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## **THE FORMATION OF SOCIAL AND CULTURAL COMPETENCE OF FUTURE JOURNALISTS IN THE PROCESS OF THE STUDY OF FOREIGN LANGUAGE: THEORETICAL ASPECTS**

*The essence of social and cultural competence is revealed in the article. The scientific debates about the formation of social and cultural competence are highlighted in the Research. In the research the ways of implementation of this process for studying foreign language by future journalists are outlined. The pedagogical conditions for the formation of social and cultural competence among future journalists in the process of professional training are determined. The importance of social and cultural communicative tasks as means of formation of the student's linguistic personality is emphasized.*

*It is defined that the future journalist must be ready to cross-cultural communication, while mastering social and cultural competence in the process of studying foreign language. It is remarked that it enriches a student with new knowledge and spiritual values. The formation of the social and cultural competence of future journalists in the process of studying a foreign language is aimed at mastering not only the language of another country, but also the culture of communication of native speakers. It is oriented on the assimilation of a system of national and universal values; on tolerant attitude to the cultural values of other people, on the national culture of different countries of the world in order to realize their national importance; on the respect to the cultural heritage of their native country. It is necessary to provide comfortable psychological and pedagogical conditions in order to form social and cultural competence in the process of learning foreign language: The creation of social and cultural educational environment and the establishment of human interpersonal relations on the mutual understanding basis of multilingual communication are of great importance. Modeling of different situations as for the professional orientation and the use of innovative methods, in particular, communication games are reviewed. The social support of student's speech behavior, which is currently important for the formation of the professional and social status of the future journalist, is defined among the conditions for the development of the creative abilities of the individual.*

**Key words:** future journalist, foreign language, competence, vocational training, social and cultural competence, formation, language personality.<sup>1</sup>

The need for journalists with a high level of professional as well as social and cultural competence is updated in the process of global world transformations and the irreversible consistent course of Ukraine to European integration,

and international economic relations, which are constantly expanding and enriching new aspects of cooperation. This causes the growing demands for the professional training of future journalists.

In the context of European integration, education should have a social and cultural direction and be aimed at forming the same competence among future specialists (journalists, in particular) which is one of the important components of professionalism in modern understanding of the concept, part of the general and professional culture of the personality of the media representative. A modern journalist with a well-formed trans-cultural consciousness must be prepared for intercultural communication. Mastering one's social and cultural competence in the process of foreign language studying, one is not only enriched with new knowledge, but also with spiritual values, deeper understanding of one's social role in society. A journalist extends his understanding of his own professional orientation as well.

The realities of the present era under the information technology rapid development require intensified attention to the social role of media careers of the journalists of the third millennium in the context of the functioning of new media, which, in its turn, exacerbates the need to solve the problem of the formation of social and cultural competence among future media staff.

*The purpose of the article* is to determine the essence of social and cultural competence; to highlight scientific discussion about the formation of social and cultural competence of future specialists during the study of foreign language; to outline the ways of realization of this process.

The problem of future journalist trainings is researched by Yu. Andreieva, O. Doroshchuk, M. Diachenko, O. Zhydkova, H. Melnyk, A. Moskalenko, L. Svitych, Z. Smielkova, I. Chemerys and others.

The problem of communicative competence as a component of social and cultural competence is highlighted in the works of such scholars as T. Honchar, K. Moiseienko, O. Neshcheret, L. Fedorova and others. Certain moments of its correlation with social competence were discovered in their scientific researches by N. Kalinina, O. Kolesnikova, A. Mudryk and others.

Ukrainian researchers (V. Buriak, S. Honcharenko, M. Yevtukh, I. Ziazium, L. Kniukh, V. Kremin, V. Makhinov, V. Safonova, T. Fomenko, O. Frolova and others.) and foreign scientists (M. Biram, Dzh. Valdes, B. Hershunskyi, Zh. Zarat, M. de Karlo, N. Rozov, N. Shchurkova and others) have paid their attention to specific aspects of the formation of social and cultural competence of students.

The peculiarities of the formation of professional foreign language competence are outlined in works by V. Barkas, N. Hez, Z. Pidruchna, O. Pometun, and V. Shliakhova.

