Sociocultural competence development among master's students as a part of "The Culture of Romano-German Countries" course

Desenvolvimento de competências socioculturais entre estudantes de mestrado como parte do curso «A Cultura dos Países Romano-Germânicos»

Desarrollo de la competencia sociocultural entre estudiantes de maestría como parte del curso "La Cultura de los Países Romano-Germánicos"

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ABSTRACT
The objective of the research is to examine the features of socio-cultural competence and its development among master students studying a second foreign language. To reach the objective, the following tasks should be solved: to define socio-cultural competence, to analyze its components / its content; to analyze an example of a training course for master students, in which the formation and development of socio-cultural competence is expected; to conduct a survey among students; to analyze the empirical data obtained; to make a conclusion about the degree of awareness / understanding of the need to develop socio-cultural competence when learning a (second) foreign language. The proposed study is theoretically significant to some degree for methodological science (the section devoted to communicative competence and its components) and is practically valuable since it describes the specific experience of the formation and development of the competence being studied in higher education.
Keywords: Sociocultural competence. Components of sociocultural competence. The content of sociocultural competence. The formation of sociocultural competence. Development of sociocultural competence among undergraduate students.

RESUMO

O objectivo da investigação é examinar as características da competência sociocultural e o seu desenvolvimento entre os estudantes de mestrado que estudam uma segunda língua estrangeira. Para atingir o objectivo, deve-se resolver as seguintes tarefas: definir a competência sociocultural, analisar os seus componentes/conteúdo; analisar um exemplo de um curso de formação para estudantes de mestrado, no qual se espera a formação e desenvolvimento da competência sociocultural; realizar um estudo entre os estudantes; analisar os dados empíricos obtidos; chegar a uma conclusão sobre o grau de consciência/compreensão da necessidade de desenvolver a competência sociocultural ao aprender uma (segunda) língua estrangeira. O estudo proposto é teoricamente significativo até certo ponto para a ciência metodológica (a secção dedicada à competência comunicativa e suas componentes) e tem um valor pratico, porque descreve a experiência específica da formação e desenvolvimento da competência que está a ser estudada no ensino superior.

Palavras-chave: Competência sociocultural. Componentes da competência sociocultural. Conteúdo da competência sociocultural. Formação da competência sociocultural. Desenvolvimento da competência sociocultural entre estudantes de licenciatura.

RESUMEN

El objetivo de la investigación es examinar las características de la competencia sociocultural y su desarrollo entre estudiantes de maestría que aprenden una segunda lengua extranjera. Para alcanzar el objetivo, deben realizarse las siguientes tareas: definir la competencia sociocultural y analizar sus componentes/su contenido; analizar un ejemplo de un curso de capacitación para estudiantes de maestría que implique la formación y el desarrollo de la competencia sociocultural; llevar a cabo una encuesta entre estudiantes; analizar los datos empíricos obtenidos; llegar a una conclusión sobre el grado de concienciación/entendimiento de la necesidad de desarrollar la competencia socioculturales cuando se aprende una lengua extranjera (segunda lengua). El estudio propuesto es teóricamente significativo hasta cierto punto para la ciencia metodológica (la sección dedicada a la competencia comunicativa y sus componentes) y tiene valor práctico, ya que describe la experiencia específica de la formación y el desarrollo de la competencia que se estudia en la educación superior.

Palabras clave: Competencia sociocultural. Componentes de la competencia sociocultural. Contenido de la competencia sociocultural. Formación de la competencia sociocultural. Desarrollo de la competencia sociocultural entre estudiantes de grado.

INTRODUCTION

This article <u>aims at</u> examining the features of the development of socio-cultural competence among undergraduates of the educational program "Foreign languages and intercultural communication" within the course "Culture of the countries of Group". The goal defines the following set of <u>tasks</u> : consideration of the essence of socio-cultural competence, its components / its content; description of the structure of the course "Culture of the countries of the Romano-Germanic Group", studied by students in the second year of study of the master's educational program "Foreign languages and intercultural communication"; the analysis of features of the discipline implementation; conducting the survey among students in order to identify the degree of awareness / understanding of the need to develop socio-cultural competence within the framework of the study course for the second foreign language (German).

The research presented in this article is <u>relevant</u>, because the speech behavior of a speaker in a foreign language is determined by knowledge of national and cultural characteristics of the country of a language being studied.

The article has both <u>theoretical significance</u> and practical value. The first consists in the certain contribution to the theory of methodological science, in particular to the section on communicative competence and its components. <u>The practical value is</u> determined by the description of the experience of implementing the specific discipline in the master's program for students of level A2-B1 who study German as the second foreign language.

Many national and foreign scientists have been engaged in research on the topic of "Socio-cultural competence". Among foreign scientists, it is worth mentioning such authors as R. Lado (1957), G. Neuner (1996), G. Hofstede (1993), J. Sandra (2002), R. Bodine, L. Pauline & P.M. Paul (2021), M.F. Alejandro, M. A. Torres & D. Fernandez (2018), J.S. Lee & B. McChesney (2000), I. Anužienė (2015) and many others. Numerous Russian scientists have devoted their works to the formation and development of socio-cultural competence, for example V.V. Vetrinskaya & T.A Dmitrenko (2017), A. Rakhimova (2017), A. Ivygina, E. Pupysheva & D. Mukhametshina (2019), N.I. Sosnovskaya (2012), Z. I. Nikitenko (2005) and also K.K. Bakytzhankyzy (2020).

