THE USE OF INTERNET COMMENTS IN THE FORMATION OF SOCIOCULTURAL COMPETENCE OF STUDENTS IN FL TRAINING

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Abstract: Modernization of Russian educational system puts forward the search for new ways of formation of different competencies for University students as one of the objectives. In the process of teaching foreign languages the main aim is the development of communicative competence in the complex of its components. The article is devoted to the problem of formation of socio-cultural competence as one of the main components of foreign language communicative competence. Online comments to newspaper articles have become available at the lessons of foreign language in high school as one of the means of formation of such competence. The leading researching method was a pedagogical experiment, whose results prove the high efficiency of using online reviews in teaching foreign languages as a valuable source of formation of socio-cultural competence among the students, learning to understand the foreign text, to conduct discussions on a given problem and the construction of argument statements. The study of online reviews allows to expand linguistic-cultural, cross-cultural and cultural knowledge of students, it also serves as an information base for the development of discourse competence, increases the level of foreign language communicative competence and contributes to the maintenance of cognitive interest to the "Foreign language" subject.

Key words: online reviews, the act of communication, the understanding of foreign texts, socio-cultural competence, the teaching of the French language.

1 Introduction

One of the top-priority challenges facing the modern education is the improving of its quality (Antonova et al., 2016), bringing-up of unlikely thinking, creative person who possesses communicative competence and skills of information management. Cultural, cross- cultural, socio-cultural and intercultural knowledge and communication skills as components of socio-cultural competence of the foreign language join each other in communicative and speech competence formed in the learning process of a University's graduate. The urgency of the problem of formation of socio-cultural competence in the process of learning a foreign language is emphasized in numerous studies (Nieto, Booth, 2010; Piatkowska, 2015; Rakhimova et al., 2017). The socio-pedagogical conditions correlated to the formation of social competence are studied (Galeeva, 2017), and there are different technologies of realization of the competence approach to the teaching of foreign languages (Abdrafikova, Konopatskaya, 2014).

The variability and diversity of social and cultural interaction with other cultures set a number of difficulties to the students, firstly in terms of understanding and interpreting the meaning of communication due to the lack or insufficient development of skills of extracting and using the information properly in combination with the existing of an individual cultural experience.

The knowledge of socio-cultural competence provides the integration of personality in the system of world and national cultures. The basis of social competence includes the mechanisms of meaning, and it means that any social-role interaction occurs in the conditions of the active involvement of personal meaning experience. In the educational process of studying foreign languages the development of socio-cultural information is carried out by stages, and its transformation into the personal experience as the ultimate goal of teaching goes through several phases: the perception, the understanding, the evaluation and application of mastered social and cultural experience.

The informational component of social competence is the ability to perceive and isolate the necessary information to conduct its analysis, comparison, generalization and synthesis for subsequent use in constantly changing conditions of modern informative society (Yarmakeev et al., 2016). That's why informative skills make up an integral part of general cultural and professional competences of the individual, which must be formed of a graduate according to the Russian Federal state standards of higher professional education. The goal-oriented organization culture of thinking and understanding of the value of information in the modern world at present is inevitably connected with the ability to work on the socio-cultural and informational field of global networks. At the same time, the Internet provides new possibilities for the formation of foreign communicative competence among the students (Gaifutdinova, 2015).

In the present study we make an attempt to give reasons for the desirability of integration of virtual review into the educational process (Hennoste et al., 2010), by which we mean a section of news sites designed to accommodate readers' comments to articles of journalists in the online format for the purpose of expressing their point of view and perhaps for the further discussion in course of the idea given before.

2 Materials and methods

The purpose of the study was to identify the educational potential of the Internet comments to newspaper articles in meaning of forming socio-cultural competence among the students learning foreign languages.

Virtual written discourse includes a variety of genres and types of speech. The genres of virtual discourse are differentiated along the thematic lines, according to the method of interaction, channels of communication (oral, written), they differ from each other in structurally-composite, communicative and thematic parameters.

Online comments represent the textual area of a special type, which is determined by psychological, objective and cognitive attitudes of communicants (Koit, 2015). It is a specific kind of written discourse, in which the socio-cultural characteristics of a particular community are clearly manifested into the communicative behavior of the participant (Oster et al., 2015). The use of online reviews as supplementary didactic material for studying foreign language allows the trainee to get in touch with vivid and figurative language of its native speakers, to discover a colourful palette of real people's opinions and experiences about the developments in the international and national scales, to support or challenge the views expressed, to cause arguments in defense or refutation of a particular position. The skills of understanding foreign-language texts make up the basis for the formation of full-fledged communicative competence in summary of all its components (Subich et al., 2016).

The content of the study consists of newspaper articles and their commentaries from the French printed press presented on the Internet (lemonde.fr, lefigaro.fr, nouvelobs.com, lexpress.fr, liberation.fr, francetvinfo.fr, lci.fr, 20minutes.fr, m6info.yahoo.com, atlantico.fr, leparisien.fr, etc.).