The perspectives for the development of the information society lead to new demands for the professional training of the future journalist, who works under "the conditions of globalization and informatization of society, he is not a simple announcer and re-transmitter of the events, who reflects the present situation, but he is the provider and educator with a deep awareness of his profes-

sional purpose; the analyst-navigator, who is capable for forming public opinion and developing of social indicators; the communicator, who establishes contact between people on the basis of constructive dialogue; the socially adaptable responsible person with a clear civic position” [3, p. 7].

Social and cultural education is the key to successful formation of professional foreign language communicative competence, subjected to the implementation of the principle of didactic culture compliance, which involves the selection and implementation of the educational process of cultural material and forms the social and cultural basis of the teaching and learning complex in foreign language [10].

Intercultural competence is defined as the common feature of the individuality, which manifests awareness and understanding of his own culture and foreign culture, as well, via a steady interest to multicultural values, the ability to act as an intermediary between representatives of different cultures, the ability to determine the causes of violations of intercultural communication and the ability to overcome the communicative barriers which arise because of cross-cultural gaps (Ya. Sadchykova [17]). It is also defined as one of personality’s trait, which consists of three components: culturally defined knowledge, adaptive communicative skills and. as a consequence of the ability to intercultural communication (V. Hryshenko [2, p. 81]).

According to V. Hryshenko “intercultural competence is an active component of the personality, aimed at the implementation and updating of cross-cultural competence, at adequate cross-cultural communication in the context of the dialogue of cultures as well” [2, p. 81].

Sociolinguistic competence is considered by scientists as knowledge, skills and the ability to interpret and use linguistic units, texts and situations, taking into account linguistic and ethnographic realities and sociolinguistic generic, professional, national and territorial peculiarities of those, who speak [1, p. 35–36].

In the field of scientific research social and cultural competence is interpreted as the level of understanding of the social and cultural context in the use of a foreign language, as well as the experience of communication and use of language in various socio-cultural situations (V. Safonova [18]); as the ability of an individual to demonstrate active and responsible livelihoods in society on the basis of democracy, humanism, tolerance, etc., through adequate understanding and respect to other languages (M. Maksymets [10]); as a system of representations about the main national traditions, customs and realities of the country, being studied, as well as, a system of skills and abilities to coordinate their behavior according to these knowledge (O. Kolomynova [6]); as an ability and willingness to use a set of social and linguistic, social and psychological, ethnographic and intercultural knowledge for reaching mutual understanding between individuals or groups who are representatives of different societies, linguistic means and within the social and cultural context of one of the parties (S. Amelina, L. Azzolini, N. Beniaminova [16, p. 10–11]).

All components of social and cultural competence are interconnected through the concept of cultural and social contexts. Their mastery must take place in a comprehensive manner. If the context of culture involves knowledge of realities common to all the native speakers, then the social context is acceptance of the specific social conditions of communication adopted in the country of the language being studied. Therefore, social and cultural competence is the ability of a person to take into account knowledge of the social and cultural contexts of the country consciously in the process of foreign language communication [7].

In the context of studying English in a professional direction O. Tarnopolskyi defines business linguistic and sociocultural components of foreign communication competence. In the opinion of the scientist they consist of numerous verbal stereotypes and realities, the assimilation of which is necessary for business communication in accordance with the norms adopted in a certain language and cultural society to regulate business relationships [21, p. 34].

N. Moroz clarifies that students need to have regional studies, linguistics, sociolinguistic knowledge and skills of comparing language with the purpose and conditions of communication, the ability to organize speech communication in accordance with social norms of behavior, the ability to use language tools in accordance with nationally predetermined features [13].

In the dictionary “Professional education” the notion “competence” (from lat. *competens* – proper, responsible) is interpreted as a set of knowledge and skills necessary for effective professional activity, the ability to analyze, to predict the effects of professional activity, to use information [15].

Knowledge and cognitive skills, practical skills, emotions and motivation, values and ethics, are distinguished among the components of competence [14].

Social and cultural competence is realized in the process of solving a number of linguistic tasks such as analytical-reflexive, constructive, correctional activities [12].

In general the process of the social and cultural competence formation of intercultural communication skills, which are ensured and developed in the process of learning of a foreign language by students, become part of the student’s outlook. When they derive linguistic and socio-cultural information, for example, about the traditions of the native speakers, the history and culture of the country of the language of studying their knowledge is also transformed into their own judgment and beliefs.