METHODOLOGY

Research Plan

This article consists of two parts. In the first part of this article, the authors turn to the consideration of the key concept –sociocultural competence. After that, in the second part, the authors stop on the specific example of the formation of this competence within the course "Culture of the countries of the Romano-Germanic Group". In this part the content of the discipline and the planned learning outcomes are described.

After some review of the content of the curriculum, we will analyse the features of the implementation of the discipline (these include duration of the discipline study, target audience, combination of lectures and seminars, regular reports-presentations, discussion after each report, ongoing monitoring, etc.). As an example we will take one if the topics exactly "Die Reformation" (the reformation).

In the last part of this article, we would like to analyze the usefulness, expediency and necessity of the course "Culture of the countries of the Romano-Germanic Group" from the point of view of the master student. For this purpose, we will conduct the small survey among students and ask them some questions regarding the course. At the end of the article, we will summarize the results of our research and summarize the work.

Literature Review

Effective Foreign Language Teaching has an obvious appeal among scholars. Early research argued the culture aspects should be included to the program of teaching foreign languages (Lado, 1957; Neuner, 1996). Nowadays there is a volume of published studies describing the role of socio-cultural competence while teaching foreign languages.

Vetrinskaya and Dmitrenko (2017) based on the study by Hofstede (1993) demonstrated that even a deep knowledge of a foreign language does not exclude misunderstandings and conflict situations while interacting with native speakers. Thus, the authors proofed there is an urgent need for students to prepare for effective intercultural communication in the educational institution. The student should know the culture, understand the nature of intercultural misunderstandings, develop practical skills, which, in conjunction, allow comprehensively understanding representatives of other cultures and adequately perceiving and understanding the verbal and non-verbal communication. The research used the descriptive analysis of sources and documents revealed that the formation of socio-cultural competencies through teaching and learning is characterized by features such as social skills, social perception, self-awareness, attribution,

communication with peers, cultural sensitivity, cultural awareness, cultural knowledge (Anužienė, 2015).

Over the past decades, most research have emphasized on introducing socio-cultural competencies in educational institutions when teaching foreign languages including English (Nikitenko, 2005; Savignon & Sysoyev, 2002), Chinese (Sosnovskaya, 2019), Russian (Ivygina et al., 2019), French (Torres et al., 2018) languages. Sandra and Sysoyev (2002) made an attempt to introduce the concept of socio-cultural competence to schoolchildren and examine the benefits of teaching the strategies for coping with specific social and cultural situations. As a result, the method of teaching socio-cultural strategies for high school students learning English as foreign language was developed. The following research focused on developing intercultural competencies of teachers of initial vocational education (Bodine et al., 2021). Although the articles present the great overview on the essential professional development aspects aiming to socio-cultural competences and intercultural communication, the research seem not to be sufficient to clarify what forms and characteristics effectively impact on the student results and classroom practices.

Moreover, there have been a great number of investigations into the components that should be included in the program of teaching socio-cultural competencies. After reviewing the existing approaches, the author suggested a list of aspects the program should contain. There are cultural, linguistic and regional studies, socio-psychological, sociolinguistic, linguistic, informational and communicational aspects (Rakhimova, 2017, p. 7). Lee and McChesney (2000) claimed that the use of discursive rating technology and role plays could help students to go beyond the sample expressions in order to convey the subtleties of the language best suited to the communicative context. Ivygina et al. (2019) demonstrated that local history texts increase the interest among students to intercultural communication, enhance the respect for customs and traditions of other cultures, deepen the knowledge of norms and values of native and foreign cultures. The method using poems and songs is also an important component in the process of studying foreign language aiming to develop sociocultural competence of students. (Bakytzhankyzy, 2020).

However, the majority of the work on socio-cultural competencies can be characterized by a narrow focus, particularly with regard to the structure of the program teachers might follow while teaching socio-cultural competence.

RESULTS

This paragraph is devoted to the description of the main results of the study.

First, the authors formulated the definition of the Socio-cultural competence. It is the component of communicative competence; the body of knowledge about the realities of the country of the target language, national and cultural characteristics of the social and speech behavior of native speakers; the ability to apply this knowledge in the practice of communication and observe specific customs, norms of etiquette, rules and stereotypes of behavior.

The authors have also established its structure and described them. Sociocultural competence includes several components: linguistic and cultural, sociolinguistic, socio-psychological and cultural.

Besides the question "what is theoretically the process of formation the Socio-cultural competence" is answered. The authors also focused on the consequences of the absence or insufficient formation of socio-cultural competence.

To consider the process of working on the formation and development of socio-cultural competence, we chose the course "Culture of the countries of the Romano-Germanic Group" and described its content and planned learning outcomes, which are presented in the table below.

Table 1. Content and planned learning outcomes of the course "Culture of the countries of the Romano-Germanic Group".

