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DEVELOPMENT OF STUDENTS' SOCIOCULTURAL COMPETENCE IN ESP CLASSES

This study is devoted to the theoretical foundations of the development of students' sociocultural competence in ESP classes. In the context of globalization and increasing intercultural interaction, foreign language education extends beyond linguistic proficiency and aims to foster effective communication across cultures. The paper examines contemporary scholarly approaches to defining sociocultural competence and its structural components, including sociolinguistic, linguocultural and country studies competences. Particular attention is given to the relationship between sociocultural and communicative competence and their role in professional communication.

The study emphasizes the systematic, stage-based development of sociocultural competence. Three stages are identified: semantic familiarization with cultural concepts and vocabulary, independent interpretation of sociocultural phenomena, and communicative integration in professional contexts. Each stage involves specific exercises, such as informational, operational, and motivational tasks, promoting knowledge acquisition, practical skills, and learner motivation. The role of authentic materials is highlighted, as they enable engagement with real professional discourse and culturally appropriate language use.

Findings demonstrate that the development of sociocultural competence enhances students' intercultural awareness, professional identity, and ability to function effectively in international environments. Consequently, sociocultural competence is a central component of ESP and an essential objective of modern foreign language education, contributing to both academic and professional success.

Key words: ESP, sociocultural competence, communicative competence, professional communication, country studies competence, foreign language education, authentic materials.

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РОЗВИТОК СОЦІОКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ НА ЗАНЯТТЯХ АНГЛІЙСЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

Стаття присвячена теоретичним засадам формування соціокультурної компетентності студентів на заняттях з англійської мови професійного спрямування (ESP). В умовах глобалізації та посилення міжкультурної взаємодії іноземна освіта виходить за межі суто мовної підготовки та спрямовується на формування здатності до ефективної міжкультурної комунікації. У статті проаналізовано сучасні наукові підходи до визна-

чення поняття соціокультурної компетентності та її структурних компонентів, зокрема соціолінгвістичної, лінгвокультурної та країнознавчої компетентностей. Особливу увагу приділено взаємозв'язку соціокультурної та комунікативної компетентностей, а також їхній ролі у професійному спілкуванні.

У дослідженні наголошується на необхідності системного, поетапного формування соціокультурної компетентності. Виокремлено три основні етапи: семантичне ознайомлення з культурними поняттями та лексикою, самостійна інтерпретація соціокультурних явищ і комунікативна інтеграція у професійних контекстах. Кожен етап передбачає використання спеціально дібраних вправ, зокрема інформаційних, операційних і мотиваційних завдань, спрямованих на засвоєння знань, розвиток практичних умінь і підвищення навчальної мотивації студентів. Окремо підкреслено значення автентичних матеріалів, які забезпечують залучення студентів до реального професійного дискурсу та сприяють формуванню навичок культурно доречного мовлення.

Результати дослідження засвідчують, що розвиток соціокультурної компетентності сприяє підвищенню рівня міжкультурної обізнаності студентів, формуванню професійної ідентичності та здатності ефективно функціонувати в міжнародному середовищі. Отже, соціокультурна компетентність є важливим складником ESP та одним із ключових завдань сучасної інішомовної освіти, що забезпечує академічну й професійну успішність майбутніх фахівців.

Ключові слова: ESP (англійська мова професійного спрямування), соціокультурна компетентність, комунікативна компетентність, професійна комунікація, країнознавча компетентність, інішомовна освіта, автентичні матеріали.

Problem Statement. In the context of globalization and increasingly intensive intercultural interaction, foreign language education in higher education is expected to extend beyond the development of linguistic proficiency and address students' ability to function appropriately in diverse sociocultural environments. Although communicative and linguistic competences have been extensively examined, the systematic development of sociocultural competence in English for Specific Purposes (ESP) requires further theoretical and methodological consideration, particularly with regard to its structural components, stages of formation, and integration into professionally oriented communication.

This issue is especially relevant because ESP often remains focused on the acquisition of vocabulary and grammatical structures, while the relationship between linguistic knowledge, culturally determined norms, and professional communication practices receives comparatively less attention. As a result, students may experience difficulties in interpreting sociocultural phenomena, selecting culturally appropriate communicative strategies, and adapting their behaviour to professional interaction in international contexts.

These considerations indicate the need for a more systematic approach to the development of sociocultural competence in ESP. Such an approach should integrate linguistic and sociocultural learning and provide a progression from the acquisition and interpretation of culturally relevant knowledge to its application in professionally oriented communication. In this context, the development of sociocultural competence involves not only expanding students' knowledge of the target culture but also fostering their ability to interpret cultural meanings, think critically about intercultural differences, and adapt their communicative behaviour to specific professional situations (Гаркуша, 2024: 102–111).

