

Материал поступил в редакцию: 22.02.2018

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МУЗЫКА МЕКТЕБІНДЕ ОҚИТЫН ОҚУШЫНЫҢ ОТБАСЫ МЕН ПЕДАГОГ-МУЗЫКАНТ АРАСЫНДАҒЫ БІРЛЕСКЕН ӨЗАРА ҚАРЫМ-ҚАТЫНАС

Бұл мақалада балалар музыка мектебінің тәрбиеленушілерінің отбасы мен педагог-музыкант арасындағы бірлескен іс-әрекетте және ынтымақтастықта жұмыс атқару туралы баяндалады.

Ұсынылып отырған жұмыста, балалар музыка мектебінің іс-тәжірибеге бай белгілі педагог-музыканттар мен психологтардың, музыкалық-педагогикалық процесті және отбасы мен педагог, бала арасындағы қарым-қатынасты нығайтуға арналған педагогикалық іс-әрекеттері көрсетіледі.

Аталмыш мақала балалар музыкалық мектебінің оқытушыларының кәсіби педагогикалық қызметіне көмектесуге бағытталған.

Мақаланың мәнін ашатын сөздер: балалар музыкалық мектебі, ата-аналар, бала, музыкант-педагог, музыкалық сабақтар.

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INTERACTION AND COOPERATION OF A TEACHER-MUSICIAN WITH THE FAMILY OF A CHILD STUDYING AT A MUSIC SCHOOL

The article is devoted to the questions of cooperation and interaction of the teacher-musician with the family of the student of music school. The proposed work outlines the rich experience of well-known music teachers of leading children's music schools and psychologists, aimed of improving the music and educational process and establishing close cooperation between the teacher, the child and his family. The purpose of the article is to help teachers of children's music schools in their professional pedagogical activities.

Keywords: children's music school, parents, child, teacher-musician, music lessons.

УДК 371:351.851

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**STUDY ON THE PROBLEM SOCIAL COMPETENCE
AS A COMPONENT OF COMMUNICATIVE COMPETENCE**

Abstract

This article reveals the essence of the concept of "socio-cultural competence" as one of the components of communicative competence, as a body of knowledge about the target language country, national and cultural features of the social and verbal behavior of native speakers and the ability to properly use these knowledge and skills in the process of verbal interaction, respecting the customs and traditions, rules of conduct, etiquette rules, taking into account the social conditions and behavior patterns of native speakers.

*The different interpretations of the concept of "socio-cultural competence".
The structure of social competence in scientific research.*

The importance of the formation of competence in the work of many researchers, since the development of social competence plays a special role in the modern world, where there is rarely exacerbated inter-ethnic relations.

The socio-cultural competence involves a willingness and ability to live and interact in today's multicultural world.

Keywords: *competence, communicative competence, sociocultural competence, formation, cross-cultural communication.*

Many scientists of different fields of science were engaged in studying and forming the sociocultural competence: in the field of philosophy – A.Ya. Flier, O.I. Karpukhin, O.N. Astafieva, O.A. Zakharova, A.P. Sadokhin, I.V. Kondakov, A.V. Kostina; in the field of linguistics – Jan van Eck, V.V. Safonova, P.V. Sysoev, I.L. Bim, G.V. Elizarova, G.A. Vorobiev, N.D. Gal'skova, V.G. Kostomarov, G.S. Ter-Minasova, R.K. Minyar-Beloruhev, E.M. Vereshchagin; in the field of pedagogy – I.A. Zimnyaya, A.V. Khutorskoy, Z. Hutmakher, A.E. Rakhimova, A.A. Verbitsky, S.E. Chekhova, G.A. Vorobyev, T.A. Zhukova, I.K. Yartseva.

The term "sociocultural competence" as defined by O.V. Afanasyeva means the aspiration and ability of the learner to create his own intercultural interaction, relying on the knowledge of the people's culture of the country of the studied language, its traditions and customs, mentality, and compare these cultures, see the general and the differences in them, be able to explain these differences to the adherents of other civilizations.

