MODELING THE PROCESS OF FORMING SOCIAL AND CULTURAL COMPETENCE AMONG STUDENTS OF LINGUISTICS FACULTY

Andrey V. Kazakov[1], Venera G. Zakirova[2] and Jana Bírová[3]

The 21st century saw the increased importance of foreign languages, their professional function in the labor market as a whole, which led to increased motivation in their learning. This brought about significant changes in the social and cultural context of foreign languages learning in all the countries of Europe, including Russia. Language education involves learners' ability to understand the language of another world image carrier, bearer of another world picture and successfully conduct communication with him. Learning a foreign language should be directed not only to the formation of students' practical language skills and their use in a variety of socially-determined situations, but also in bringing students of foreign languages to a different way of thinking, a different picture of the world. The leading method to the study of this problem is the method of modeling, which allows to organize the learning process of students of linguistics faculty in such a way, as to enrich the content of course units due to socio-cultural orientation and create the organizational and pedagogical conditions of forming effective socio-cultural competence, and to identify the stages of formation of socio-cultural competence; develop criteria to assess the level of socio-cultural competence (optimal, adequate, unsatisfactory). On analyzing characteristics of the socio-cultural competence, the article determined its structural composition, including organizational, diplomatic, linguistic, ethnically tolerant skills. The article also establishes components of socio-cultural competence in service sector, including cognitive, communicative, axiological, activity and their content.

Keywords: competence, social development, innovation, culture.

INTRODUCTION

Pedagogical Bases of the Investigation

Modern society demands from the system of education a holistic, variably thinking, creative personality, capable of managing innovation, ready to make their own decisions and take responsibility for them. It demands such a personality, who has extensive communicative skills, which are an important component of the overall components of human culture – socio-cultural competence. Especially that the provision of quality services to the public today is one of the key directions of the state policy.

Analysis of research on the mentioned direction (Vasiliev, 1991; Emelyanov, 1985; Kovalev, 1983; Novikova, 1978; Petrovskaya, 1982; Aleksandrova, 2009;

[1] Faculty of Linguistics, Vyatka State University, Kirov, Russia. *E-mail: pocelueva1993@mail.ru*

[2] Department of Pre-School and Primary Education, Kazan (Volga region) Federal University, Kazan, Russia. *E-mail: zakirovav-2011@mail.ru*

[3] Department of Romance Languages and Literatures, Comenius University, Bratislava, Slovakia. *E-mail: birova@fedu.uniba.sk*

Grigoryeva *et al.*, 2016), and the realities of teaching practice have shown that we are in need of a new approach to assessing the quality of education, as there are no public, logged into practice tools for tracking the level of formation of socio-cultural competence. The reason for such close attention to these problems is an urgent need to develop a general cultural level of society, to increase significantly the level of socio-cultural competence as an important component of professional competence of students of the Faculty of Linguistics.

Socio-cultural competence in scientific and pedagogical literature

Socio-cultural competence in scientific and pedagogical literature is increasingly characterized by tolerance and openness, the ability to mobilize experience and ability to search, process and use socio-cultural information in a particular situation to solve specific professional problems of intercultural communication (Kolova, 2002; Novik & Podgórecki, 2015; Ribakova, Parfilova, Karimova & Karimova, 2015; Yusupova, Podgorecki & Markova, 2015; Kamalova, 2012; Petrova, Murtazina & Samsonova, 2012; Masalimova, Porchesku & Liakhnovitch, 2016).

Socio-cultural competence, in our opinion, can be understood as a necessary and indispensable component of professional competence of students of the Faculty of Linguistics. Therefore, it should be recognized that the socio-cultural competency is in development and does not have the final formulation, so research is needed, which would allow to specify the concept and determine its place and importance in the pedagogical science in general and in education in particular.

The relevance of this work is due to the fact that recent years have increasingly revealed serious shortcomings in the development of socio-cultural competence of students. This is due to a decrease in the level of culture, speech skills, ability for constructive dialogue and the overall low level of development of individual personal reasons for socio-cultural competence. President at a meeting of the Council of State noted that today the system of vocational education is poorly focused on the labor market: as a result we have a lot of people with higher education, but we sorely lack competent and skilled professionals.