Content	Planned learning outcomes
Einleitung **Geografische Lage. Landschaft. Klima. Oberfläche**	- knows how to talk about the geographical position of Germany and its landscape zones - knows the peculiarities of the climate **Additionally (**searches for information and presents it in the form of the presentation - famous landscapes / rivers / lakes, etc. of Germany, the legends associated with them.
Geschichte Deutschlands	
Topic 1 **Germanen. Frankenreich. Karl der Große.** • Allgemeines über die Germanen zu Beginn unserer Zeitrechnung. Germanische Stämme. • Der Kampf Germanen und Römern. Die Schlacht im Teutoburger Wald. Der Einfluss der Römer auf die Germanen. • Frankenreich als erster Schritt zur Herausbildung der deutschen Nation. Frankenreich unter Chlodwig. • Karl der Große. Seine Rolle in der deutschen Geschichte. • Ursachen des Zerfalls des fränkischen Reiches unter Karls Nachfolgern, seinen Enkeln.	- knowns general information about Germanic tribes at the beginning of our chronology - knows how to talk about the confrontation of Germanic tribes with the Romans, the battle in the Teutoburg forest, about the influence of the Romans on the Germans - knows about the formation of the Frankish Empire and the beginning of the formation of the German nation - knows about the role of the Frankish king Charlemagne. major - knows how to name the reasons for the collapse of the Frankish Empire during the reign of the descendants of Charlemagne **Additionally** (searches for information and presents it in the form of the presentation) - the life of the ancient Germans - the language of the ancient Germans - the famous Frankish kings
Topic 2 **Die Entwicklung der feudalen Verhältnisse in Deutschland** • Kampf zwischen der Zentralgewalt (König) und den Partikulargewalten (Fürsten, Hochadel, Kirche). • Das Rittertum. Seine positive und negative Rolle in der deutschen Geschichte. • Die Kreuzzüge im 11-13. Jahrhundert. • Handwerkerzünfte und Kaufleutegilden. Die Hanse.	- knows about the struggle of the central government (king) with parochialism (princes, clergy) - knows how to tell about the origin of knighthood, knows the positive and negative role in German history - knows about the crusades of the 11-13th centuries, knows how to name their causes and consequences - owns information about city craft workshops and trade guilds - Handwerkerzünfte und Kaufleutegilden. Die Hanse **Additionally** (searches for information and presents it in the form of the presentation) - knightly culture / knightly virtues - rite of passage into knighthood - courtly literature
Topic 3 **Die Reformation. Der Bauernkrieg. Der 30-jährige Krieg.** • Humanismus und Renaissance in Deutschland. • Die Reformation.	- is able to characterize the periods of humanism and the Renaissance in Germany - knows the concept of the Reformation - knows how to talk about the activities of Martin Luther - knows the reasons for the peasant war of 1525, its main points and consequences

• Der Bauernkrieg 1525. • Der Dreißigjähriger Krieg.	- possesses information about the causes of the 30-year war, its main points and consequences **Additionally** (searches for information and presents it in the form of the presentation) - reflection of the 30-year war in Brecht's work "Mutter Courage und ihre Kinder" - life and work of Martin Luther
Topic 4 **Die Epoche der Absolutismus in Deutschland. Friedrich II.** • Der Begriff und das Wesen des Absolutismus. • Die politische Zersplitterung Deutschlands. Absolutismus in den deutschen Staaten. • Der Aufstieg Brandenburg-Preußens (1640-1688). • Die deutsche Aufklärung. • Der Aufstiegs Preußens zur Großmacht unter Friedrich dem Großen.	- knows the concept and essence of absolutism as the state system - knows how to tell about the era of the fragmentation of Germany - owns information about Brandenburg-Prussia - the origin and dawn of the German principality (1640-1688) - knows the concept and main features of the Age of Enlightenment in Germany - knows the peculiarities of the formation of Prussia as the great empire during the reign of Frederick the Great **Additionally** (searches for information and presents it in the form of the presentation) - the personality of Frederick the Great - the domestic and foreign policy of Prussia under Frederick the Great
Topic 5 **Deutschland von der Revolution 1848 bis zur Reichsgründung 1871** • Revolutionäre Gährung in Deutschland in der zweiten Hälfte des 19.Jahrhunderts. • Berlin als Höhepunkt der Revolution 1848. • Internationale Situation um die Wende der 50-er Jahre. • Die Reichsgründung unter Otto Bismarck, 1871 • Die Innen- und Außenpolitik von Bismarck.	- knows the peculiarities of the pre-revolutionary situation in Germany in the second half of the 19th century. - knows how to talk about Berlin - as the center of the revolutionary movement in 1848 - knows the specifics of the international situation in the mid-50s of the 19th century. - knows the main points of the formation of the empire during the reign of Otto von Bismarck in 1871 - knows how to describe Bismarck's domestic and foreign policy **Additionally** (searches for information and presents it in the form of the presentation) - the personality of Otto von Bismarck - world economic crisis of 1857

