Building socio-cultural competence of future foreign language teachers

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Construindo competência sócio-cultural de futuros professores de línguas estrangeiras

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Desarrollo de la competencia sociocultural de los futuros profesores de lenguas extranjeras

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Abstract: *Determining significant factors and effective strategies for building socio-cultural competence of future foreign language teachers for the improvement of their training methods. Methods. The method of a pedagogical experiment, a questionnaire survey to determine the level of socio-cultural competence, testing, and the method of expert evaluations were used. Results. The results of the study indicate the positive impact of new pedagogical methods on building socio-cultural competence of future foreign language teachers. The experimental group showed an increased level of motivation according to all four motivation criteria: personal motivation (72% vs. 65% in the control group), professional motivation (68% vs. 58%), socio-cultural motivation (75% vs. 70%), and academic motivation (70% against 62%). Conclusions. The research found that building socio-cultural competence is a process that can be influenced by appropriate methodological approaches. The results showed the positive impact of new pedagogical methods on enhancing students' motivation and improving their socio-cultural skills. Prospects. Further research may focus on the creation and implementation of new methods of teaching foreign languages aimed at building socio-cultural competence. It is important to identify effective methods and approaches that contribute to improving results.*

Keywords: *Higher education. Interdisciplinary competencies. Pedagogical strategy. Philological education. Professional competence.*

Resumo: Determinar fatores significativos e estratégias eficazes para a construção de competências socioculturais de futuros professores de línguas estrangeiras para a melhoria dos seus métodos de formação.

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Métodos. Foram utilizados o método de um experimento pedagógico, um questionário para determinar o nível de competência sociocultural, testes e o método de avaliações de especialistas. Resultados. Os resultados do estudo indicam o impacto positivo dos novos métodos pedagógicos na construção da competência sociocultural dos futuros professores de línguas estrangeiras. O grupo experimental apresentou um nível aumentado de motivação de acordo com todos os quatro critérios de motivação: motivação pessoal (72% vs. 65% no grupo de controle), motivação profissional (68% vs. 58%), motivação sociocultural (75% vs. .70%) e motivação académica (70% contra 62%). Conclusões. A pesquisa constatou que a construção de competência sociocultural é um processo que pode ser influenciado por abordagens metodológicas apropriadas. Os resultados mostraram o impacto positivo dos novos métodos pedagógicos no aumento da motivação dos alunos e na melhoria das suas competências socioculturais. Perspectivas. Mais investigação poderá centrar-se na criação e implementação de novos métodos de ensino de línguas estrangeiras que visem a construção de competências socioculturais. É importante identificar métodos e abordagens eficazes que contribuam para melhorar os resultados.

Palavras-chave: Educação filológica. Ensino superior. Estratégia pedagógica. Competências interdisciplinares. Competência profissional.

Resumen: *Determinar factores significativos y estrategias efectivas para desarrollar la competencia sociocultural de los futuros profesores de lenguas extranjeras para la mejora de sus métodos de formación. Métodos. Se utilizó el método de un experimento pedagógico, una encuesta por cuestionario para determinar el nivel de competencia sociocultural, pruebas y el método de evaluaciones de expertos. Resultados. Los resultados del estudio indican el impacto positivo de los nuevos métodos pedagógicos en el desarrollo de la competencia sociocultural de los futuros profesores de lenguas extranjeras. El grupo experimental mostró un mayor nivel de motivación según los cuatro criterios de motivación: motivación personal (72% vs. 65% en el grupo de control), motivación profesional (68% vs. 58%), motivación sociocultural (75% vs. , 70%), y motivación académica (70% frente a 62%). Conclusiones. La investigación encontró que la construcción de competencia sociocultural es un proceso que puede verse influenciado por enfoques metodológicos apropiados. Los resultados mostraron el impacto positivo de los nuevos métodos pedagógicos en el aumento de la motivación de los estudiantes y la mejora de sus habilidades socioculturales. Perspectivas. La investigación futura puede centrarse en la creación e implementación de nuevos métodos de enseñanza de lenguas extranjeras destinados a desarrollar la competencia sociocultural. Es importante identificar métodos y enfoques eficaces que contribuyan a mejorar los resultados.*

Palabras clave: Competencias interdisciplinares. Competencias profesionales. Enseñanza superior. Estrategia pedagógica. Educación filológica.