Studying of foreign language is main prerequisite for achieving an adequate understanding between the interlocutors who belong to different cultures. Foreign language is taught not only as means of communication, but also as means of discovering another cultural world, comprehensive understanding of the complexity and multiplicity of the native language and national culture, national dignity and equality, means of public education, personal development, its individual cognitive abilities, social opportunities, cultural needs [8, p. 179].

According to A. Murzina and N. Chernukha the formation of social and cultural competence of students presupposes the availability of knowledge in the



national-cultural peculiarities of the country's language, being studied, the norms of speech and infant behavior of its carriers and the their ability to behave themselves in accordance with these features and norms [22, p. 167].

The researchers note that the organization of the studying process must be provided in such a way in order foreign language must be represented as a phenomenon of the national culture of people, as a model of studying the world of these people [8, p. 179].

In general studying of foreign languages by future journalists plays a crucial role in implementing the idea of social and cultural adaptation of students, the "dialogue of cultures" (native and foreign ones) as well. Studying academic disciplines "English" and "English language for professional purpose" students – future journalists will get acquainted with foreign language culture. The discipline "Country Studies" helps to acquire knowledge about the lives of aborigines of other languages, about the way of life of people abroad and so on.

The formation of social and cultural competence of future journalists in the process of learning of foreign language is aimed at mastering not only the language of another country, but it is also oriented to the culture of communication with native speakers in certain conversations; to the assimilation of the system of national and universal values by students; to tolerant attitude to the cultural values of other peoples, to national culture of different countries of the world; to awareness of their national significance; to a manifestation of respect for the cultural heritage of his native country.

H. Lysenko stated that the formation of the social and cultural component among students involves not only acquaintance with the history, traditions, habits of the country, the language of which is studied, but also, first of all, it should provide knowledge that can be useful in communication. social and cultural competence should serve as a goal and result of students' preparation for social and cultural interaction in the world and society [9].

Among the ways of formation of social and cultural competence of students professor V. Makhinov defines social and cultural communicative task modeling as a means of formation of a linguistic personality. The scientist offers the author's system of social and cultural communicative tasks which can be expressed in the following instructions as tasks for investigations: a) Say what differences and similarities you can see between the Ukrainian and British tradition of ...; b) Say if any Ukrainian musician had a tragic fate as John Lennon had; c) Look at sights and say where you can come across them in London. Draw similar sights common for Ukraine; d) Look at the sights and guess which of them are likely to be seen at the British Museum. Say what rules they express. How are similar rules expressed in a Ukrainian museum [11].

In the process of professional training of future journalists creative social and cultural investigation tasks should be solved in team work, in the atmosphere of collective educational activity and creative cooperation in the process of finding ways to solve the problem.

Linguistic preparation plays a significant role in the formation of future socio-cultural competence of journalists, the main purpose of which is the formation of a linguistic personality as a media specialist.

During the linguistic preparation for cross language communication students-journalists form the following competencies: semantic one (the ability to mobilize the resources which are necessary for comprehensive understanding and transmission of content: systematic knowledge, skills, personal traits); textual one (the ability to mobilize the resources needed for textual activity: to reproduce text, as well as to distinguish between type, genre and style of text); interpretive one (the ability to mobilize the resources necessary to determine the contextual significance of media speech and their transformation).

In the context of the training of future journalists, the focus is made on innovative pedagogical activities. One of the important tasks in modern journalistic education is the development of creative initiative and independence of students, the formation of their social and cultural competence. The application of innovative pedagogical methodic contributes to the formation of critical and creative thinking of future journalists (as the central mechanism for the generation of new ideas), the rapid adoption of their independent decisions. The use of interactive teaching methods stimulates cognitive activity of students, development of their communicative skills; predetermines successful fulfillment of creative tasks; promotes pedagogical cooperation and equal dialogue of the teacher with students.

According to S. Kashlev researches interactive learning is a process of interpersonal communication in educational settings, which is characterized by a high degree of intensity of communication, variety of forms, forms and methods of activities, purposeful reflection and the interaction of participants in the pedagogical process [5, p. 38].