METHODOLOGICAL FRAMEWORK

Systematic approach to the formation of social and cultural competence

We present formation of the socio-cultural competence of students of the Faculty of Linguistics through the prism of a systemic approach. In pedagogical research papers this approach can be found in the theory of the formation of the personality system (Bodalev, 1973) and in the theory of educational systems (Babanskii, 1977; Novikova, 1978; Slastenina, Chizhakova, 2003; Lopatina *et al.*, 2015).

The following approach, based on the research of I. V. Blauberg and E. G. Yudin (Blauberg, Yudin, 1973), includes the contents, methods of cognitive and

organizational activities and conditions, that is, the approach serves as a guideline in the study of the problem and management of educational process. Therefore, to disclose the essence of social and cultural approach to the development of socio-cultural competence of students of the Faculty of Linguistics, it is important to discover the essence of particular problems, namely:

- the philosophical background of social and cultural approach;

- social and pedagogical aspect of socio-cultural approach;

- features of socio-cultural approach as a methodological principle of learning and organization of development of socio-cultural competence of students of the Faculty of Linguistics.

The philosophical background of social and cultural approach

Philosophical background of socio-cultural competence of students of the Faculty of Linguistics acts as the main base, that performs methodological functions. In order to find out the background, that is, the philosophical aspect of the socio-cultural approach it is necessary to consider the essence of culture and social values, their impact on the socio-cultural development of an individual.

The problem of culture, its nature, structure and function plays an important role in the formation and development of personality. Culture serves as a historical phenomenon, the product of many generations, as a definite sphere of human life and activity. The subject of culture is man. It is he, who creates cultural values, is the carrier of cultural values, translates them to the younger generation. Therefore, culture is a social product.

B. S. Erasov (1997), considering the nature of social culture, highlights some of its leading features:

- culture as a component of spirituality of human activity that pervades all types of human activities, which form motives, principles, rules, goals and sense of activity;

- culture as the overall level of development of society and its enlightenment and nationality;

- culture as a system of values, knowledge, norms, which are implemented through the activities in the form of morality, law, science, religion, human artistic activity;

- culture as a means of consolidation of the society, as a means to to adapt the individual and society to the changing social and economic relations;

- culture as a dialogue of various cultural values of the people, conducted on an interpersonal level, at the level of family, social group, ethnicity (Erasov, 1997).

There is no consensus on the systemic nature of culture among scientists. Some deny it, because of its dynamic elements and functions, while others argue it being

systematic. So, M. S. Kagan considers culture a systemic phenomenon. "As the world of values, like every culture, is historical, its analysis requires the use of genetically-historical approach, which involves the study of the origin of the valuable relationships in the real-cultural genesis and development of world culture» (Kagan, 1996). We can agree with this, if we treat culture from axiological positions.

The solution of the problem is connected with the orientation of the individual in social values. We select some of them directly affecting the culture of behavior and attitude of the individual in society and causing the development of socio-cultural competence.The status of the individual reflects the person's position in the system of social relations. Therefore, we can speak about the social, professional, educational status of the individual specialist. Attitude to the professional work is the main indicator of a highly professional status. The status also depends on the relationship of the individual to the property, popularity of the profession, nature of technology.

Occupational prestige is associated with the hierarchy of types of labor, their value. Occupational prestige as value is manifested through the expansion of communication links, exchange of cultural values, development of personal qualities, implementation of creative abilities, creative and professional potential of the person to form specialist status of a particular profile (Ershova, 2008).

Obligation, discipline, efficiency act as the practical value of the individual, as personal qualities, characterizing the personality of a specialist.

It is also important to have focus on the future, continuous learning, orientation of the importance of the terminal value, the prospects for socio-cultural development of students of the Faculty of Linguistics, translational planned improvement of their professional activity and the whole complex of self-assertion as a specialist.

Autonomy and personal responsibility are the socio-cultural values, reflecting the degree of development of creative abilities of the individual, expert determination, the degree of moral maturity, responsibility for decisions, and committed action.

Interpersonal relationships as a value in a society are built on two fundamental pillars: equal partnership relations and the relations of hierarchy. The first deals with the traditions, culture as a value element; the second – with the public administration, social structure, the relationship between the strata, production activities. So, we have presented the philosophical or methodological background of socio-cultural approach.