1 INTRODUCTION

1.1 RELEVANCE

The trends of humanization, humanitarianization, and globalization in pedagogical education emerged at the end of the last century. They were determined by the corresponding changes in the economic and political spheres. In pedagogical science and practice, the process of learning foreign languages has increasingly begun to be considered as "learning language and culture", "learning intercultural communication", "learning in the context of cultural dialogue" (Askarova, 2023).

The study was determined by a number of factors that existed at the time of its planning. First, a significant change in political and economic conditions was observed during the last century, which affected the processes of globalization and international interaction. This created the ground for revising approaches to learning foreign languages. Second, the development of technology and the increasing availability of information have led to extended transnational communication opportunities (Mehrpouyan; Zakeri, 2022). This required students and teachers to adapt to new challenges in the field of intercultural communication. Ultimately, there was a need for a deeper understanding of other cultures, which turned out to be an important task for future foreign language teachers (Marutla; Mukhuba, 2022).

Learning a foreign language and culture has become something more than just learning grammar and vocabulary. This began to contribute to a deeper understanding of the cultural heritage and values of other nations. Teaching intercultural communication has

become relevant in a world where global interaction is becoming more intense (SANDAL et al., 2020). Philology students must learn to communicate effectively with representatives of other cultures and understand their views and beliefs. Learning in the context of cultural dialogue helps future philologists develop tolerance, openness to diverse cultures and helps them become more competent (Sarimsakova, 2020; Rashidova, 2021b).

Socio-cultural competence is a complex of knowledge, skills, and abilities that allow a person to effectively interact with representatives of other cultures, to understand and take into account the difference in values, traditions, norms and ways of communication of these cultures. It includes the ability to perceive and adapt to cultural realities, express respect for other cultures, develop intercultural sensitivity, and understand the impact of cultural factors on communication and interaction (Wang, 2019). This competence becomes important in today's world, where globalization causes an increase in cross-national and cross-cultural contacts and requires individuals to be able to function in diverse cultural contexts (RO-ZIBOYOVICH, 2023).

The analysis of the theory and practice of training specialists gave grounds to determine the following pedagogical conditions for building socio-cultural competence:

– the use of authentic educational material in the process of learning a foreign language;

– the inclusion of project activities of a socio-cultural orientation, which ensures active teacher-student interaction;

– situational orientation of the process of building socio-cultural competence of students of linguistic faculties (Rashidova, 2021a).

The problem of this study is a need to improve approaches to teaching foreign languages in accordance with the trends of humanization, humanitarianization, and globalization. Changes in the economic and political spheres have caused the need for a more complex and culturally oriented approach to learning foreign languages. However, there are problems in the development and implementation of such approaches in the educational process.

For example, the lack of an appropriate methodological framework, insufficient preparation of foreign language teachers for the implementation of these strategies, as well as the need to find effective methods for assessing students' socio-cultural competence of. Solving these problems is an important task for improving the quality of education and preparing students for the challenges of the globalized world (RUSTAMOVA, 2022).

1.2 AIM

The aim of the study is to identify the main factors and pedagogical strategies that influence the development of socio-cultural competence of future foreign language teachers in order to improve their training methods.

1.3 OBJECTIVES/QUESTIONS

Study students' motivation for building socio-cultural competence.

Study the effectiveness of the implementation of pedagogical conditions.

Analyse the effectiveness of implemented pedagogical conditions in comparison with traditional conditions in the process of building socio-cultural competence.

2 LITERATURE REVIEW

The analysis of the contribution of previous studies seems to be extremely important for considering the chosen topic of socio-cultural competence of future foreign language teachers. First of all, studying the accumulated experience enriches the understanding and justification of the importance of this competence in the educational context. These works provide a foundation for academic discussion and determination of key aspects that must be considered in building students' socio-cultural competence.

The existing studies also gave grounds to identify potential gaps or unaddressed issues in the field of socio-cultural competence and identify where additional research is needed. They also provide a context for further aca-

demic discussions and focus on key topics that require attention in further research.