Topic 6
Die deutsche Arbeitsbewegung. Die Gründung der sozialdemokratischen Partei Deutschlands.
    • Industrialisierung Deutschlands und Anfänge der Arbeitsbewegung.
    • K. Marx und seine Stellungnahme zur Arbeiterfrage.
    • Arbeitervereine und Gewerkschaften als Gründung der späteren Entstehung der
	- knows the features of the period of industrialization in Germany
	- knows how to tell about the beginning of the labor movement in Germany
	- knows how to analyze the position of K. Marx on the labor question
	- talks about workers' unions and trade unions as the basis of workers' parties in Germany
	- knows the principles of founding the first workers' parties of Lassalle and Bebel.
	- owns information about the founding and development of the SPD party
	Additionally (searches for information and presents it in the form of the presentation)
	- the personality of K. Marx, his activities

Arbeiterparteien in Deutschland. • Aufbauprinzipien der erste Arbeiterparteien von F.Lassalle und A.Bebel. • Die Gründung und Entwicklung der SPD.	- personality and activity of F. Lassalle and A. Bebel
Topic 7 **Der I. Weltkrieg** • Europa zu Beginn des 20.Jahrhunderts. Das Ringen der Großmächte um die Endgültige Aufteilung der Welt. • Die Krise auf dem Balkan. • Anlass, Beginn und Verlauf des Krieges. • Friedensvertrag von Versailles vom 28.Juni 1919.	- knows the features of the development of Europe at the beginning of the 20th century - knows how to tell about the struggle of the powers for the division of the world - has information about the crisis in the Balkans - knows how to describe the reason, the beginning, the course of the war - knows how to talk about the Versailles Peace Treaty on July 28, 1919 **Additionally** (searches for information and presents it in the form of the presentation) - the political situation in Great Britain on the eve of the First World War - the political situation in Russia on the eve of the First World War - the political situation in Austria and Italy on the eve of the First World War
Topic 8 **Die Novemberrevolution in Deutschland 1918** • Die Situation in Deutschland im Herbst 1918. • Die Matrosenmeuterei in ganz Deutschland. • Zusammenbruch des deutschen Kaiserreichs	- knows how to describe the situation in Germany in the fall of 1918 - knows the basic facts about the sailor riot in Germany - knows how to name the reasons for the fall of the German Empire and its consequences **Additionally** (searches for information and presents it in the form of the presentation) - key personalities of the November revolution of 1918
Topic 9 **Weimarer Republik** • Die Gründungssitzung der Nationalversammlung 1919. Die Weimarer Reichverfassung. • Der Kapp-Putsch und seine Folgen. • Das wirtschaftliche Chaos in Deutschlands und die Weltwirtschaftskrise 1929. • Ursachen des Untergangs der Weimarer Republik.	- knows how to talk about the founding of the national assembly in 1919. - knows about the adoption of the constitution of the Weimar Republic - can name the reasons for the putsch and its consequences - knows about the causes of the economic crisis of 1929. - knows how to describe the reasons for the fall of the Weimar Republic **Additionally** (searches for information and presents it in the form of the presentation) - reflection of the events of the period in question in literary works (e.g. E.-M. Remarque "Three Comrades")
Topic 10 **Der Nationalsozialismus in Deutschland.** **Der II. Weltkrieg.** • Das Wesen des Nationalsozialismus.	- knows the essence of National Socialism, its main ideas - knows how to tell about Hitler's rise to power - knows the details of the fascist aggression of the period before 1939 (the intervention in Spain, the annexation of

• Nationalsozialistische Ideen. Hitlers Machteintritt. • Faschistische Aggressionen bis zum Frühjahr 1939. • *Die Intervention in Spanien* • *Der Anschluss Österreichs* • *Das Münchener Abkommen und die Annexion der Tschechoslowakei.* • Überraschungsangriff auf die Sowjetunion. • Entscheidungsschlachten im Verlauf des Krieges und Zusammenbruch des Dritten Reiches. • Der deutsche Widerstand.	Austria, the Munich Agreement, the seizure of Czechoslovakia) - knows how to describe the main moments of the attack of Nazi Germany on the Soviet Union - knows about the main battles of World War II and the fall of the Third Reich **Additionally** (searches for information and presents it in the form of the presentation) - biography and political career of Adolf Hitler - the political situation in the USSR on the eve of the World War II
Topic 11 **Die Potsdamer Konferenz. Die Spaltung Deutschlands.** • Gemeinsame Beschlüsse der Anti-Hitler-Koalition. • Die Potsdamer Konferenz. • Verwirklichungswege der Beschlüsse der Potsdamer Konferenz in den Besatzungszonen. • Die Entstehung der beiden deutschen Staaten.	- knows how to talk about the decision of the anti-Hitler coalition - knows how to report on the Potsdam Conference, its decisions regarding the occupation zones and the ways of their implementation - describes the emergence of the German Democratic Republic and the Federal Republic of Germany. **Additionally** (searches for information and presents it in the form of the presentation) - the first head of state in the Federal Republic of Germany, governing bodies, constitution - the first head of state in the German Democratic Republic, governing bodies, constitution
Topic 12 **Die BRD und die DDR in der Jahren 1949-1989** Die BRD in ihrer 50-jähriger Entwicklung Die DDR von der Gründung bis 1989 Die deutsch-deutschen Beziehungen	- knows the main events of the 50-year history of the Federal Republic of Germany **Additionally** (searches for information and presents it in the form of the presentation) - presentation of 2-3 events in detail - knows the main events of the history of the German Democratic Republic from the moment of its foundation until 1989. **Additionally** (searches for information and presents it in the form of the presentation) - presentation of 2-3 events in detail - knows about the peculiarities of relations between the German Democratic Republic and the Federal Republic of Germany in the period from 1949 to 1989 **Additionally** (searches for information and presents it in the form of the presentation) - features of everyday life and cultural life in the Federal Republic of Germany - features of everyday life and cultural life in the German Democratic Republic
Topic 13 **Die Vereinigung Deutschlands.**	- knows how to describe the events preceding the unification of Germany