The methods of the research are stated as the study and generalization of pedagogical experience in the use of different tools and ways of formation of social competence of the individual, the monitoring of the educational process, the analysis of outcomes of students' learning and the pedagogical experiment conducted by the authors with the aim to identify the efficiency of using the Internet reviews at foreign languages classes for the purpose of forming the socio-cultural competence among the students.

The experimental facility of the study is situated in Kazan (Volga region) Federal University. The experiment covered 100 persons among the students of Leo Tolstoy Institute of Philology and Intercultural Communication, divided into control and experimental groups, with the equal degree of training. In order to transfer the qualitative indicators into the quantitative special criteria for assessing the level of formation of socio-cultural competence has been developed.

In the educational process of learning French language the hermeneutic methods of reflexive thinking and actualization of the subjective students' experience was used, also the modeling method of personally significant social and cultural situations, the method of problem-based learning were used.

3 Results

The training in the control groups was conducted without additional Internet comments to the newspaper articles discussed at the classes. Overall, it has been stated that the comparison of received information about the particular human community with its own socio-cultural norms and values increases the efficiency of socio-cultural competence formation among the learners. From this point of view the additional information contained in the comments represents great didactic and educational potential. The specific of online comments lies in the

specific national picture of the world they reflect, fixing the vision of reality from the starting point of modern reflective consciousness.

The control sections on the basis of which the level of development of social competence was identified consisted of the task to demonstrate the ability to invest the mastered knowledge into the productive forms of social and cultural activities, such as the discussions on the studied problems in contemporary French society, presentations, writing an essay on a given topic, etc. The students took a certain personal sense, which was embodied subsequently in forms of one person's activities, behavior skills and individual qualities from online comments which were studied in the class..

The concept of social competence has several interpretations depending on whether it is a part of philosophical, linguistic or pedagogical research (Murav'ev, 2011). In this article we understand it as a set of specific knowledge, skills, abilities and qualities that are generated in the process of formal or informal language training of intercultural interaction. The component structure of the considered competences are presented in the table and it has made up the basis for constructing of a pedagogical model of development of this competence based on the use of online comments to newspaper articles studied at French classes.

Table 1. The components of socio-cultural competence and its content

The components of social competence	The content of a component (formed knowledge, skills and abilities)
Linguistic-cultural knowledge	The understanding of the realities of the country of target language, knowledge of lexical units with the socio-cultural semantics and non-equivalent vocabulary, knowledge of rules of speech behavior, as well as the skills to apply them in typical situations of communication.
cross-cultural knowledge	Knowledge of weather and climate conditions, economy, socio-political system, social features of the country of the target language at key stages in its historical and cultural development.
cultural knowledge	knowledge of traditions, customs and main values for the people of the target language, the peculiarities of the national character, lifestyle and the national psycho, standards of behavior, typical for members of this society
socio-cultural communicative skills	The skill of using the national-specific patterns of behavior in different communicative situations, the use of linguistic, regional geographic and cultural knowledge in the dialogue of cultures.

Each component of social competence was evaluated according to the criteria corresponding to its content (the generated knowledge, skills and abilities) according to the scale from 1 to 10 points. It was possible to obtain the quantitative indicators for

comparison of the level of this competence formation among the trainees in both groups. The results of the final controlling test are summarized in figure 1 in the form of average results for the control and experimental groups respectively.
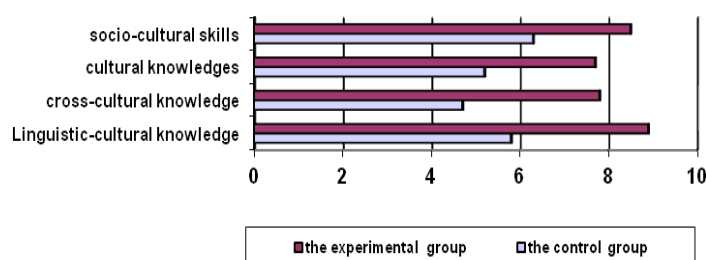

Figure 1. The results of the final phase of the experiment

The results achieved by the learners in the experimental group were higher than in the control group and it is shown in the following figure charts for each parameter. These data allow us to make up a conclusion about the validity and methodological relevance of using the Internet comments at the lessons of foreign language in high school.

4 Summary

The globalization of the economy and culture shows a strong need for specialists who speak foreign languages and are capable of professional activity under the conditions of significant expansion of intercultural interaction. The modern educational

paradigm needs the implementation of the competence approach to organization of educational process and the assessment of educational outcomes. The problem of formation of socio-cultural competence is examined in the present study as one of the components of foreign language communicative competence which presents the planned result of the process of teaching foreign languages.

5 Conclusion

Such virtual written discourse, as online comments to newspaper articles is proposed as one of the modern means of forming socio-cultural competence in course of active introduction into

the teaching process of foreign languages. The experimental study which was held by the authors demonstrated high educational opportunities of using the Internet reviews at foreign language classes in high school, among which we should emphasize the improvement of linguistic, cross-cultural and cultural knowledge that promotes the formation of skills of accurate interaction in the dialogue of cultures.

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