Begimkulov (2023) considers effective methods of developing the socio-cultural competence of coaches in the sports field. The article carefully analyses the process of professional development of coaches and identifies the key factors that influence the development of this competence. The study indicates the importance of taking into account cultural aspects in the training of athletes and the development of intercultural cooperation in sports teams.

Batirbek o'g'li (2023) discusses the social development strategy, in particular, the role of socio-cultural competence and literary education in this process. The author points out the importance of understanding and awareness of cultural aspects for the harmonious development of society and the formation of civil culture.

Englund (2019) analyses subtle moral cosmopolitanism through the process of dialogical communication in the context of education. The study focuses on the importance of communication and ethical aspects for the formation of socio-cultural competence, which contributes to the development of citizens with an open worldview.

Gamage et al. (2021) focused on the study of the influence of personal values on learning approaches and students' academic performance. The authors of the article determine the importance of taking into account values in the educational process for building' students socio-cultural competence. The research findings emphasize the importance of personal aspects in the education and development of students.

Khujamov (2023) considered the factors that contribute to the development of socio-cultural competence of history teachers. The author of the study analyses the influence of certain factors on the development of this competence and tries to clarify their role in the learning process. The results of this study can be useful for educational institutions and history teachers to improve the quality of teaching.

La Rotta et al. (2020) conducted a study examining perceived factors of service quality in online higher education. They investigate the impact of service quality on student satisfaction and academic performance. The study can be useful for higher education institutions (HEIs) that offer online education in order to improve the quality of their services.

Maksymchuk (2020) deals with the characteristics of foreign language education in foreign countries and the possibilities of applying this experience in pedagogical universities of Ukraine. The author analyses the main aspects of foreign experience and its significance for the Ukrainian education system. The research can be useful for pedagogical institutions and politicians who are interested in improving foreign language education in Ukraine.

Ilhamova (2022) studied the issue of improving the speaking skills of students of non-philological majors in the context of socio-cultural competence. The article presents the results that indicate the need to develop language skills for students studying a foreign language, but not in philological majors. The author proves that socio-cultural competence is an important component in language learning and emphasizes the importance of developing this aspect in the educational process.

Onishchuk et al. (2020) deal with the peculiarities of learning foreign languages abroad and ways of applying this experience in pedagogical universities of Ukraine. The article emphasizes the importance of using foreign experience in the training of foreign language teachers to improve the quality of education. The article also draws attention to the relationship between language skills and understanding of cultural characteristics, which is important for successful intercultural communication. The study indicates the need to improve teaching methods and implement pedagogical strategies aimed at developing students' socio-cultural competence.

Paustovska et al. (2023) consider the integrated development of socio-cultural competence of students learning German. It is noted that building language competence in reading

affects the development of students' socio-cultural competence.

Rashidov (2021b) examines the modern requirements for the socio-cultural competence of a history teacher. The article emphasizes the importance of this competence for effective learning and emphasizes its relevance in the modern educational environment.

Several key aspects should be noted among the issues of future foreign language teachers that remain unaddressed in the field of socio-cultural competence. First, it is necessary to study in more detail the impact of specific language courses and pedagogical methods on building students' socio-cultural competence. Second, further research should be conducted to understand the impact of students' individual characteristics, such as cultural context, on their readiness for intercultural communication. Moreover, it is important to study the methods of assessment of the level of socio-cultural competence in order to develop more objective and reliable instruments. In addition,

further research may focus on the role of pedagogical innovations and modern technologies in building students' socio-cultural competence. Finally, it is necessary to identify the practical strategies and teaching methods that contribute to the development of this important competence in future foreign language teachers the most.

3 METHODS

3.1 DESIGN

The research is important and relevant because it studies a key aspect of the socio-cultural competence of future foreign language teachers. The development of this competence among teachers is important for improving the quality of education and for preparing students for intercultural communication. The study consists of three stages presented in Table 1.

