

**МІНІСТЕРСТВО ВНУТРІШНІХ СПРАВ УКРАЇНИ**  
**НАЦІОНАЛЬНА АКАДЕМІЯ НАЦІОНАЛЬНОЇ ГВАРДІЇ УКРАЇНИ**  
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## **РОЗДІЛ № 2. РОЗВИТОК ПРОФЕСІЙНИХ НАВИЧОК МАЙБУТНІХ СПЕЦІАЛІСТІВ**

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### **TEACHING WAYS OF SELF-EXPRESSION TO CREATE AWARENESS OF THE SOCIOCULTURAL ASPECTS OF INTERACTIONS**

Today, cultural diversity within a community is multiple and extensive. Attempting to cover every aspect of it in a classroom setting is impractical. The process of Language learning is the development of the ability to meaningfully interpret and use features of a target language [1, p.84]. It is founded on a variety of presumptions about diverse cultures. It involves learners' evolving perception in grasping socio-cultural contexts and their views on cultural activities and identities.

Cultural contexts serve as the channels for communication, embodying the substance of interactions and revealing the process by which learners gain insight across various cultures and languages. The idea of cultural context brings lucidity to comprehending how cross-cultural interactions are carried out, enabling learners to discern how experiences in such interactions influence the process and outcomes of acquiring new cultural knowledge.

In the context of foreign language teaching, it is difficult to prepare students for the wide range of situations they may encounter due to the great diversity of cultures and interactions. Instead, the focus could be on developing their intercultural communication skills, enabling them to understand, adapt and navigate in diverse cultural environments. This approach enables learners to acquire skills that can be flexibly applied in different cultural contexts. Integrating elements of cultural awareness, sensitivity and adaptability into the language learning process can better equip students to engage effectively in diverse social and cultural environments.

Undoubtedly, although it's difficult to encompass the entirety of a second culture in a classroom, there are pivotal aspects that can be emphasized and approached through instructional methods. Here are essential elements that could be explored and taught in a classroom setting to offer an understanding of

a second culture. Teaching culture offers not only immediate prospects, but also substantial long-term benefits by equipping learners with the awareness and tools they need to achieve their academic, professional, social and personal goals. This competence in cultural understanding facilitates their success in the day-to-day management of diverse situations in foreign language environments.

Recent studies, alongside teachers' observations, have highlighted that non-native speaker students in colleges and universities across the United States, Canada, and other English-speaking countries often encounter challenges. These challenges arise from a lack of understanding of academic expectations and limited access to essential sociocultural concepts prevalent within the academic sphere.

Sociocultural norms regarding politeness, appropriateness, and propriety are typically assimilated through socialization. Learners, in their daily interactions with native speakers, primarily encounter the observable outcomes of linguistic and behavioral norms, rather than understanding the underlying reasons or causes behind these norms.

A significant amount of research conducted in the fields of pragmatics and sociolinguistics during the last thirty years has concentrated on examining sociocultural standards related to politeness and suitability when engaging in different forms of speech acts, including requests, apologies, compliments, and complaints. The linguistic and social aspects of these specific speech acts can be effectively incorporated into classroom instruction. This entails emphasizing the repetitive and commonly used language patterns, while also addressing variations related to the social standing of the speaker, the listener, and other situational factors. Likewise, explicit guidance on suitable body language and gestures can be integrated into speaking and listening classes. However, the most crucial aspect of effective cultural teaching is to furnish learners with the means to develop an understanding of the sociolinguistic norms embedded in the local modes of communication. Instances where cultural norms of appropriateness are breached in interactions between native and non-native speakers frequently result in socio-pragmatic breakdowns, causing discomfort and sometimes leading to stereotyping of non-native speakers. In many cases, non-native speakers may exhibit inappropriate language behaviors without being conscious of doing so. Teaching oral expression in a foreign language should involve enhancing learners' awareness of the socio-cultural elements of interaction, enabling them to make suitable communication choices.

When teaching oral expression and pragmatics in foreign languages, two primary objectives take center stage. Firstly, the pragmatic function, which pertains to the socio-cultural intention of speech acts like requests, apologies, compliments, and complaints, is an integral component in nearly all speaking

programs. Secondly, the linguistic form of speech acts and conversational patterns stands as one of the most readily available and widespread areas of instruction in second-language speaking, illustrated by examples like "Give me a penny" compared to "Could you/Would you give me a penny". Certainly, the pragmatic purpose behind these expressions remains consistent (such as making a request), yet the speaker's choice of form can evoke various reactions from the listener. For instance, many English second language / English foreign language textbooks aimed at enhancing speaking skills devote significant attention to both formal and informal expressions, idiomatic phrases, brief dialogues, and even the proper pronunciation and intonation. One rationale for this emphasis is the potential for subtle, adverse effects on interactions when transferring intonation patterns from one's native language to the second language.

Another important aspect of real-life interactions is discerning the pragmatic purpose (i.e., the interactive or conversational intent) behind expressions used in daily communication. According to researchers, classroom conversation provides a context for students to formulate their interpretations [2, p. 64]. For example, phrases like "How are you (today/this morning)?" or "How is it going?" are not meant as genuine questions or conversation starters. Instead, their pragmatic purpose is to serve as a greeting, signaling to the listener that they are acknowledged and recognized. Consequently, these formulaic expressions don't necessitate a response beyond the formulaic replies (e.g., "Fine," "Great," "Good," "OK"). In contrast, these expressions differ from inquiries like "How have you been?" or "How is everything / this term / your class going?" While the linguistic form of "How have you been (lately)?" and formulaic expressions like "How are you?" may appear similar, many learners mistakenly assume that their pragmatic intent is the same. Conducting field research or experiments involving pairs or small groups of students to explore the diverse pragmatic purposes behind such expressions can significantly benefit learners in recognizing the differences between the structure and the conversational intent of pragmatic patterns in English. Similar investigations can encompass numerous formulaic conversational expressions and exchanges, wherein determining the pragmatic force might pose a challenge for learners as it's not always overt from the linguistic form and content. Examples of these expressions include: "Call me some time" vs. "Call me on Tuesday"; "Let's get together/have lunch sometime" vs. "Let's get together / have lunch on Friday"; "Call me if you have any questions" vs. "Call me any time"; "Do you have any questions?" (implying it's time to ask questions) vs. "I'll be happy to answer all your questions during my office hours" (indicating not to ask questions immediately, but at the designated time); "Your paper needs a little work" (doesn't necessarily mean a small amount of work) vs. "Maybe you need to

spend more time on your homework" (doesn't imply that more time spent without greater effort will improve grades). These examples highlight the complexities where the linguistic form may not precisely convey the pragmatic intentions, making it a valuable area for learners to explore to grasp the nuances of language use in different contexts.

Many conversational routines are intricately linked to sociocultural factors that influence the impact of an expression or routine within an interaction. These variables can be taught to learners at various proficiency levels, from beginners to highly advanced levels. In English foreign language settings, one effective approach to heighten learners' awareness of the significant sociocultural aspects of conversations involves encouraging students to collect similar information in their native language. This comparative exploration aids in understanding how sociocultural elements shape communication across different languages and cultures.

Through the application of these methods, educators can assist learners in developing an understanding of and the ability to navigate the intricate sociocultural facets of interactions within an increasingly diverse and globalized world.

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