km) of track linking over 500 cities and towns in 44 states. Between Washington and New York, for example, Amtrak trains with the names Independence or Metroliner carry almost 18,000 people daily.

Then lexically directed exercises (the answers to questions, the completion of statements, solving crossword puzzles, etc.) are carried out to automate the activities of students with lexical units with a cultural and linguistic component.

Returning to the content of the concept of the intercultural competence, as we stated above, we will emphasize the acquaintance of pupils with the "national-cultural specificity of speech behavior". We'll note that this moment is extremely important, and the ignorance of *the communicative behavior patterns* commonly accepted in a particular language community and the absence of them is the cause of cultural shock and misunderstandings in communicating with the carriers of the corresponding foreign language even among people who are fluent in it. In order to select the communicative behavior patterns for certain conditions of studying the English language they are classified according to the following criteria: 1) the sphere of communication (all models, inherent in one or another sphere of communication, are further divided according to the type of human activity in this area); 2) verbal or non-verbal model.

According to a great number of different spheres of communication all lexical units we use at the lesson, we'll distinguish by 8 communicative behavior patterns, among which the most important ones are social and native communicative behavior patterns. Since this area of investigation covers the whole paradigm of communication of everyday life, except family and professional spheres, that is, socio-cultural communicative behavior patterns actually and determined the style of everyday life of the nation (they are also called the communicative behavior patterns or *a lifestyle*).

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.

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.

Literature

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