Fiction in Foreign Language Lessons as a Way to Develop Sociocultural Competence

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Abstract: The modern concept of education sets the goal of forming a personality capable of effective self-realization in the field of future professional activity. In this regard, the problem of the formation and development of students' communicative competence in the process of learning a foreign language acquires special significance. The article examines the main issue of developing reading and speaking skills in foreign languages when studying fiction, since this is a key factor in the development of linguistic and sociocultural competence of foreign language learners.

Keywords: Sociocultural competence, fiction, reading, communicative competence, author's style, content.

In the process of learning a foreign language, familiarity with the culture to which the language being studied belongs plays a significant role. Culture in this case implies a set of codes that prescribe a person a certain behavior with his inherent experiences and thoughts. Therefore, knowledge of a foreign language always presupposes knowledge of these codes: the cultural traditions of the people, their material and spiritual boundaries of everyday social relations, their living conditions, realities, history, mentality (taking into account the perception of space and time, emotional state), philosophical and imaginative thinking, type of behavior, non-verbal communication, etc. An important role in learning a foreign language, taking into account its cultural aspect, is played by working with fiction - a corpus of literary texts of a given language. Familiarity with and study of foreign fiction is necessarily included in the educational minimum for students[1]. In addition, since fiction is its basis, the role of fiction in this process is difficult to overestimate. In this regard, fiction has long been entrenched in the foreign language-teaching curriculum. A literary text is understood in the article as a separate, highly individual work of artistic speech, written in a given language, as well as an integral unit in a system of similar texts. Literary text has long been firmly entrenched in the foreign language teaching program, and its role in the language learning process is difficult to overestimate. When becoming acquainted with the fiction of another people, students gain an understanding of the cultural codes that underlie the language and acquire foundations on which they can later rely when interpreting text in a foreign language. Understanding a literary text in a foreign language serves as the key to further successful mastery of linguistic and cultural subtleties and is a support in resolving aesthetic and ethical issues that arise when translating a foreign text into the native language. A foreign literary text, thus, as a carrier of a certain model of culture, helps a deeper knowledge of a foreign culture, on the one hand. On the other hand, through constant comparison of the text with familiar, domestic realities, which contributes to a deeper

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[1] Almazova, N.I., Eremin, Yu.V., & Rubtsova, A.V. (2016). Productive linguodidactic technology as an innovative approach to the problem of foreign language training efficiency in high school. *Russian linguistic Bulletin*, 3 (7), 50-54.

understanding of the native culture. In connection with the above, it is obvious that a significant place in the successful and effective learning of a foreign language is occupied by the translation of a literary text (both from a foreign language into a native one and from a native one into a foreign one).

It is well known that proficiency in a foreign language presupposes the ability and willingness to carry out interpersonal and intercultural communication with native speakers [4, 9, 11]. Therefore, the authors of the modern state educational standard put forward a number of goals designed to form an integral system of universal knowledge, skills, as well as independent activity and personal responsibility of students:

1. Development of foreign language communicative competence in the totality of its components: speech, language, sociocultural/intercultural, compensatory, educational and cognitive competence.

2. Personal development of students. Formation and development of universal educational activities.

Thanks to the communicative teaching methodology that underlies the standard, and the gradual abandonment of the pedagogical-oriented system of teaching a foreign language, the use of authentic texts, including fiction, in lessons is becoming increasingly popular [5, 24, 26]. The value of fiction as a source lies in its ability to reflect the mentality of its time, to contribute to the reconstruction of certain historical types of behavior, thinking and perception. By working with literary works, students not only expand their linguistic horizons and improve linguistic competence, but also better understand the traditions and customs, history and culture of the language they are studying. The teacher's task is to maximize the value of fiction within the limited confines of the lesson.

In order to optimize the process of working on a text and at the same time form a stable internal motive for learning a foreign language in students, the lesson should be divided into logically related stages.

Stage 1. Speech warm-up. The warm-up should be focused on the source of the literary fragment. The teacher can discuss with students what they already know about the author of the work and the era in which they lived. It is advisable to prepare a brief summary with interesting details from the life of the writer or the history of the creation of his creation.

Stage 2. Preparing for reading. This stage involves a smooth transition to reading the text, including the analysis of complex unknown words, the correct reading of first and last names, and geographical names. This work must be done using a map to create a strong connection between the work itself and the time and place where it was created. The teacher can ask students to use a few key phrases from the text to predict what the passage will be about.

Stage 3. Reading with general reading comprehension. It is ideal for students to listen to this excerpt performed by an English-speaking actor or teacher. This will help them feel the atmosphere of the work, the beauty and pronunciation features inherent in this language. At this stage, the teacher can ask questions about the place and time of the event.

Stage 4. Reading with full understanding of what is read. After students have read the text, discussed the general meaning, and checked their guesses about the content, they are asked to answer questions to understand the details.

Stage 5. Working with the language of the text. At this stage, it is necessary to work out the vocabulary of the text in detail. For example, the teacher selects several words and expressions and asks students to find them in the text and guess their meaning from the context.

Taking into account the author's style will help both the teacher and language learners see and feel the culture of a given language. The teacher should pay attention to the choice of words to describe the appearance and character of persons and the setting. The teacher may suggest interpreting the author's attitude towards the characters based on the chosen vocabulary.

Stage 6. Introducing new vocabulary into speech. At this stage, the following techniques work well: based on the received historical and cultural information, the content of the passage, discuss the continuation or ending of the story; personalize the content of the text "What would you do in this situation...", role-play a fragment of the story; The teacher describes what he/she is reading so that other students will want to read the whole book.

The task of a foreign language teacher is to contribute to the formation of linguistic and cultural communicative competence of students, to enrich their speech with figurative and lively phraseology. A modern innovative approach to teaching a foreign language involves developing students' abilities to independently select various texts from elementary to more complex, the plots of which are interesting and close to pupils and students [17,p. 14]. It is very important to take into account competent and effective work with the dictionary and language guessing techniques. The results of teaching a foreign language are determined by a combination of systematic control on the part of the teacher and self-control of students.

Thus, the use of fiction in foreign language lessons and its competent construction undoubtedly contributes to the development of understanding of other cultures, introduces them to their characteristics, fosters tolerance and teaches them to appreciate their own literary heritage. In addition, by encountering works that differ in the time and place described, in styles and genres, students become acquainted with different aspects of human experience, from which they receive the necessary emotions for the development of their own character.

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