Table 1 — Research stages

STAGE	PERIOD	AIM OF THE STAGE	DESCRIPTION OF THE STAGE
Summative	*June - July 2022*	The purpose of this stage of the experiment was to identify the initial level of the socio-cultural competence of the students of philological faculties participating in the study.	This stage provided for the study of the formation and development of the problem in the theory and practice of education. The aim, problem, objectives, hypothesis were defined, the conceptual framework was developed, and research methods were determined. An initial study of the level of socio-cultural competencies was conducted.
Formative	*September 2022 - May 2023*	The purpose of the stage was to test the pedagogical conditions for the effective development of socio-cultural competence.	This stage involved the implementation of the system of building socio-cultural competence, the development and implementation of pedagogical conditions, the study of their effectiveness. The questionnaire survey, testing, and expert evaluation of the level of socio-cultural competence were conducted.

Generalization	*June - September 2023*	The purpose of the generalization stage of the experiment is to assess the level of socio-cultural competence after students' training using pedagogical conditions.	It consisted in the processing of the results of the testing of pedagogical conditions, the preparation of the research paper.

Source: Created by the authors of the research (2023).

3.2 PARTICIPANTS

The respondents were selected on the basis of cooperation with the Department of Foreign Languages and Professional Communication, the Faculty of Humanities and Social Sciences of Volodymyr Dahl East Ukrainian National University, as well as the Language Department of the Kyiv Institute of the National Guard of Ukraine. The total number of respondents was 160 people. Such parameters as gender, age, major, and year of study were used to determine the selection criteria. The method of stratified random selection was used to ensure the representativeness of the sample. In recognition of the importance of confidentiality and anonymity of participation, measures were taken to protect personal data, including storing it on a secure server and using coded identifiers for students. In addition, an expert group was formed, which included 24 teachers from the said institutions.

3.3 INSTRUMENTS

Google Forms were used for the survey. The data were entered and processed using Microsoft Excel and SPSS Statistics 19.0. All data are given in absolute (number of answer choices) and relative (% of the number of respondents) values.

3.4 DATA COLLECTION

Pedagogical experiment is one of the research methods that determines the effectiveness of the pedagogical systems and models in the process of implementing relevant pedagogical conditions. The hypothesis advanced by the researcher is verified during the pedagogical experiment. It provided for a joint activity of the subjects and the experimenter, who performs an active role developing the experiment programme and implementing it. It is necessary to take into account the fact that the pedagogical experiment should be variable and prolonged in nature. In particular, during the approbation of a set of pedagogical conditions, the researcher must be sure that this particular set of conditions has such qualities as necessity and sufficiency, which enable the created system to function successfully. In the process of a pedagogical experiment, the researcher has the opportunity to take into account the influence of certain conditions on the studied phenomena, change some conditions, leaving others invariant.

Questionnaire for research on the level of socio-cultural competence (Appendix A). Studying the socio-cultural competence of future foreign language teachers, attention was paid to the factors that can influence the readiness and ability to teach the language taking into account the cultural aspects. When creating the questionnaire, the task was set to study the language skills, cultural literacy, pedagogical training, intercultural experience, adaptation to new learning approaches, self-assessment, and reflection.

Test of the assessment of the level of motivation to learn a foreign language (Appendix B). The test was developed on the basis of known psychometric methods and questions related to motivation and interest in language learning. The test contains a number of questions aimed at identifying the main factors that influence student motivation, such as interest in foreign culture, usefulness of knowledge of

a foreign language, personal goals and ambitions, attitude to learning, etc.

The research employed the method of expert evaluations to study the effectiveness of pedagogical conditions aimed at the development of socio-cultural competence in future foreign language teachers. It provided for the involvement of highly qualified experts in the field of linguistic didactics and intercultural education. The experts got access to a detailed description of the pedagogical conditions used in the learning process. The expert evaluations were based on their experience and academic knowledge in the field.

3.5 ANALYSIS OF DATA

1. *Chi-squared test* — χ^2, which is calculated using the formula:

$$\chi^2 = (f_1 - f_2)^2 / (f_1 + f_2), \qquad (1);$$

where f_1 i f_2 — frequencies of compared samples.

2. *The Page L-test.* It is used to compare indicators measured in three or more conditions on the same sample of subjects. The test makes it possible to identify trends in the change of the values of the feature during the transition from condition to condition. It is calculated as follows:

$$L = \sum (T_j j) \qquad (2);$$

where T_j – the sum of the ranks for each of the conditions; j – the serial number of each condition in the new sequence.