Im Vorfeld der Vereinigung Innenpolitische Probleme des Zusammenwachsens für die BRD und die DDR. Internationale Aspekte der Vereinigung Deutschlands.	**Additionally** (the search for information and presents it in the form of the presentation) - economic and social problems of the German Democratic Republic on the eve of unification - knows about the internal political problems of the united Germany **Additionally** (the search for information and presents it in the form of the presentation) - life and biography of Helmut Kohl - is able to describe the significance of German unification in the aspect of international relations **Additionally** (the search for information and presents it in the form of the presentation) - features of international relations of the united Germany and Russia in the early 90s.
Topic 14 **Bundesländer der BRD** • Geografische Lage. Fläche. Bevölkerung. • Wappen. Kurze Geschichte. • Das Bundesland heute. • Landeshauptstadt. Großstädte des Bundeslandes. Ihre Sehenswürdigkeiten. • Hervorragende Persönlichkeiten des Bundeslandes. • Traditionen (traditionelle Feste / über die Trachten). Küche. • Sprache (Mundart). Humor.	- knows how to talk about the federal states geographic location, area, population history state emblem current situation the capital, major cities and their attractions **Additionally** (the search for information and presents it in the form of the presentation) - prominent figures - traditions, holidays - kitchen - dialect - humor
Kultur Deutschlands	
Topic 1 **Kulturelle Vielfalt** • Der Kulturföderalismus. • Der deutsche Kulturrad. • Kulturelle Mittlerorganisationen.	- knows how to explain the essence of the concept of "Federalism in the field of culture" - knows how to talk about the peculiarities of the political coordination of the Federation's activities in the field of cultural policy (Minister of State for Cultural Affairs) - knows about the federal fund of culture and its functions **Additionally** (the search for information and presents it in the form of the presentation) - Minister of State for Cultural Affairs: personality, biography
Topic 2 **Die Literatur Deutschlands.** • Der Neubeginn nach 1945. • Zwischen Sozialkritik und Konkreter Poesie. • Die 68-er Jahre. • Die Literatur in der BRD. • Neue Tendenzen.	- knows how to talk about new trends in literature after 1945 to the present - knows the features Zwischen Sozialkritik und Konkreter Poesie. Die 68-er Jahre. Die Literatur in der BRD. Neue Tendenzen. Literaturpreise.

• Literaturpreise. • Buchmesse.	Buchmesse. **Additionally** (the search for information and presents it in the form of the presentation) - book market and book fairs - Nobel laureates in literature - life and biography of Gunther Grass, his novel "Tin Drum" - life and biography of Thomas Mann, his novel "Buddenbrooks" - young authors (Judith Hermann et al.)
Topic 3 **Die bildenden Künste.** • Entwicklung seit 1945. • Sozialistischer Realismus. • Die Künstler von heute. • Kunstförderung und neue Medien.	- knows how to talk about new trends in the field of visual arts after 1945 to the present (new German miracle) - modern cultural figures **Additionally** (the search for information and presents it in the form of the presentation) - life and biography of the contemporary artist Gerhard Richter - famous contemporary artists - Neo Rauch - number one among the "Young German Artists" - documenta - the world's leading contemporary art exhibition in Kassel
Topic 4 **Theater und Musik.** • Die Bühnen. • Der Spielplan. • Die Festspiele. • Popmusik.	- knows the main stages of development of the German theater - modern theater stage - modern festivals - modern musical culture **Additionally** (searches for information and presents it in the form of the presentation) - famous theaters in Germany Talia Theater (Hamburg) Berliner Ensemble (Berlin) Munchner Kammerspiele (Munich) - genius of directing - Peter Stein - the outstanding director of the European theater - theater director - Klaus-Michael Gruber - Pina Bausch and her dance theater in Wuppertal - life and biography of the violin virtuoso, Anne-Sophie Mutter - life and biography of Karlheinz Stockhausen, composer of serial and electronic music - "Days of Music" in Donaueschingen - the festival of contemporary musical creativity - "Biennale" - Munich Philharmonic Orchestra under the leadership of Christian Thielemann
Topic 5 **Die Filmkunst** • Der jüngste deutsche Film. • Das Kino in der DDR. • Gegenwärtige Tendenzen. • Kinos. Festivals und Filmförderung.	- knows the main trends in modern German cinema - knows how to talk about cinematography in the German Democratic Republic - knows how to describe current trends in German cinema - knows how to talk about modern film festivals