Y. Semenchuk currently defines that the methods of interactive learning are based on the mutual implementation of problem-oriented tasks by participants of the educational process, which are originally accompanied by foreign-language communication. It makes communicative interaction of all participants professionally significant and motivationally backed up.

Organization of group forms of work, such as role-playing and business-oriented forms of games, training discussions, round-talk discussions, training, etc., in the process of foreign language activity develops the ability to express their point of view in order to solve a particular production problem, the ability to interpret facts or statistical information, the ability to predict the course follow up actions, the ability to assess the situation through the prism of their own experience and make the right decision.

The pragmatic component of interactive learning is the formation of internal motivation in order to master the course of a professionally oriented foreign language, taking into account the cross-cultural features of foreign communication. In addition interactive training updates the complex of professional knowledge and skills of students, forms such skills as readiness to adapt in new envi-

ronment, the ability to innovate thinking, creativity, responsibility [19]. In order to form social and cultural competence in the process of studying of foreign language, it is expedient to use professionally oriented creative tasks, educational communicational games, simulative professional situations, the solution of which is aimed at developing special skills: comprehensive contextual understanding, retelling of the content, operating of synonymic and antonymic notions of language compression of journalistic texts, transformation of the grammatical structure of messages for oral expression during reporting, newsreels and interviews, etc. at classes.

Considerable attention should be paid to the development of future journalists' skills: to be engaged into conversations, to be a party to bilingual communication, to navigate information freely, to find it, to process and distribute it promptly.

Taking into account the level of communicative skills of students, L. Lypshyts underlines that one should choose the most appropriate tasks that will make the students to accept the conditions offered by the situation easily and quickly and use initiatives as well. Authentic texts (excerpts from works of art, newspaper articles, advertisements, reports, investigations, etc.) should be taken as a basis. Practice shows that case-study interviews, letters writing, and the search for additional information are also effective means of forming of social and cultural competence of students [8].

In order to form social and cultural competence in the process of learning of foreign language, it is necessary to provide comfortable psychological and pedagogical conditions. Firstly, we can distinguish the creation of social and cultural educational environment; the establishment of human interpersonal relations on the dialogical basis of bilingual communication; the simulation of professionally oriented games; the use of innovative methods, in particular, communicative games. Social support of linguistic behavior of individuality is also defined among the conditions for the development of creative abilities of a person, which is especially important in defining of the professional and social status of the journalist.

These conditions promote the development of cognitive activity and independence of future journalists, the accumulation of professional experience, professional self-estimation and creative self-realization of students.

Consequently, the formation of social and cultural competence of future journalists should be aimed at the students' awareness of their social role in Ukrainian society and in the world in a whole.

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**Брутман А. Б., Мантуло Н. Б., Полежаев Ю. Г. Формирование социокультурной компетентности будущих журналистов в процессе изучения иностранного языка: теоретический аспект**

*В статье раскрыта сущность социокультурной компетентности; освещена научная дискуссия по поводу формирования социокультурной компетентности; намечены пути реализации этого процесса при изучении будущими журналистами иностранного языка; определены педагогические условия формирования у будущих журналистов социокультурной компетентности в процессе профессиональной подготовки; подчеркнута значимость социокультурных коммуникативных задач как средства формирования языковой личности студента.*

**Ключевые слова:** *будущий журналист, иностранный язык, компетенция, профессиональная подготовка, социокультурная компетентность, формирование, языковая личность.*

**Брутман А. Б., Мантуло Н. Б., Полежаев Ю. Г. Формування соціокультурної компетентності майбутніх журналістів у процесі вивчення іноземної мови: теоретичний аспект**

*У статті розкрито сутність соціокультурної компетентності; висвітлено наукову дискусію з приводу формування соціокультурної компетентності; окреслено шляхи реалізації цього процесу при вивченні майбутніми журналістами іноземної мови; визначено педагогічні умови формування в майбутніх журналістів соціокультурної компетентності в процесі професійної підготовки; підкреслено значення соціокультурних комунікативних завдань як засобу формування мовної особистості студента.*

**Ключові слова:** *майбутній журналіст, іноземна мова, компетенція, професійна підготовка, соціокультурна компетентність, формування, мовна особистість.*