The notion of "sociocultural competence" in accordance with the studies of John Trim and Jan van Eck is "one of the components of communicative competence and implies the ability to interact in situations of daily life, the establishment and maintenance of social contacts with the help of a foreign language" [1].

The position and interpretation of the definition of "sociocultural competence" is identical and presented in the studies of V.V. Safonova, P.V. Sysoeva, G.V. Elizarova, who analyzed it as "a complex of specific knowledge, skills, abilities, qualities, capabilities and properties created in the process of formal or informal language preparation for intercultural communication" [2], [5], [6].

According to the new vocabulary of methodological terms and concepts, "sociocultural competence is defined as a complex of knowledge about the state of the language being studied, the national and cultural characteristics of the social and speech behavior of speakers of a given language, and the ability to use this knowledge in the process of communication, taking into account customs and traditions, observing the rules and norms of behavior, universally recognized measures of etiquette, guided by the principles of social conditions and stereotypes of behavior of the speakers of the language being studied" [4].

There is a very interesting opinion of N. G. Muravieva, which characterizes socio-cultural competence in the article "The concept of sociocultural competence in modern science and educational practice" as "an integrative characteristic of the individual, implying knowledge of various social and civilized areas, including the ability and willingness to interact with other people in different intervals of existence, relying on their own semantic experience, providing the ability to use information resources for the meaning-creating activity in the information space" [3].

Being the predominant part of the language training system, social and cultural education guarantees:

- development of the worldview and attitude of students, national self-awareness, citizenship;
- training to the ethics of adequate discussion communication and the ethics of speech interaction with speakers, who hold different perceptions, views, beliefs, ideals and belonging to different faiths.

Socio-cultural competence in its composition is multicomponent. This is evidenced by the following studies of scientists.

Many scholars characterized socio-cultural competence as a complex formation (phenomenon) of communicative competence, consisting of four parts:

- 1) the cognitive component is the knowledge of the content of the competence;

2) the motivational component is the desire and willingness to display competence;
3) the value-semantic component is the relation to the contents of the competence and the object of its addition;

4) behavioral (behavioristic) component is the experience of manifestation of competence.

N.G. Muravyova identified the components that make up the socio-cultural competence:

- 1) cognitive-information;
- 2) the sense-forming-axiological;
- 3) communicative activity.

In the studies of V.V. Safonova and P.V. Sysoyeva presents the essence and content of socio-cultural competence, consisting of four parts:

1) sociocultural knowledge, i.e. information about the country of the studied language, internal spiritual values and cultural traditions, customs, features and specifics of the national mentality;

2) experience of communication, i.e. the choice of an acceptable style of communication, the correct interpretation of the phenomena of the culture of the language being studied;

3) the attitude of the individual to the facts of a culture speaking another language, i.e. the ability to overcome and resolve sociocultural conflicts arising from the speech interaction of people;

4) Possession of ways and ability to use language, i.e. the competent use of linguistic units in speech during speech interaction with representatives of a particular culture, susceptibility to similarity and differences between native and foreign-speaking phenomena.

M.A. Bogatyreva, E.M. Vereshchagin, V.G. Kostomarova, N.A. Ignatenko, G.D. Tomakhin, G.V. Vorobyov, I.L. Bim, N.D. Gal'skova, G.V. Elizarova singles out such components of socio-cultural competence as:

- 1) a linguistic-cultural component;
- 2) the culturological component;
- 3) sociolinguistic component;
- 4) socio-psychological component

The first component explores lexical units with socio-cultural semantics and teaches them to use them in situations of verbal intercultural interaction.

The second component assumes a socio-cultural, historical and cultural, ethno-cultural background, knowledge, representation and acceptance of traditions, customs of the people of the language being studied, information about the national character, the features of everyday life, and the level of the well-being of the population, key values and standard estimates for members of the society, about ethics and norms of behavior.

The third component explores the linguistic features of representatives of different social strata, generations, sexes, social groups, dialects: speech standards, situational and communicative patterns, the structure of speech etiquette, and speech behavior models.

The fourth component means the possession of socially and civilized-predefined scenarios, national-specific models of behavior using communicative techniques established in a given culture.