Objectives. The present study is to provide a comprehensive theoretical analysis of the development of students' sociocultural competence in the context of English for Specific Purposes (ESP). Particular attention is given to conventional and culturally determined patterns of foreign-language communication and to the sociocultural factors that influence the communicative behaviour of target-language speakers.

Furthermore, the study aims to substantiate and determine the practical application of exercises designed to facilitate the formation of students' lexical sociocultural competence within higher education institutions.

To accomplish this purpose, the following research tasks are formulated:

1. to clarify and define the concepts of the *sociocultural competence* in the context of foreign language education;
2. to determine the structural components of sociocultural competence;
3. to identify and analyze the interrelationship between sociocultural competence and communicative competence;
4. to examine methodological approaches to the development of sociocultural competence in ESP.

Analysis of Previous Research. The development of students' sociocultural competence in English for Specific Purposes (ESP) has been the subject of scholarly investigation by numerous Ukrainian researchers, including O. B. Bihych, R. O. Hryshkova, I. V. Zahorodnia, Yu. S. Zaporozhtseva, N. Kish, O. V. Kmitii, T. M. Kolodko, S. Yu. Nikolaieva, I. V. Sekret, Yu. O. Chyryva, S. S. Chorna, and T. R. Shevchuk. Their studies focus on the conceptualization of sociocultural competence, its structural components, and methodological approaches to its development in the process of foreign language learning, particularly within the framework of ESP.

In addition, the issues of sociocultural and intercultural communication have been widely examined by foreign scholars, who emphasize the significance of the development of students' ability to interpret social and cultural phenomena and to participate appropriately in communication within authentic social contexts. Within this research paradigm, linguocultural competence, sociolinguistic competence, and country studies competence are identified as essential components of sociocultural competence, forming the basis for both verbal and non-verbal interaction in intercultural communication.

Furthermore, contemporary methodological research highlights the importance of employing authentic materials, as well as communicative and non-communicative exercises, and implementing staged learning approaches in foreign language instruction. These pedagogical strategies are considered essential for promoting students' sociocultural awareness and enhancing their ability to engage in effective professional communication in an intercultural environment.

Results and Discussions. In our work, one of the principal objectives of ESP is the development of students' sociocultural competence, which is considered a prerequisite for effective professional and intercultural communication.

In order to achieve the stated objectives, the research employed a range of theoretical methods, including the analysis of academic and methodological literature related to the research topic, the systematization of existing approaches to the problem under investigation, the interpretation and clarification of key concepts, as well as classification, comparison, and the generalization of research findings.

The concept of a foreign language for specific purposes, also referred to as a professionally oriented foreign language, was initially introduced by methodologists in English-speaking countries. Subsequently, this concept was adopted and further developed by specialists in the teaching of other foreign languages, including German, French, Spanish, and others. In this way, a distinct methodological approach to foreign language instruction emerged, specifically oriented toward facilitating professional communication within particular domains of activity (Гаркуша, 2024: 102–111).

At the same time, the study of any foreign language encompasses sociocultural, pedagogical-methodological, and linguistic dimensions, which ensures a degree of comparability across different languages. However, the primary distinction in learning various foreign languages lies in the linguistic dimension, which is determined by the structural, grammatical, and lexical features unique to each target language.

ESP differs from general foreign language classes because it is directly oriented towards students' future professional activity and requires the integration of subject-specific terminology, professional concepts, and domain-related communication skills. Consequently, effective ESP instruction depends on the careful selection of teaching methods, thematic content, and materials that combine linguistic, professional, and sociocultural components and prepare students for communication in international professional contexts (Шевчук & Чирва, 2015: 45–49).

The linguistic component ensures the appropriate use of the target language in accordance with its phonetic, grammatical, and lexical norms. Its development involves systematic practice aimed at consolidating pronunciation, grammatical, and lexical skills. However, in ESP, controlled exercises should support rather than replace communicative practice. Teaching should therefore combine structured language practice with professionally oriented communicative activities and authentic instructional materials, enabling students to develop both linguistic proficiency and professional communicative competence (Гришкова, 2015: 220).

According to T. M. Kolodko (Колодько, 2017: 230–240), sociocultural competence is a key objective of foreign language education. It encompasses country-specific, linguocultural, and sociolinguistic knowledge, as well as the ability to use linguistic resources appropriately in different communicative contexts. Its development also involves critical thinking and the ability to apply acquired knowledge in practice.

