FUNCTIONS OF SOCIO-CULTURAL COMPETENCE IN TEACHING FICTIONAL LITERATURE

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Abstract: This article is devoted to the essence of the category "socio-cultural ", as one of the types of professional competence. It was determined on the basis of systematization of research on the general theory of professional competence and various approaches to socio-cultural activities and competence. In pedagogical science, there is quite a big difficulty in defining the essence of the concept of "socio-cultural competence", since it is closely interrelated with such categories as "intercultural competence", "ethno-cultural competence", "cultural competence", etc. However, in any case, common to each of these scientific categories is the second part, which correlates with the concept of "culture".
Key words: socio-cultural competence, professional competence, self-confidence.

Speaking about the correlation of the concepts of "socio-cultural competence", "intercultural competence", "ethno-cultural competence", "cultural competence", it can be argued that socio-cultural competence is included in the general cultural competence of the individual and is a specific integrative quality of the individual, which is a synthesis of various socio-cultural competencies (first of all, the ability to communicate in specific social conditions, taking into account cultural and social norms of behavior) and including the readiness of the individual to perform and participate in socio-cultural activities. Ethno – cultural competence, from our point of view, is an integral part of socio-cultural competence, the "base" for its subsequent formation and development. Actually, socio-cultural competence itself subsequently serves as the basis for the formation of an individual's intercultural competence, expressed in her ability to socialize in a multicultural environment.

Undoubtedly, for the successful performance of teacher's functions at school, they need a sufficiently stable and adequately high self-esteem, a positive outlook on the world, the ability to manage their emotional state, self-confidence. They should show empathic abilities in relation to their children, teachers; be able to respond adequately in conflict situations. These qualities, according to many researchers, are included in the structure of socio-cultural competence. Sociocultural competence occupies a leading place in the hierarchy of competencies and can be determined in the same way as a person's ability and willingness to appropriately regulate their own relationships with the surrounding reality and other people.

Sociocultural competence is considered by many authors as a personal education. In this case, it includes:
- awareness of the need to adopt the norms of a particular society;
- the desire to understand its essence;
- awareness of the need to expand existing social skills in connection with changes in the existing situation;
- willingness to take personal responsibility for one's own choice of a certain line of behavior in a situation of social interaction;
- the breadth of social experience based on the principles of constructive communication.

According to I.D.Frumin, the formation of such competence will indicate the presence of cognitive readiness, patterns of actions that are accepted and approved by everyone, which indicate the ability of the individual to solve their own problems and the problems of partners. R. Kaplan presents it as a set of interconnected opinions in solving interpersonal problems. M. Brandjen introduces the concept of social scenarios, i.e. certain patterns, coordinated actions in the model of socio-cultural competence. He also focuses on working with information, and K. Dodge and G. Petit focus on ways of behavior. Sociocultural competence is defined by the authors as the possession of cognitive, emotional and motor behaviors that, in certain sociocultural situations, lead to a long-term, favorable ratio of positive and negative consequences. The most significant model of socio-cultural competence in these years was proposed by R. Selman. Robert Selman's model is the result of a study of the basics of developing a social point of view in solving interpersonal problems. The research methods used were interviews about ways to solve interpersonal problems in hypothetical situations, observations and questionnaires. It was noted that with age, the ability to decentralize, encode a large amount of information, insight, as the ability to look deep, beyond the surface of the directly perceived. The social point of view develops from the zero level (an unintelligent and egocentric reference in childhood) through the level of superficial socio-symbolic orientation in adolescence to a higher level in adolescence, due to the emergence of complex multidimensional assessment systems, orientation to cooperation. The author notes that strategies become

more and more complex in the cognitive aspect with age. An adaptive reaction appears failure, which is expressed in a change in this strategy, and not in a hasty and unjustified transition to another strategy. All this is accompanied by better self-regulation, which allows you to cope with strong negative emotions.

Structural components of socio-cultural competence consider the following:
- motivational-value - the formation of motivation for striving for achievements, attitudes to social interaction, characterized by values of social and personal order, attitudes to moral norms prevailing in this society;
- operationally meaningful - the scope and nature of knowledge, skills and abilities that allows you to conduct a critical analysis of your own and others' actions, predict their consequences, carry out communication, etc.;
- emotional-volitional - the ability to choose a decision, to self-control and self-regulation, willingness to take responsibility, determination of actions.

To conclude, socio-cultural competence is counts as the steeping stones in teaching foreign languages. In some cases, this component is characterized as the subjective potential of a person's actions, capable of ensuring the safety of his existence among his own kind. In others, it is a person's ability to take adequate actions in everyday life situations, and thirdly, it is competent interaction, prosocial relationships with other individuals or groups. However, in all cases, without exception, it means the ability to act, the ability to critically assess the phenomena of the socio-cultural sphere, to differentiate them in the objective, social and value senses, to form one's own judgment, on the basis of which certain actions are performed in a life, professional or socio-political situation.

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THE EFFECTIVENESS OF DEBATING ACTIVITIES IN EFL CLASSROOMS

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Abstract: The article is dedicated to the study of various researchers' viewpoints on the importance of using debating activities within both ESL and EFL classrooms and focuses on students' performing skills to be developed within its implementation by the teacher.
Key words: debates, English as a foreign language, English as a second language, speaking skills, critical thinking, argumentation.
Аннотация: Статья посвящена изучению точек зрения различных исследователей на важность использования дискуссионной деятельности как в классах ESL, так и EFL, и фокусируется на исполнительских навыках студентов, которые должны быть развиты в рамках ее реализации преподавателем.
Ключевые слова: дебаты, английский язык как иностранный, английский как второй язык, разговорные навыки, критическое мышление, аргументация.

It is commonly known that the learning process is not effective when students «acquire» the knowledge only by sitting in a classroom listening to the teacher and dealing with assignments. The