The following hypotheses were formulated for Page L-test and the chi-squared test:

H1: *The increase in growth rates when moving from the first result of the intermediate test to the second one, and then to the third one, is random.*

H2: *The increase in growth rates when moving from the first result of the intermediate test to the second one, and then to the third one, is not random.*

3. *Cronbach's alpha* is calculated using the formula:

$$; \qquad \frac{N}{N-1}\left(\frac{\sigma_{\bar{x}}^2 - \sum_{i=1}^{N} \sigma_{Y_i}^2}{\sigma_{\bar{x}}^2}\right); \qquad (3);$$

where $\sigma_{\bar{x}}^2$ – total test score variance;

$\sigma_{Y_i}^2$ – variance of *i* element. Values in the range of 0.7- 0.8 are considered satisfactory.

4. The *Mann-Whitney test* was used to assess the differences between the experimental and control samples in terms of the level of socio-cultural knowledge. The value of the criterion is calculated using the formula:

$$U_{emp} = (n_1 * n_2) + n_x * (n_x + 1)/2 - T_x \qquad (4);$$

where n_1, n_2 – the number of respondents of the first and second groups; n_x – the number of respondents with a higher rank sum; T_x — the larger of the two rank sums.

The following hypotheses were advanced to apply the Mann-Whitney test:

H1: *The group of EG (experimental group) students does not surpass the group of CG (control group) students in terms of their ability to find and translate or explain the meaning of socio-cultural vocabulary.*

H2: *The group of EG students surpasses the group of CG students in terms of their ability to find and translate or explain the meaning of socio-cultural vocabulary.*

3.6 ETHICAL CRITERIA

High ethical standards were observed in the research process. First of all, the data privacy of the research participants was ensured. All personal information and data were processed and stored in accordance with confidentiality requirements. Informed consent was obtained from respondents to participate in the study. All methods and procedures of the research were built considering moral and ethical aspects, which guaranteed the academic integrity and objectivity of the approaches to obtaining data and their analysis. It is also important to note that the research did not have a negative impact on the

participants and did not violate their rights and freedoms.

4 RESULTS

Motivation is one of the important factors affecting the success of education and the development of socio-cultural competence. The study of motivation reveals how internal and external motives affect the educational process and the development of socio-cultural skills. Figure 1 presents the results of the study of respondents' motivation using a test and expert evaluation.

Figure 1 — The results of studying the motivation of CG and EG students
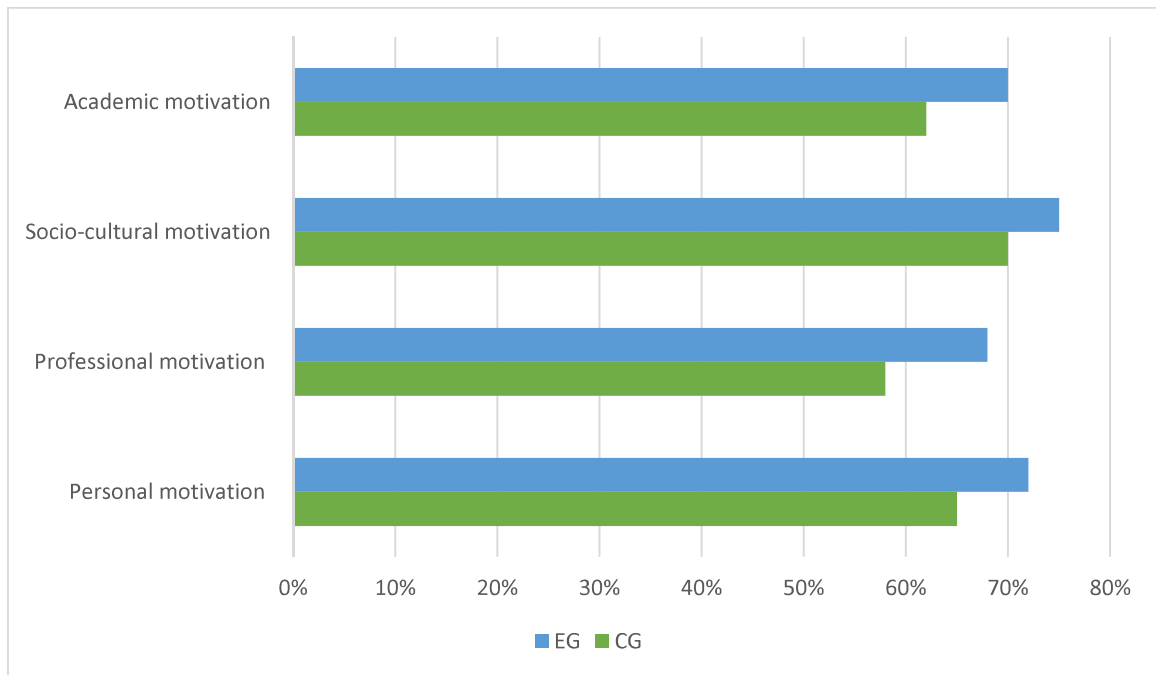
Source: Created by the authors of the research (2023).

