

ЛИНГВОСТРАНОВЕДЕНИЕ, МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ, ПЕРЕВОД

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Developing students' socio-cultural competence in the context of enhancing a civic culture

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Civility is seen as an integrative personal quality, implying moral, legal and political culture. Among the major conditions aimed at developing this quality are promoting The Culture of Peace, unacceptance of extremism and different types of intolerance, and readiness to prevent and contradict it. The program of developing socio-cultural competence aims at preventing different phobic reactions towards any person and is considered in the context of civic education being one of the aims of university education.

Гражданская культура – это интегративное качество личности, подразумевающее моральную, правовую и политическую культуру. К условиям, направленным на развитие этого качества, относят пропаганду культуры мира, неприятие экстремизма и нетерпимости, готовность противодействовать им. Технология развития социокультурной компетентности направлена на предотвращение различных фобий по отношению к любому человеку и рассматривается в контексте гражданского воспитания, как одной из целей высшего образования.

Keywords: civic culture, rejection of extremism and intolerance, development of socio-cultural competence, civic education of the individual

Ключевые слова: гражданская культура, неприятие экстремизма и нетерпимости, развитие социокультурной компетентности, гражданское воспитание личности

In the Republic of Belarus, one of the main directions of the state policy in the field of education is to ensure the activities of educational institutions for the implementation of education, including the formation of civility, patriotism, spiritual and moral values, and a healthy lifestyle. Being an integral part of education, upbringing aims to form a morally mature, creative personality of a student. The goal is achieved through familiarization with cultural values and involves solving a number of tasks, including: the formation of citizenship and patriotism, the formation of moral, aesthetic and ecological culture, the creation of conditions for socialization, self-development and self-realization.

A special feature of the state policy of the Republic of Belarus is the priority of ideological, civic and patriotic education. Civic culture is an integrative quality of personality; its main elements are moral, legal and political culture. Important conditions for the education of civility, patriotism and political culture of an individual include the formation of a culture of peace and the ability to live in a multicultural world, rejection of extremism, national and religious intolerance and readiness to resist them [1].

It should be noted that development of socio-cultural competence, being the subject of many studies in the field of linguistics, theory and methods of teaching and upbringing, and general pedagogy, was initially considered as an integral part of language training at a university, during which a foreign language, culture, and the socio-cultural realities of the lives of its native speakers are co-studied (M.V. Bolina, E.A. Smirnova, S.M. Kolova, P.V. Sysoev, L.V. Khvedchenya, E.E. Shcherbakova, and others). But the focus was made on the socio-cultural context of the use of a foreign language by its native speakers, the correct interpretation of foreign language realities, and the ability to carry out activities based on acquired knowledge and experience. At the same time, the researchers agreed that the development of the socio-cultural competence also promotes awareness of cultural realities and functions as the basis for the prevention of "cultural shock" when confronted with a foreign culture. Further development of these provisions has led to an expansion of the interpretation of the concept of "socio-cultural competence" and its specifying through the category of education. Thus, defining the essence of the phenomenon under study, researchers began to attribute to the essential features of socio-cultural competence: respect for the individual, his dignity and rights, understanding and acceptance of differences between people in culture (S. Chekhova [2, p. 73]); the ability to resist the emergence of intercultural conflict and to mediate between conflicting parties with different traditions of behavior and beliefs (E.A. Maslyko [3, p. 25]).

Following the tendency, in our study we understand sociocultural competence as an expressed ability of a person to put into practice knowledge and skills that ensure a rational and respectful perception of the other, constructive cooperation during an intercultural (interpersonal, interethnic, etc.) dialogue. This vision is reflected in the developed model of students' socio-cultural competence, which represents the phenomenon as a set of value-oriented, cognitive, activity-creative and reflexive components, interconnected and mutually influencing each other, causing the formation of a new, integrative quality [4]. Such an understanding allows us to assume changes as a result of the development of the socio-cultural competence, covering not so

much their knowledge base as their value orientations, worldview features, attitudes towards themselves and people, and the direction of their actions. In other words, the worldview of a person characterized by a high level of socio-cultural competence development is determined not only by willingness, but also by the ability to practically accept another person's right to otherness, which is an important condition for the education of civility and is considered by many researchers among the most important results of education.

The presented view on the phenomenon makes it possible to study socio-cultural competence from the perspective of one of the key competencies of a classical university student, the development of which can be carried out not only by means of foreign language, but also by psychological and pedagogical education. The introduction of technology for the development of students' socio-cultural competence into the educational process of university (the essence and effectiveness of which are described in detail in the previous publications, for example, [4], [5]) sets the necessary conditions for improving the educational space focused on the formation of civic and patriotic qualities of students, the assimilation of universal humanistic values, the development of a socially mature personality capable of being the subject of his vital activity. The implementation of the project for the development of students' socio-cultural competence contributes to the development of a culture of peace, the prevention of phobias towards the unusual, the realization of the impossibility of fulfilling a full-fledged joint life in a community without accepting the right of an individual or a community of people to otherness, and, therefore, can be a component of the process of fostering a civic culture of a personality.

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