Sociology of education is based on a socio-cultural approach. Socio-cultural approach considers the core of the culture of education. Values are the core of culture. The core culture is usually considered to include norms, standards, rules of operation, standards, system of values ethnicity, profession. Ethnographic features (folklore, mythology, superstition, national and social customs, historical traditions, habits and rules of behavior, rituals, pedagogy and so on) are also the structural

elements of the core of culture. However, the core culture still determines the content of education.

Socio-pedagogical aspect of socio-cultural approach

The essence of the social-pedagogical aspects of the socio-cultural approach in the development of socio-cultural competence of students of the Faculty of Linguistics includes:

– continuity of education in general, and socio-cultural development of students of the Faculty of Linguistics;
– systematic pedagogical management of the development of personality of students of the Faculty of Linguistics with the synergistic nature of the system;
– evaluative nature of the socio-cultural development;
– regulatory features of formation of professional culture.

The outlined socio-pedagogical features of the socio-cultural approach to the development of socio-cultural competence of the individual can also be interpreted as a relevant methodological background.

Socio-cultural approach serves as a methodological principle to study and organize pedagogical process in the scientific level.

This is caused by several factors:

– training takes place at a high level of generality, providing mobile professionals, its universal preparedness;
– the process of familiarizing the person to culture is a means of social and cultural development and vocational training of students of the Faculty of Linguistics;
– focus on socio-cultural values and the values of professional culture constitutes content-related side of students of the Faculty of Linguistics.

So the pedagogical aspect of social culture of personality is manifested in the cultural level of development of a future specialist, in moral relations to adopt and implement certain standards, which may be in the form of requirements that serve as prerequisites to develop the individuality of a specialist.

Standards as a value are not affected by random subjective factors, motives and circumstances. They ensure the reliability and predictability of behavior and attitudes. The rules are designed to generate the expected behavior, understandable to others.

The pedagogical process is important to take into account the views of those rules, which include:

– standards that support the general order of society, and microsocium system of interpersonal relations;

–   economic rules to ensure the rationalization of the educational process, increase its efficiency at the lowest cost physical and spiritual strength;

–   sociocultural norms ensuring the interaction at the interpersonal level, based on information and communicative approach.

Features of the socio-cultural approach as a methodological principle of learning and organization development of socio-cultural competence of students of the Faculty of Linguistics

The process of forming social and cultural competence among students of linguistics faculty is implemented through training activities such as courses, lectures and problem seminars, panel discussions, case studies, training and video training, role-playing and simulation games, as well as through the organization and participation in various cultural events. Without claiming to be comprehensive coverage of means and ways of formation of socio-cultural competence of students of the Faculty of Linguistics, we will focus on teaching techniques, teaching means and methods of active learning, which we use in training courses in higher education.

Special course is a course of lectures at the university, represents the in-depth development of a theme of the program proposed by the lecturer. This form of presentation of teaching material prepared specifically for a particular (usually professional) tasks. Usually a special course designed for 10-30 hours of classroom work and aims at providing meaningful professional skills. In conducting this study we used a special course for the purpose of theoretical understanding of the audience the importance of the formation of their socio-cultural competence in modern conditions (Sitarov & Maralov, 2000).

Role playing games are a way to extend the experience of the participants by presenting them to unexpected situations in which it is proposed to accept the position (role) of any of the participants and then select the method that will bring this situation to an end. Role-play provides an opportunity to show the subjective quality of each of the participants, its creativity, to develop the ability to enter the position of other people better understand their attitudes and feelings. The main characteristic of role-playing games is a common purpose in the whole team, the instructions, which spell out how to do a role, which strategy to follow, and how to interact. Board games are held in the form of a meeting or a dialogue between the parties. They can be used as a standalone technology (Sitarov & Maralov, 2000).

Business games. Currently, widespread recognition is given to business games. Business game, according to Sitarov & Maralov (2000), one of the leading experts of modern education, is a situation of choice and decision, which reproduced the conditions close to reality. The game contains a specific event or phenomenon to be modeled, and the assignment of possession is allowed for any period of time (past, present, future). As a rule, a business game is a segment model of a future professional activity of students. This is an imitation of management activity, as well as real research activity of the student-interpreter of the Faculty of Linguistics.

The advantage of business games is that they combine theory and practice, contributing to the formation of professional knowledge and practical skills. Business games can be divided into the following groups:

1. "The warm-up" games such as "brainstorming", "club of connoisseurs" themed entertaining game. Their mission is to liberate the imagination and interests of the participants, to enhance the motivation, to focus on the non-standard approach to the studied material.