Yu. Zaporozhtseva defines sociocultural competence as knowledge of the sociocultural context of foreign language use combined with the ability to communicate effectively within it. She emphasizes respect, tolerance, empathy, and sensitivity to the interlocutor and considers sociocultural competence closely related to intercultural communication (Запорожцева, 2013: 261). Thus, foreign language education should address not only linguistic proficiency but also the social and cultural conditions of communication.

The professional dimension of sociocultural competence is emphasized by R. O. Hryshkova, who identifies linguistic, speech, and sociocultural competences as interrelated components of foreign language competence. In ESP, particular importance is attached to students' awareness of cultural differences and their ability to manage them in everyday, academic, and professional communication.

The comparative approach proposed by R. O. Hryshkova (Гришкова, 2015: 220) provides a methodo-

logical basis for developing sociocultural competence through comparison of cultures, communication styles, and sociocultural practices. It promotes the expansion of sociocultural knowledge, the development of practical interaction skills, and a critical and evaluative understanding of cultural differences. In this respect, the approach supports the view that sociocultural knowledge and appropriate behavioural skills are essential for effective intercultural communication (Бігич & Бориско & Борецька, 2013: 590).

The professional orientation of sociocultural learning is emphasized by I. V. Sekret (Секрет, 2010: 35–41), who argues that foreign language competence develops most effectively when learning conditions approximate students' future professional environments. Accordingly, sociocultural knowledge should be practised through professionally relevant communicative situations rather than presented as an isolated component of language instruction.

A further theoretical basis is provided by Martinelli and Taylor's (Martinelli & Taylor, 2000: 106) "iceberg model" of culture, which distinguishes visible cultural manifestations from underlying values, beliefs, and attitudes. This distinction demonstrates that effective intercultural learning requires more than factual knowledge of cultural practices. Culture may be understood as a system of material and spiritual values transmitted and represented through language (Гаркуша, 2024: 102–111).

Consequently, sociocultural learning should involve not only the acquisition of cultural information but also its interpretation, comparison, and application. Interaction between students' native culture and the target culture enables a deeper understanding of culturally determined meanings and communication patterns, which is particularly important in ESP and professionally oriented intercultural communication.

Sociocultural competence therefore encompasses country-specific knowledge together with intercultural, sociolinguistic, and socio-psychological awareness that facilitates mutual understanding across cultures. Its practical manifestation involves recognizing cultural similarities and differences, interpreting culturally determined meanings, and selecting appropriate verbal and non-verbal strategies of interaction (Мельник, 2015: 201–207). Importantly, competence is reflected not only in the amount of acquired knowledge but also in the ability to apply it in specific communicative situations and relate linguistic forms to their cultural meanings (Котенко & Соломаха, 2013: 356; Литвин, 2009: 9–21).

Based on the reviewed approaches, three interrelated components can be identified as central to foreign language sociocultural competence in ESP:

sociolinguistic, country studies, and linguocultural competence.

1. Sociolinguistic competence involves the ability to regulate verbal and non-verbal behaviour in accordance with the communicative situation, social norms, etiquette conventions, and the social or professional status.

2. Country studies competence comprises knowledge of the target country, its history, population, economy, education system, culture, and other sociocultural characteristics that provide the contextual framework for communication.

3. Linguocultural competence concerns the ability to interpret and use the target language with regard to the cultural meanings encoded in linguistic units. It includes knowledge of lexical and phraseological items with sociocultural semantic components and the ability to employ them appropriately in specific communicative contexts (Мельник, 2015: 201–207; Білозір, 2022: 394).

Taken together, the reviewed approaches indicate that sociocultural competence represents a complex, integrative construct in which knowledge, linguistic awareness, cultural interpretation, and communicative behaviour are closely interconnected. Its formation in ESP requires more than the inclusion of cultural information in language lessons; it presupposes systematic engagement with culturally determined meanings and their application in professionally relevant communication. This provides a theoretical basis for considering the development of sociocultural competence as an integral component of students' professional foreign language preparation.

The development of sociocultural competence in ESP can be viewed as a sequential and interrelated process in which each stage involves specific objectives, content, and methodological procedures. Such a progression enables students to move from the initial acquisition of sociocultural knowledge to its interpretation and, ultimately, its functional application in professional and intercultural communication (Гаркуша, 2024: 102–111).

The first stage, often referred to as semantic familiarization and introduction to the sociocultural environment, is designed to acquaint students with the fundamental cultural, professional, and social concepts of the target language environment, as reflected in specialized vocabulary and recurrent linguistic patterns. At this stage, it is recommended to employ non-communicative, fully controlled tasks that utilize auditory or visual prompts, which can provide contextual cues to the meanings of words or phrases. Such tasks facilitate the initial consolidation of vocabulary while simultaneously engaging other linguistic components, including grammar and phonetics.