The general trend is an increase in the level of motivation in all four criteria in the experimental group compared to the control group. This may indicate a positive impact of the implemented methods on student motivation and, accordingly, on the process of building socio-cultural competence.

The questionnaire survey on the level of socio-cultural competence is an important tool in the context of research on this topic. First, it enabled the collection of quantitative data from respondents. The level of socio-cultural competencies at the beginning of the study is presented in Table 2.

Table 2 — Research on the level of socio-cultural competence at the beginning of the study

Criteria	Control group	Experimental group
Language skills (%)	75	78
Cultural literacy (%)	60	65
Pedagogical training (%)	70	73
Intercultural experience (%)	45	52
Adaptation to new teaching & learning approaches (%)	68	75
Self-assessment (%)	80	82
Reflection (%)	55	60

Source: Created by the authors of the research (2023).

This table shows baseline data on socio-cultural competence for both groups of students before the study. The indicators are provided in percentages and reflect the level of each of the criteria at the beginning of the study. According to the results of the calculation, we obtained the value of the chi-squared test equal to 0.135. This value is less than the critical threshold and is not statistically significant. Therefore, on the basis of this study, it is not possible to draw a conclusion about statistically significant differences between the control and experimental groups regarding the improvement of language skills and cultural literacy. This shows that the participants of the control and experimental groups had the same level of socio-cultural competencies, which once again emphasizes the reliability of the obtained results. Table 3 presents the levels of socio-cultural competencies in the middle of the study.

Table 3 — Research on the level of socio-cultural competence in the middle of the study

Criteria	Control group	Experimental group	χ^2
Language skills (%)	74	80	0.83
Cultural literacy (%)	62	70	0.46
Pedagogical training (%)	70	78	0.21
Intercultural experience (%)	46	60	1.29
Adaptation to new teaching & learning approaches (%)	71	79	0.33
Self-assessment (%)	83	87	0.25
Reflection (%)	56	67	1.63

Source: Created by the authors of the research (2023).

Table 3 displays intermediate data on socio-cultural competence for both groups of students. Based on the obtained results, it can be concluded that the difference between the control and experimental groups at the beginning of the study is statistically insignificant for all criteria, as the value of the chi-squared test in each case is small and does not exceed

the critical values for establishing statistical significance. This means that the hypothesis H1 about the randomness of the increase in growth indicators when moving from the first result of the intermediate test to the second one, and then to the third one, is not rejected. The results indicate that the level of socio-cul-tural competence of both groups of students is similar at the beginning of the study, and any changes that may be observed during the study cannot be considered statistically significant at this stage. Table 4 presents the levels of socio-cultural competencies at the end of the study.

Table 4 — Research on the level of socio-cultural competence at the end of the study

Criteria	Control group	Experimental group	χ^2
Language skills (%)	74	80	2.56
Cultural literacy (%)	62	70	1.33
Pedagogical training (%)	70	78	1.87
Intercultural experience (%)	46	60	4.24
Adaptation to new teaching & learning approaches (%)	71	79	3.02
Self-assessment (%)	83	87	0.92
Reflection (%)	56	67	1.62

Source: Created by the authors of the research (2023).