2. Situation and role-playing games. It includes case studies and role-playing.

3. Constructive role, task-role-playing, discussion games. The purpose of their use is to form skills and adopt effective execution of business roles, to train interoperability and cohesion, productive cooperation, participation in the development of collective solutions.

4. Creative game. This is collective work to create projects. They contribute to the development of creativity, the education of initiative, courage, perseverance, responsibility.

Role and business games were intended, in our study, to increase experience in frequently occurring situations in the process of business communication (e.g., capricious client being late to a meeting, awkward conversationalist, different national communication, and others.).

Training. In terms of S. L. Rubinstein, training is a way to reprogram existing human management model behavior and activities. The psychological impact of the training is carried out through verbal and nonverbal means of transmitting information, the creation of expedient saturated environment, regulating the level of satisfaction of the needs involved in organized activities (Rubinstein, 1991).

Socio-psychological training (Petrovskaya, 1982) is widely spread in the training of students of the Faculty of Linguistics. The overall objective of the training is the development of self-understanding and understanding of others, group processes, behavioral skills, ability to listen, to ask questions, to interact, and others. With the help of specially designed exercises and poobobrannyh participants receive the necessary information.

Training in this study will allow to develop a specific sequence of actions, as the situations, arising in the implementation of professional activities, are often unexpected.

Group discussion. Group discussion appears to us as a joint discussion of any controversial issue, allowing clear views, positions, installed in the process of direct interaction.

V. P. Zakharov and N. Y. Khryashchev distinguish the following types of group discussion:

- structured group discussions (discussion topic is defined by the teacher, who regulates the procedure for discussion);

- unstructured group discussions (topics chosen by the participants themselves, time is not formally limited);
- thematic group discussions (in the process of discussion the topics are important for all participants);
- biographical group discussions (topics of discussion are focused on the past experience of the participants);
- Interactional group discussions (interaction and substance of the relationship between the group members are determined by the theme of the discussion on the type of foresight) (Zakharov & Khryashchev, 1989).

Group discussions in this study are intended to promote the formation of a professional position of listeners.

We distinguished the following criteria to evaluate formation of social and cultural competence of students of the Faculty of Linguistics: the subjective (level of cooperation, addressing speed, quality assessment services, customer satisfaction) and objective (implementation of plans, positive actions to achieve the goals, the execution of tasks). These are the following objectives evaluate formation of socio-cultural competence of students of the Faculty of Linguistics in the higher education system: the willingness to provide support based on the understanding of the socio-cultural identity of consumers, their ethnic origin; awareness of the values and basic beliefs, potential ethnic and social stereotypes and prejudices of consumers of services sector (Kazakov, 2011; 2012).

Among the organizational and pedagogical conditions of formation of social and cultural competence of students of the Faculty of Linguistics special place is the establishment of educational and cultural educational environment.

Generalization of our experience has allowed us to identify the main problems in the formation of cultural and educational environment of institutions of higher education. These problems manifest themselves in the fact that the formation of the educational environment is carried out without taking into account the social, socio-cultural, socio-psychological, psycho-pedagogical, material, personnel and other features. However, we note the most important issues:

- poor quality of designing all the components of pedagogical process (goal, contents, forms, methods, results);
- a certain lack of interest of a large part of students;
- lack of continuity between teachers of educational institutions and employers;
- insufficient use of the capacity of institutions, their resources and opportunities to build the social and cultural competence.

All the problems we identified are related to the level of thinking of leaders and teachers, lack of understanding of the role of education and culture in the

development of civilization. Disadvantages of cultural-educational environment is currently in a period of increased trend towards liberalization and democratization of public life, manifested in the inability to meet the cultural and educational needs of both man and society.

Analysis of the problem in the pedagogical theory and practice, revealed a trend in the development of cultural and educational environment. These include technologizing processes through the use of innovative educational technologies; the use of different teaching techniques to enhance the professional activity; integration of the various components of the contents and pedagogical technologies in designing the educational environment; diagnostics of successful training of students and the development of adaptive educational environment. While working on the problem we identified the conceptual provisions as theoretical foundation of ways to manage the development of cultural and educational environment. They are focused to develop innovative educational resources.

The purpose of the continuous development of the control system of cultural and educational environment designed on the basis of humanistic and humanitarian is to develop and expand cultural and educational resources and to obtain through the use of these resources qualitatively new results of the educational process that can resolve the contradiction between the new conditions of social life and outdated patterns of thinking and activities.