The second stage is identified as the stage of independent interpretation of sociocultural phenomena and vocabulary acquisition. It requires students to engage actively with professional content in simulated or authentic communicative contexts. At this stage, the primary methodological instruments are productive, quasi-communicative, and communicative tasks, which facilitate both the assessment of sociocultural skills and the development of oral and written professional competencies. Productive tasks enable students to independently generate statements of varying complexity, whereas receptive-productive exercises integrate comprehension with the active application of professional vocabulary in contextually appropriate situations.

The third stage, which focuses on the refinement of acquired skills and the integration of vocabulary into complex communicative expressions, involves the performance of communicative exercises with minimal teacher guidance, thereby approximating authentic professional contexts. For instance, students may engage in a role-play activity in which the class is divided into groups, each representing a well-known American car brand. The task requires students to present established facts about the brand's production and image, as well as to develop an advertising campaign for a new product.

An excellent result of the development of students' sociocultural competence in ESP classes is achieved by informational, operational and motivational tasks. They serve as bridges between theoretical knowledge and practical application, allowing students to internalize cultural norms, practice professional communication and develop skills (Склярєнко, 1992: 9–14).

Informational tasks aim to provide students with knowledge about cultural practices, social norms and professional contexts in ESP classes. Such exercises often involve analyzing authentic texts, including news, articles, professional documents or multimedia content to identify culturally significant phrases or idioms. For instance, students examine business correspondence and identify forms of politeness, hierarchy and indirectness, comparing them with their native communication norms. This approach improves linguistic comprehension as well as helps students understand how culture shapes language use, which is a key component of sociocultural competence (Кміть, 2023: 234–237).

Operational tasks focus on the practical application of knowledge through interactive, communicative tasks. Examples include role-plays simulating professional meetings, negotiations, interviews or social interactions, where students should adopt appropriate speech strategies and non-verbal behavior according

to the cultural context. For example, a role-play can simulate a cross-cultural business meeting where students negotiate requiring the application of culturally appropriate politeness strategies and persuasive techniques. Another operational exercise can involve collaborative problem-solving topics such as sustainable development projects, where students communicate effectively, respecting cultural differences. Such exercises encourage active participation, adaptability and real-time decision-making, that is essential for development sociocultural competence.

Motivational tasks aim to engage students' interest and motivation for cultural exploration. They can include creative projects, gamified tasks, debates. For example, students can create a multimedia presentation about cultural traditions in different countries, design a virtual workshop, participate in interactive online games that require a collaboration with peers abroad. Motivational exercises enhance engagement and promote curiosity, empathy and cross-cultural reflection helping students internalize cultural values and attitudes.

The systematic use of authentic materials strengthens the connection between ESP classes and students' prospective professional practice. Business correspondence, technical manuals, legal documents, and company websites expose learners to authentic discourse patterns, professional vocabulary, and culturally determined communication conventions, including appropriate levels of formality and interactional norms.

Their effectiveness increases when combined with activities requiring interpretation and practical application, such as analysing professional websites, observing interviews, and participating in workplace-based role-plays. These activities enable students to transfer linguistic and sociocultural knowledge to contexts that approximate authentic professional communication.

Sociocultural competence is therefore an integral dimension of communicative competence, enabling students to adapt their linguistic behaviour to the social and cultural conventions of the target environment. The integration of authentic materials and professionally oriented tasks consequently supports the development of both linguistic accuracy and culturally appropriate communication in international professional contexts.

Conclusions. The present study has examined the theoretical and methodological foundations of the development of students' sociocultural competence in ESP classes. The findings confirm that sociocultural competence is an essential component of foreign language communicative competence, enabling students

to interpret cultural norms, understand sociocultural phenomena, and participate effectively in professional intercultural communication.

The study has shown that sociocultural competence comprises interconnected elements, including sociolinguistic, country studies, and linguocultural competence. Together, these components support the development of learners' ability to use a foreign language appropriately within diverse cultural and professional contexts.

The results also indicate that the development of sociocultural competence is most effective when organized through a structured, stage-based approach,

progressing from familiarization with sociocultural concepts to their independent interpretation and practical application in authentic communicative situations. The use of informational, operational, and motivational tasks, together with authentic materials, enhances students' cultural awareness, communicative skills, and engagement in the learning process.

Overall, the development of sociocultural competence should be regarded as an integral objective of ESP classes, as it strengthens not only language proficiency but also students' readiness for successful professional interaction in multicultural environments.

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