Based on the calculations, it can be concluded that for all criteria, the increase in growth indicators is not statistically significant and is not random. In other words, the assumption H_2 is not confirmed, and it can be assumed that the increase in indicators is the result of the effect of the experimental intervention, not random factors.

Ehe empirical value U_{emp} = 563.5 was calculated using the U test. The critical value U_{cr} 0.05 = 660 and U_{cr} 0.01 = 587 was found. If $U_{emp} \leq U_{cr}$ 0.05; H_2 is accepted. If $U_{emp} > U_{cr}$ 0.05; H_1 is rejected. The smaller the U values, the higher the reliability of the differences. In our case, U_{emp}.

Table 5 presents the value of the Page L test. For 1 degree of freedom, the critical value of the Page L test at a significance level of 0.05 is 3.841.

Table 5 — The results of the Page L test calculation

Criterion	Value
T	33.8
n	2
L	31.8
Critical value	3.841
Conclusion	Reject the null hypothesis about the homogeneity of the 2 samples

Source: Created by the authors of the research (2023).

As the value of the Page L test for our data (31.8) is greater than the critical value (3.841), we can reject the null hypothesis about the homogeneity of the 2 samples. It can be concluded that the average values of the 2 samples are not homogeneous.

5 DISCUSSION

The study, which is aimed at building socio-cultural competence of future foreign language teachers, gave grounds to make the following important conclusions. The introduction of new teaching methods in the experimental group led to an increased level of students' motivation for all four motivation criteria. Gong *et al.* (2021) and Green, (2020) report such results. This testifies to the success of these methods in promoting the development of socio-cultural competence. In turn, Suyunova (2023) and Kattayeva (2023) are cautious about the use of the latest technologies in building socio-cultural competences. The researchers conclude that proven, traditional methods of training remain more effective.

The EG students showed a higher level of personal motivation to learn a foreign language compared to the control group. This confirms previous findings presented in Hrebnieva et al. (2023) and Zhang et al. (2022). The obtained data indicate that new approaches to learning affect students' individual motivation. The experimental group in this study also had a higher level of professional motivation. This indicates that new methods help students become more interested in their future profession.

As Yılmaz and Temizkan (2022) and Kattayeva (2022) indicated, one of the key aspects of research is the development of practical socio-cultural competence. The results showed that the experimental group has a higher level of socio-cultural motivation, which indicates the success of the methods in this aspect. This study also confirmed that new pedagogical methods help to enhance students' academic motivation, which is important for improving the quality of learning. On the other hand, Tleubay et al. (2020) and Vizniuk et al. (2022)

do not find differences in the motivation levels in the experimental and control groups.

The general trend is the positive impact of new methods on student motivation and the development of socio-cultural competence. This study confirms the importance of the development of pedagogical approaches aimed at improving the quality of training of future foreign language teachers considering their socio-cultural competencies.

The conducted research had a significant impact on the theoretical and practical spheres of education and teaching foreign languages. In the theoretical aspect, it helped to expand the understanding of the concept of socio-cultural competence and its place in modern pedagogical theory. It emphasized the importance of integrating cultural aspects into the process of learning foreign languages and developed a conceptual foundation for further research in this area.

From a practical point of view, the research results provided important guidelines for improving foreign language teaching methods and teacher training. They indicated the need to include the cultural aspect in educational programmes and the development of special methods that would contribute to building socio-cultural competence. It emphasized the importance of teaching intercultural communication and developing intercultural sensitivity among students, which is of great practical importance in the conditions of globalization and international contacts.

The study had some limitations that should be considered when interpreting its results despite its important contributions. First, the scope of the study was limited by the selection of the group of participants and the place. The results may be more valid if they are representative of a wider group of foreign language students and more diverse in context.

Second, the study focused on the pedagogical aspects of foreign language learning and the development of socio-cultural competence, but did not take into account the individual characteristics of the participants, such as the level of the existing knowledge and skills, language abilities, socio-cultural context,

etc. Therefore, these limitations should be considered when considering and applying the results of this study and encouraging further research in this area.