Thus, it can be concluded that every component that is part of the structure of sociocultural competence is a significant importance and plays an important role in its development.

The problem of the formation of socio-cultural competence today is relevant, as it is inextricably linked with the educational task of education, since the formation of a new formation in the person of a new formation of a sense of patriotism and tolerance, a sense of responsibility and civic position depends on the solution of this task.

The essence of sociocultural competence is revealed through the consideration and refinement of the content component, i.e. knowledge and skills that are to be learned and formed within the framework of its formation.

This knowledge includes:

- knowledge of social and cultural life,
- cognition and experience of one's own and other culture,
- knowledge of native and foreign languages,
- the ability to recognize and analyze the situation, give it an adequate assessment,

- find ways to solve problems,
- to achieve the set goals.

The formation of sociocultural competence as the ability to understand and accept a different culture becomes a necessary condition for successful communication in the present society.

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Article received by the editorial office: 14.02.2018

**БРИМЖАНОВА, К.Ш., ИВАНОВА, Е.Н., АМИРХАМЗИНА, Ж.А.
К ВОПРОСУ ИЗУЧЕНИЯ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ КАК КОМПОНЕНТА
КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ**

В данной статье раскрывается сущность понятия «социокультурная компетенция» как одного из компонентов коммуникативной компетенции, как совокупность знаний о стране изучаемого языка, национально-культурных особенностях социального и речевого поведения носителей языка и способность грамотно пользоваться этими знаниями и умениями в процессе речевого взаимодействия, соблюдая обычаи и традиции, правила поведения, нормы этикета, учитывая социальные условия и стереотипы поведения носителей языка.

Приведены различные трактовки понятия «социокультурная компетенция». Рассмотрена структура социокультурной компетенции в исследованиях ученых.

Отмечена важность формирования данной компетенции в трудах многих исследователей, поскольку развитие социокультурной компетенции играет особую роль в современном мире, где не редко обостряются межнациональные отношения.

Социокультурная компетенция подразумевает готовность и умение жить и взаимодействовать в современном поликультурном мире.

Ключевые слова: *компетенция, коммуникативная компетенция, социокультурная компетенция, формирование, межкультурное общение.*

**БРИМЖАНОВА, К.Ш., ИВАНОВА, Е.Н., АМИРХАМЗИНА, Ж.А.
ӘЛЕУМЕТТІК-МӘДЕНИ ҚҰЗЫРЕТТІЛІКТІ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІК
КОМПОНЕНТІ РЕТІНДЕ МЕНГЕРУ**

Бұл мақалада «әлеуметтік-мәдени құзыреттілік» тіл тасымалдаушының елі туралы ақпаратты, әлеуметтік және сөз қолдануының ұлттық-мәдени ерекшеліктерін және салт-дәстүр мен әдеп-ғұрыпты, этикет нормаларын сақтай отырып, тіл тасымалдаушының әлеуметтік жағдайы мінез-құлық стереотиптерін ескеріп тіл табысуда сол ерекшеліктерді қолдануды қамтитын коммуникативтік құзыреттілік компонентінің бірі ретінде қарастырылады.

«Әлеуметтік-мәдени құзыреттілік» түсінігінің әртүрлі мағынасы келтіріледі. Ғалымдар зерттеулеріндегі әлеуметтік-мәдени құрылымы қарастырылған.

Аталмыш құзыреттілікті қалыптастырудың маңыздылығы көптеген ғалымдардың еңбектерінде атап өтілді, себебі әлеуметтік-мәдени құзыреттіліктің дамуы ұлтаралық қатынастар жиі ишеленісетін қазіргі заманғы әлемде ерекше рөл атқарады.

Әлеуметтік-мәдени құзыреттілік заманауи мәдени әлемде өмір сүруге және өзара әрекеттесуге дайындық пен қабілеттілікті аңғартады.

Мақаланың мәнін ашатын сөздер: *құзыреттілік, коммуникативтік құзыреттілік, әлеуметтік-мәдени құзыреттілік, қалыптастыру, мәдениетаралық қарым-қатынас.*