	Additionally (searches for information and presents it in the form of the presentation) - modern filmmakers - modern actors (Moritz Bleibtreu, etc.) - "Berlinale" - Everyday life of East Germany in the films of Andreas Dresen - Oliver Hirschbiegel and his historical drama about Hitler "Sunset" - Wolfgang Becker and his tragicomedy "Goodbye Lenin"
Topic 6 **Feste und Bräuche**	- knows how to talk about the most significant holidays in Germany Christmas Easter Carnival Oktoberfest **Additionally** (searches for information and presents it in the form of the presentation) - unusual holidays and customs
Topic 7 **Wiederholung**	- repetition of material on the topic

Notes:
1. Material for preparation for seminars - see the list of references (Germany, n.d.; Grundlinien der deutschen Geschichte, 1989; Klyueva, 2006; Koshkina et al., 2013; Tatsachen über Deutschland, 2000).
2. As forms of control within each topic, vocabulary dictation for key terms, "chronological dictation" (event - date), oral monologue statement (message / presentation; types - individual, pair, group) are used.

After that the authors considered the features of the implementation of the discipline:

1. the shortened course of study of the discipline;

2. target audience - students with language proficiency level A2-B1, for whom German is the second foreign language;

3. combination of lectures and seminars in the volume - two academic hours per week;

4. the need for regular (once every two weeks) preparation of reports-presentations on the additional topic;

5. obligatory discussion after each report;

6. the need for regular study of theoretical material on each topic, active work in practical classes, repetition of what has been passed and preparation for current control, the main forms of which are dictionary dictations for key terms, "chronological dictations" for correlating events and dates.

Next, the authors focused on the consideration of a specific topic - the Reformation - and described the stages of work on it (these steps will be described in the next part "Discussion"). Work on other topics was lined up in the similar way. The prerequisite was the attraction of authentic material, which helped to learn not only the essence of significant events from the history of the country, but also revealed the cultural and national characteristics of the country of the target language.

A significant result of the conducted research can be considered the opinion of master's degree students (all students who attended the course in the 2020-2021 academic year were interviewed) obtained during the interview about the expediency of the course "Culture of the countries of the Romano-Germanic Group". The students were asked, *what did they study in the course "Culture of the countries of the Romano-Germanic Group", what new did they learn in this course, why was this course difficult and interesting for them, what would they like to take as part*

of the course "Culture of the countries of the Romano-Germanic Group", if they would you like to know more about the culture and history of Germany, why do they think they need to get acquainted with the culture of the country you are studying and if do they know what is sociocultural competence?

The students' answers were grouped into 5 groups and presented in the form of the following table (the analysis of the respondents' responses is presented below in the part "Discussion"):

Table 2. The opinion of master's degree students of the course "Culture of the countries of the Romano-Germanic Group".

	group 1	group 2	group 3	group 4	group 5
1. What did you study in the course "Culture of the countries of the Romano-Germanic Group"?	Studied the history, geography and culture of Germany.	The history of the origin of the Germanic tribes, their development, the formation of states and culture, personalities of key hysterical figures.	They studied the history of the Germanic tribes, their struggle with the Romans, the influence of the Romans on the life of the Germans.	We studied the history of Germany, it seemed typical for many European countries.	Geography and history of Germany.
2. What new did you learn in the course "Culture of the countries of the Romano-Germanic Group"?	Got the idea of the historical formation of the German nation, learned about the peculiarities of the geography of Germany. Got acquainted with the works of German writers and poets.	A lot of new things from both history and culture, the scattered knowledge that was available before the start of the course was systematized.	Everything was new to me.	About the Germanic tribes, their large number.	Some geographical features and unique natural attractions of Germany, the historical foundations of the formation of the German nation.
3. Why was this course difficult for you?	The course was feasible. The complexity was concentrated in the adaptation of German unadapted sources (websites, books) in the preparation of	Sometimes there were many new words, but it was interesting to learn them	Because I haven't studied them before	It was not difficult, it was interesting	The difficulty was in translating the texts into historical subjects, since there were many unfamiliar words.

	projects and presentations.				
4. Why was this course interesting for you?	It was interesting to study German myths and poems, listen to presentations of classmates' projects.	A large amount of information was presented rather briefly, which made it possible to study the lot of material on history and culture, it was also interesting to listen to the presentations of classmates	Because I didn't know before	The material was quite comprehensible, teachable and there was no "cumbersome" information	It was interesting to look at the cultural characteristics of Germany in the historical context, the preparation of the presentations made it possible to get acquainted in more detail with the facts of the history of the country.
5. What would you like to take as part of the course "Culture of the countries of the Romano-Germanic Group"?	Overview of regional characteristics and variants of the German language (Austrian, Swiss German, regional differences).	There was enough information	*no answer*	History of German language	It is a pity that the shortened format of the course did not allow considering the modern political and cultural life of Germany.
6. Would you like to know more about the culture and history of Germany?	Yes, I plan to continue my acquaintance with the culture.	Yes, I would like the course to be longer	Yes of course	Yes. Especially the history of Kaiser Germany, the Second Reich	Yes, I will continue to study on my own using the course materials.
7. Why do you think you need to get acquainted with the culture of the country you are studying?	Knowledge of the language is impossible without knowledge of culture, because language is the integral part of culture and its mirror.	The language is better acquired with the understanding of history and culture, the language develops together with the people, so they are interconnected	Of course, that's why language is born out of culture.	Because language is the part of the culture of the target language. It is quite reckless to consider only the linguistic component itself.	The languages reflect the cultural and historical characteristics of the nation.
8. Do you know what <u>sociocultural competence is?</u>	Yes, this is the component of communicative competence, the possession of which	This knowledge of the national and cultural characteristics of the countries of	This is the body of knowledge about the realities of the country of the	Yes. These are exactly the same aspects of the social and cultural life of the	Sociocultural competence is the set of knowledge about the culture and

