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FORMATION OF SOCIOCULTURAL COMPETENCE OF PRESCHOOLERS IN TEACHING A FOREIGN LANGUAGE

This article deals with the formation of sociocultural competence in teaching of preschoolers foreign languages (German). The article has a purpose to develop a model for organizing the process of educational activities in a foreign language (German), with the aim of forming the sociocultural competence of preschoolers. It can be useful in class on foreign language (German) in preschool educational institutions.

Currently, more and more often in pre-school educational institutions foreign language classes are organized for senior preschool children aged 5 to 7 years.

Early learning of the foreign languages is of interest to many Russian and foreign psychologists, educators, and methodologists, for example, such as E.M. Vereshchagin, V.G. Kostomarov. [15] There are many works devoted to this topic. M.Z. Biboletova, N.V. Dobrynina, Z.N. Nikitenko, N.P. Kamenetskaja [2] and many others have been involved in the problems of early learning of foreign languages.

Despite the importance of learning foreign languages at an early stage, there are many problems associated with the organization of the process in these conditions. First, foreign language classes are less frequent (on average 2 times a week), and secondly, very little time is devoted to classes (25-30 minutes). It is obvious that the practical goal can be achieved only in the minimum amount. In this regard, the disclosure of the educational, upbringing and developmental potential of an foreign language as a school subject acquires great importance. At present, the formation of sociocultural competence is a goal of learning for foreign language. The term “sociocultural competence” has recently been increasingly used in the methodology of teaching foreign languages and means a specific component of the ultimate goal of learning. One can come across various definitions of sociocultural competence, which, however, are close in essence. For

example, Mantrova I. I. defines sociocultural competence as the ability to exercise his speech behavior in accordance with the knowledge of the national-cultural characteristics of the country of the language being studied, as well as the rules of speech and non-speech behavior in typical communication situations [8]. The concept of "sociocultural competence" appeared in the methodology of education relatively recently. It is close in its significance to social and communicative development. Many scientists consider this term from different angles. For example, E. G. Azimov and A. N. Schukin in the New Dictionary of methodological terms and concepts (theory and practice of language teaching) define sociocultural competence as one of the components of communicative competence [1]. It should be noted that many scientists adhere to this theory, such as I.L. Bim [3], N.D. Galskova, N.I. Gez[6], M.V. Latukhina[7], V.V. Safonova[10], E.N. Solovova[11]and others.

Also, at present, the process of education cannot be imagined without the use of modern multimedia tools that allow students to demonstrate various types of educational information. Multimedia as a modern view of the presentation of information includes text, images, sound, video, animation, and much more. The use of these tools allows us to intensify the learning process of foreign language and to improve the efficiency of learning educational information, especially at an early stage of studying foreign language.

According to the federal state educational standard for preschool education, children of senior preschool age must develop their abilities in different areas and cover the following educational areas: social and communicative, cognitive, verbal, artistic, aesthetic and physical development.[4]

Senior preschool age includes a group of children aged 5 to 7 years who attend the senior and preparatory group of the children's educational institution. As many psychologists and teachers point out, at this age the personality of a child is intensively formed and develops. Begin to form new behaviors and psychological mechanisms. Often the older preschool age is compared with the moment of the formation of the future personality of the child.

According to most psychologists, the older preschool age is most favorable for speech development; Moreover, the researchers are unanimous in their opinion that this age is favorable not only for the development of innate speech function, but also for teaching a child a second language at an early age (A.N. Utekhina [14] and others).

It is very difficult to establish exactly when the first mention of socio-cultural communication appeared. The concept of "sociocultural competence" appeared in the pedagogical sciences relatively recently. It is close in its significance to social and communicative development. E.I. Negnevitskaya in her work "Foreign language for the smallest: yesterday, today, tomorrow" asserts that sociocultural competence is one of the components of communicative competence[8]. It should be noted that many scientists, such as I.L. Bim [3], N.D. Galskova, N.I. Gez[6], M.V. Latukhina [7], V.V. Safonova [10], E.N. Solovova [11].

There are a lot of information about sociocultural communication in the literature, but nowhere can we find the specific content of sociocultural competence that can be formed in preschoolers in foreign language classes. In our work we try to decide this problem.

The methods described here are simple. We used the theoretical method for study of the literature on this issue, namely on the issue of sociocultural competence in teaching children in preschool educational institutions. We studied the methodological literature on this topic.

In work the empirical method based on the observation, the questioning and the trial education of preschoolers. The survey and observation was carried out in the course of work with older preschoolers in the kindergarten number 178 in Ulyanovsk. Children took part in the survey. They were asked such questions as whether they watch cartoons and what they know about the country of the language being studied (Germany).

Overall, the hypothesis that if the formation of sociocultural competence is taken as the dominant goal of teaching preschool children, this will not only more

fully reveal the educational, developmental and educational potential of the foreign language as a subject, but also create favorable conditions for the full development of the child's personality was proved.

The results presented below show that the foreign language (German), which is increasingly being introduced into the educational activities of pre-school organizations, has a great educational and developmental potential. It was found out that as a learning goal to choose the formation of sociocultural competence, then the process of learning a foreign language will be more effective.

It is obvious that the main characteristics of children of preschool age and the main features of their development must be considered in the process of organizing educational activities in a foreign language. Preschoolers are distinguished by a dynamic process of personality formation. Development takes place in all areas: memory, attention, thinking, imagination, creative activity, behavior, child's speech, the formation of individuality and self-awareness, relationships with adults and children, etc.

The key results of this empirical study are the following: the survey was conducted that children know about the country of the language being studied (Germany). They know fairy tales of brothers Grimm, the celebration of Easter, etc. Our aim was to get a general picture of the organization of the process of educational activities in a foreign language (German), with the aim of forming the socio-cultural competence of preschoolers. It was found that in foreign language classes at preschool institutions, preschoolers watch authentic cartoons and can compare how similar the interests of their peers are abroad. It was thus established the usefulness of viewing this kind of multimedia, as it is interesting, informative and interactive, increases interest in learning a foreign language and has a positive effect on motivation.

The main goal of this experiment was the development of a model for organizing the process of educational activity in a foreign language, with the aim of shaping the sociocultural competence of preschoolers using modern multimedia tools.

The following hypothesis is submitted for approval: if the formation of sociocultural competence is taken as the dominant goal of teaching preschool children, this will not only more fully reveal the educational, developmental and educational potential of the foreign language as a subject, but also create favorable conditions for the full development of the child's personality.

We believe that as a learning goal to choose the formation of sociocultural competence, then the process of learning a foreign language will be more effective. Fedorova R.A. speaks about sociocultural competence as the ability to exercise their speech behavior in accordance with the knowledge of the national-cultural characteristics of the countries of the language being studied, as well as the rules of speech and non-speech behavior in typical communication situations. She notes that in affirming sociocultural competence as the main goal of learning of the foreign language, teaching children gives the best result.[5] We established that the formation of sociocultural competence through the use of multimedia proceeds more efficiently and quickly, since this process is colorful and interesting for children.

All in all, our findings may be used in the teaching foreign languages in preschool institutions. The results may also be helpful for better understanding of age features of older preschoolers. That is why our findings are important for further research on the teaching of preschoolers foreign languages.

This article demonstrates how can be formed the sociocultural competence in teaching of preschoolers foreign languages (German). The study showed the level of knowledge of preschoolers and motivation to study culture with using cartoons on foreign language (German).

This topic remains relevant to this day and is actively discussed in methodological literature, as we live in a multicultural world, and every day it is developing more and more.

The article can be useful for foreign language teachers, who teach in preschool educational institutions.

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