Under the educational resources we mean a set of objectively existing conditions and facilities necessary to effectively implement certain educational processes (in our case - the use of social diversity of cultural and educational components of the environment).

Resource-based approach to the design of adaptive educational environment as a socio-pedagogical system, realizing predicted goals, allows you to select a set of components that characterize the system and ensure its implementation on the following principles:

– continuity and integrity;
– systematicity and complexity;
– openness, cultural conformity;
– variation, flexibility, etc.

Formation of a new paradigm of education has led us to the creation of the author's model of forming social and cultural competence among students of linguistics faculty, based on the idea of efficient use of resources and realizing the formation of integral cultural and educational space, which focuses on the perspective of the person becoming a specialist, preservation of health and successful adaptation to professional activities. Only such a model makes the educational institution competitive, provides the necessary humanistic foundation for the subsequent professional specialization, guarantees the availability of spiritual and moral factor in any social practice.

Cultural and educational process, consisting of many components as well as the process in the humanitarian system cannot be fully determined, there is always a great deal of uncertainty. When designing the educational process and its environment as well, we have to constantly look at the uncertainty principle. Therefore, we emphasize that the training model (i.e. the environment) has an invariant (didactic base) and a variable part (components of pedagogical technology).

The conceptual provisions of the research contributed to laying the groundwork for building control technology development of the educational environment. The technology of designing how to manage the development of educational environment includes:

1) the study of educational needs of students, their social environment;

2) modeling and designing necessary and realistically attainable result of changes in the educational environment (process);

3) a program of the development of the educational environment and the creation of targeted projects, temporary and permanent units (creative groups), implementing targeted projects.

To create optimal conditions to manage balanced resources' provision, focused and timely collection, processing and analyzing data on the educational process, such a technology involves designing all functional subsystems (Tretyakov & Sharai, 2011).

So, we assume that the organizational and pedagogical conditions to form effective socio-cultural competence of students of the Faculty of Linguistics may include: the creation of educational and cultural educational environment; enriching the contents of academic disciplines of social and cultural orientation; development of copyright courses, business games, workshops, training sessions, aimed at creating a socio-cultural competence; determining the stages of formation of social and cultural competence; developing criteria for evaluating students of linguistics (subjective and objective) and levels of development of socio-cultural competence (optimal, adequate, unsatisfactory).

RESULTS

The study consisted of several stages: summative, formative, assessing.

The summative stage analyzed the peculiarities of study time as to the use of methods in the educational process to form students' socio-cultural competence. This stage identified the ability to represent the company in the dialogue of cultures, the ability to use a foreign language; the ability to communicate and conduct a dialogue, put appropriate questions. This stage estimated possession of different types of speech activity (monologue, dialogue, reading, writing), ways and methods of action in situations of communication; ability to search for and find compromises;

the presence of positive communication skills in a multicultural society based on knowledge of the historical roots and traditions of different ethnic communities and social groups.

The first part (emotional-motivational) of the formative stage included group discussions, business and role-playing games, watching film fragments, followed by a discussion, performances of famous political leaders to be aware of the need to develop socio-cultural competence. Using authentic video promotes motivation of students' speech activity.

The second part (information and substantive) took place during the study education courses, electives, and through exercises. It gives knowledge of how to properly represent the company, to present it in situations of intercultural communication, knowledge about different types of speech activity (monologue, dialogue, reading, writing). The second part offered the audience to explore the profiles and summary of the different types of consumers, video-cards of companies from different countries to analyze the public addresses of politicians, athletes, artists and other public figures.

The third part of the formative stage (practically oriented) is aimed at updating the knowledge obtained earlier. During the seminars, workshops, practical exercises, students master the methods of interaction with the surrounding and distant people and events; the ability to speak and ask questions correctly to engage in dialogue, to carry out communication in a multicultural society, finding a compromise. We have implemented such exercises as: "My company (organization)," "Official document", "Who is this man?" "Talking on the selected theme", "Rules of hearing" and others. We have organized a simulation game: "Let's get acquainted", "Conflict consumer", "Negotiations", "Instructions", "I understand you!"; training and electives "Mentality of different nations".