	allows the speaker to adhere to the generally accepted cultural norms of the foreign language environment in speech.	the studied foreign language	target language	speakers of the language that the foreigner learns.	history of the countries of the studied foreign language, which is used in communicatio n in this language.

DISCUSSION

In this part we will focus on the interpretation of the results of the study. Above, we presented the definition of socio-cultural competence and listed its components, so in this part we will describe in more detail the essence of the analyzed competence.

The linguistic and cultural component includes lexical units with socio-cultural semantics and the ability to apply them in situations of intercultural communication (for example, greeting, addressing, saying goodbye in oral and written speech).

The sociolinguistic component is the set of linguistic characteristics of social strata, representatives of different generations, genders, social groups, dialects (namely, background knowledge, realities, subject knowledge).

The socio-psychological component is the mastery of socio- and culturally determined scenarios, national-specific models of behavior using the communicative technique adopted in the given culture.

The cultural component is the sociocultural, historical, cultural, ethnocultural background (knowledge of the traditions, customs of the people of the target language)

The "New Dictionary of Methodological Terms and Concepts" examines the content of sociocultural competence, represented by four components:

a) sociocultural knowledge (information about the country of the target language, spiritual values and cultural traditions, peculiarities of the national mentality);

b) communication experience (choice of the acceptable communication style, correct interpretation of the phenomena of the foreign language culture);

c) personal attitude to the facts of the foreign language culture (including the ability to overcome and resolve socio-cultural conflicts during communication);

d) knowledge of the ways of using the language (correct use of socially marked linguistic units in speech in various spheres of intercultural communication, sensitivity to similarities and differences between native and foreign-language sociocultural phenomena) (New Dictionary of Methodological Terms and Concepts, 2009).

The formation of sociocultural competence implies the integration of the individual in the system of world and national cultures, as well as the presence of certain personality traits, namely, openness, tolerance, and readiness for communication. Openness means freedom from prejudice towards representatives of another culture; tolerance is manifested in the tolerant attitude towards manifestations of the foreign, unfamiliar to us in other cultures; willingness to communicate is expressed in the desire and ability to engage in active communication with representatives of the different socio-cultural community (New Dictionary of Methodological Terms and Concepts, 2009). Note that the absence or insufficient formation of socio-cultural competence is the cause of errors of the sociocultural nature and, as a consequence of such errors, discommunication, that is, disruption of the course of foreign language communication(New Dictionary of Methodological Terms and Concepts, 2009).

If we speak about the course "Culture of the countries of the Romano-Germanic Group" for the master's degree students, we have to we have to determine its place in the working curriculum. So, this course belongs to its variable part and is an optional subject for learners of German as the second foreign language (level A2-B1). The discipline is offered for the first half of the year, includes 30 classroom and 198 hours of student independent work (6 credit units). The form of the final control is the exam[1] .

The course program consists of two sections: German history and German culture. The content of the discipline includes the following topics: 1) Einleitung: Geografische Lage. Landschaft. Klima. Oberfläche, 2) Germanen. Frankenreich. Karl der Große, 3) Die Entwicklung der feudalen Verhältnisse in Deutschland, 4) Die Reformation. Der Bauernkrieg. Der 30-jährige Krieg. 5) Die Epoche der Absolutismus in Deutschland. Friedrich II. 6) Deutschland von der Revolution 1848 bis zur Reichsgründung 1871, 7) Die deutsche Arbeitsbewegung. Die Gründung der sozialdemokratischen Partei Deutschlands, 8) Der I. Weltkrieg, 9) Die Novemberrevolution in Deutschland 1918, 10) Weimarer Republik, 11) Der Nationalsozialismus in Deutschland. Der II. Weltkrieg, 12) Die Potsdamer Konferenz. Die Spaltung Deutschlands, 13) Die BRD und die DDR in der Jahren 1949-1989, 14) Die Vereinigung Deutschlands, 15) Bundesländer der BRD 16) Kulturelle Vielfalt, 17) Die Literatur Deutschlands, 18) Die bildenden Künste, 19) Theater und Musik, 20) Die Filmkunst, 21) Feste und Bräuche, 22) Wiederholung.

As for the planned learning outcomes for each topic, they are reduced to the following: the students know how to talk about important events within the topic and they additionally search for information and present it in the form of the presentation (in a PowerPoint form).