6 CONCLUSIONS

Relevance. The relevance of research is extremely important in the context of modern pedagogical education. First of all, it is necessary to consider that the trends of humanization, humanitarianization, and globalization, which appeared at the end of the last century, continue to develop. Modern society requires a deeper integration of cultural and intercultural aspects into the process of learning foreign languages. Findings. Fluency in a foreign language and understanding of cultural differences are becoming key competencies in the conditions of globalization and growing international interaction. A foreign language becomes not only a means of communication, but also a way of deepening understanding of other cultures, which is critical for building positive international relations and promotes harmonious coexistence in a global world. Applications. The results of the study can be useful for students studying foreign languages, as well as for those who intend to become foreign language teachers. They can use this data for their personal development and to improve the educational process. Research prospects. Further research may focus on a more in-depth study of the impact of living or working in other cultures on the development of socio-cultural competence. It is important to determine how this experience affects foreign language learning and teaching.

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APPENDIX A

Questionnaire for research on the level of socio-cultural competence
1. Your level of foreign language proficiency (fluent, good, satisfactory, poor).
2. What language do you specialize in as a future teacher?
3. What country and culture is associated with the language you teach?
4. Do you have personal experience of staying or working in this country?
5. Have you studied the culture of this country apart from the language? (traditions, customs, history, geography)
6. What pedagogical methods do you consider to be the most effective for building students' socio-cultural competence?
7. How do you assess the level of cultural literacy of students studying a foreign language?
8. Do you have pedagogical experience in teaching intercultural communication?
9. What intercultural communication skills do you consider important for students?
10. How do you prepare students for intercultural communication?
11. How do you resolve conflicts in international relations in education?
12. Do you use modern teaching methods to build socio-cultural competence?
13. What specific techniques do you use?
14. Have you participated in advanced training programmes on intercultural communication?
15. Do you know how to assess the level of students' socio-cultural competence?
16. Do you use a system of reflection to improve your teaching practice?
17. How do you determine that your students

are able to communicate freely in the cultural context of another country?

18. Do you take into account the individual characteristics of students when building their socio-cultural competence?

19. How do you see cooperation with colleagues from other countries in teaching a foreign language and culture?

20. How do you combat possible cultural stereotypes among students?

21. Do you have plans to conduct research in the field of socio-cultural competence?

22. How do you see the role of the foreign language teacher in preparing students for international cultural exchanges?

23. Do you have tools and resources to improve the socio-cultural competence of your students?

24. How do you feel about the use of innovative technologies in education for building socio-cultural competence?

25. Do you think socio-cultural competence can be learned, or is it a complex process that develops over time?

26. What specific challenges do you identify in building socio-cultural competence in future foreign language teachers?

27. What methods do you use to stimulate students' interest in studying the culture of other countries?

28. How do you assess the effectiveness of your work on building socio-cultural competence?

29. How do you determine the success of graduates in the development of their socio-cultural competence after completing their studies?

30. What possible changes or improvements would you recommend to increase the level of socio-cultural competence of future foreign language teachers?

APPENDIX B

Test of the assessment of the level of motivation to learn a foreign language

1. You study a foreign language
a) it is your personal choice
b) it is your parents' choice
c) other

2. What is the purpose of studying a foreign language?
a) I like it
b) I want to go to the country of the language being studied
c) I am obliged
d) I want to build a future career
e) I want to travel independently
f) I want to study the mentality of the people, the culture and traditions of the country of the language being studied
g) I am forced by parents
h) I want to continue my studies abroad
i) I want to freely express my thoughts in a foreign language
j) I want to read literature and watch movies in the original

3. For you, what place does a foreign language occupy as an educational subject among all other subjects in terms of importance?
a) the first
b) 2nd, 3rd ...
c) the last

4. Do you enjoy attending foreign language classes?
a) yes
b) no

5. What foreign language activities interest you?
a) traditional
b) unconventional

6. What do you most like to do in foreign language classes?
a) read
b) tell monologues
c) communicate with each other in German
d) engage in written communication
e) translate
f) expand vocabulary
g) practice lexical material
h) study various grammatical phenomena

7. What else would you like to do in foreign language classes?
a) watch and discuss films about the social realities of the country of the language being studied
b) listen and analyse songs in a foreign language
c) learn a foreign language with the help of game activities