Next, the fourth part (creative) of the formative phase aimed at forming an independent use of the generated knowledge, skills and abilities of socio-cultural competence, in cooperation with various customers. Students were divided into groups and performed a particular order or activity: conducting negotiations to open a branch of your organization in another country, business games "Naughty customer", "Customer is always right", "Foreign guests" and others. Interaction with various customers allowed students to hold a constructive dialogue; create a democratic, person-centered style of interpersonal communication and leadership; to conduct a joint analysis and introspection of activities and resolve the situation; find ways to self-realization, self-expression and self-determination; take a comfortable place for itself in the process of interpersonal communication.

The control phase of the experiment verified the level of development of socio-cultural competence of future specialists of the service sector. The study involved 45 students of the Linguistics Faculty. According to the results of the summative stage the overall level of students is identified as critical, namely 14% of the students

have a high level of socio-cultural competence; 31% – a sufficient level, and 55% – an unsatisfactory level. The results of the summative stage led to the conclusion that the socio-cultural competence of students of the Linguistics Faculty is formed spontaneously and insufficiently, their structure requires a purposeful formation. The results of the control stage showed an increased number of students of linguistics with sufficient and optimal levels and reduced number of students with an insufficient level, namely 45% and 41% have a sufficient and optimal level, and 14% have an insufficient level of socio-cultural competence.

DISCUSSIONS

Since the formation of social and cultural competence is an important part of the training of linguists, so the problem of forming this competence is important for research in the field of foreign language education. According to S. G. Ter-Minasova (2004), socio-cultural competence is a tool of bringing up internationally oriented person, who is aware of the interdependence and integrity of the world, the need for intercultural cooperation in solving global problems.

However, despite the considerable scientific interest and significance of the results obtained, the problem of forming social and cultural competence of future teachers remains insufficiently developed (Zimnyaya, 2003; Safonova, 1992).

This determined the need to study the role (value, functions) and place (position) of socio-cultural competence of students of the Faculty of Linguistics.

There are serious contradictions between:

– the needs of individuals and society in students of linguistics with a high level of socio-cultural competence, and this low-quality formed by the modern education system;

– growing demands of the modern graduate as a whole person and a professional and his inadequate role and place in the structure of professional competence, insufficiently developed mechanism of its formation;

– the need to develop models to form social and cultural competence of students of linguistics and the lack of adequate development in higher education.

Given these contradictions we designated the research problem: what are the organizational and pedagogical conditions to form social and cultural competence of students of the Faculty of Linguistics?

The degree of scientific problem elaboration.

General-theoretical approach to the formation of competencies was laid down in the works of (Yershova, 2008; Kiseleva & Krasilnikov, 2004; Lukyanova, 2008; Petrovskaya, 1982; Seryakova, 2005). A study of socio-cultural competence, common approaches to its formation were reflected in the works of Russian

scientists (Vereshchagin & Kostomarov, 1990; Yelizarova, 2005; Zimnyaya, 2003; Mishanina, 2010; Passov, 2000).

Acmeological factors of service workers, increase of their professional competence are considered only in economic and managerial aspects. Studies on the formation of social and cultural competence have not been carried out in pedagogical sciences.

CONCLUSION

In order to form socio-cultural competence of students, we performed an experimental work, which included three stages: summative, formative, assessing.

This summative stage identified the ability to communicate in a foreign language, estimated possession of different types of speech activity (monologue, dialogue, reading, writing), the presence of positive communication skills in a multicultural society.

It is supposed that enriching the content of academic disciplines of social and cultural orientation through the development of copyright courses, business games, workshops, training sessions, business and role-playing games, film fragments, performances of famous political leaders at the formative stage will allow achieving the goal of creating a socio-cultural competence. This paper helps foreign language teachers to form socio-cultural competence within the frames of student-oriented approach and choose organizational and pedagogical conditions of foreign language education.

RECOMMENDATIONS

The practical significance of the study lies in the fact that the developed and scientifically based model of forming social and cultural competence among students of linguistics faculty can increase the level of training of future professionals to work in this area.

A special course "Professional service sector" and a cycle of social and psychological training sets can be used in the system of higher and secondary education in preparing students of linguistics.

The article substantiates the use of a complex of active means and methods of training, aimed at forming and developing the personality of students of the Faculty of Linguistics.

The article designed criterial-diagnostic apparatus, allowing in due time to track changes in the process of socio-cultural competence of students of the Faculty of Linguistics.

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