Above we have listed the features of the implementation of the discipline. Now we are going to describe them more detailed.

Regarding the course duration, should be said that it is quite difficult to work through the volume of material on the history and culture of the country (30 hours: 2 hours per week). However, the correct presentation of the main most significant events within the framework of the topic, as well as the attraction of additional information in the form of video clips and interactive discussion of important points contributed to the certain extent to active work on the development of socio-cultural competence.

Let us see how this happened in the work on the topic "Die Reformation". The main items to be discussed with the audience were the following:

- zum Begriff der Reformation;
- Zentren der Reformation (Wittenberg und Zürich);
- Martin Luther und seine 95 Thesen / der Streit um den Ablaßhandel;
- „Lutherbibel" / Herausbildung einer einheitlichen deutschen Nationalsprache;
- Ergebnisse der Reformation.

At the very beginning of the lesson, we asked the students to work in groups and create the mind-map on the topic "Die Reformation". Let us present one example below - the result of group work.

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[1] The resulting grade for the year is calculated by the formula: K_1 x Grade (for the semester) + K_2 x Grade (for the exam), where the coefficient $K1_1$ = 0.6, and K_2 = 0.4.

Figure 1. The mind-map on the topic "Die Reformation".
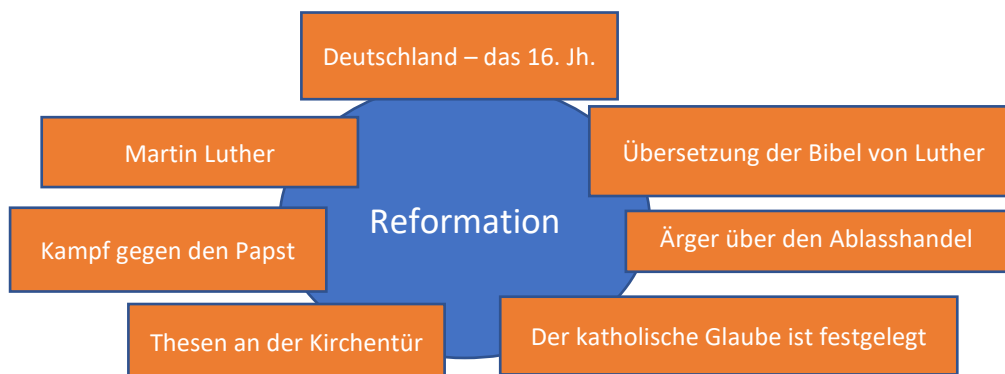
Further, after the second question (Zentren der Reformation) was briefly covered, students were asked to watch the four-minute video about the Reformation and the role of Martin Luther ("Die Reformation um Martin Luther einfach erklärt" at https://www.youtube.com/ watch? v = AToDOEAYRj8), which should have solved the three remaining questions on the topic. Note that watching the video was preceded by the discussion of the meaning of some unfamiliar words, in particular:

Table 3. Unfamiliar words from the video.

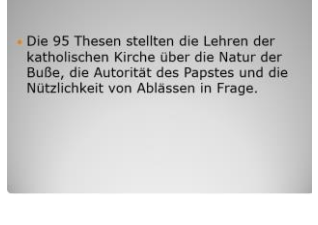|		
sünden	das Fegefeuer	die Gottesgnade
der Sündige	die Buße	die Anhänger gewinnen
der Ablass	der Missbrauch des Ablasses	die Abgabe
der Ablassbrief	die Reue	die Leibeigenschaft
der Ablasshandel		

After watching the video, pair or group work followed again, which consisted in discussing a number of issues, namely:

1. Wie sah Deutschland und Europa am Anfang des 16. Jahrhunderts aus?
2. Wer und was regierte damals?
3. Was verkaufte die Kirche an Sündige? Wer brauchte das und warum?
4. Wozu benutze die Kirche das Geld von Sündigen?
5. Was kritisierte Martin Luther?
6. Was passierte am 31.10.1517?
7. Wie definierte Luther den Glauben?
8. Wie war es möglich, dass sich Luthers Schriften schnell verbreitet haben?
9. Wie reagierte die Kirche auf Luthers Schriften?
10. Wo konnte sich Luther verstecken und weiter seine Schriften schreiben?
11. Was konnte Martin Luther übersetzen? Warum war das wichtig?
12. Was waren die wichtigsten Themen der Reformation?
13. Worunter litten die Bauern? Und was verlangten sie nun?
14. Was gründete sich, nachdem die katholische Kirche wankte?
15. Welche Folgen hatte die Reformation?

After the group work, two presentations were presented on the topics: „Martin Luther: Pionier der protestantischen Reformation", „Die Rolle von Martin Luther in der Herausbildung einer einheitlichen deutschen Nationalsprache".

Table 4. Sample presentation "Martin Luther: Pionier der protestantischen Reformation".

1	6	9
Martin Luther Pionier der protestantischen Reformation.	• Master of Arts der Universität Erfurt • 1505 - Jurastudium / Wer ist Martin Luther?	• Ablasshandel / Die 95 Thesen
2	7	10
November, 1483 - February, 1546	• Luther als Mönch / Planänderung in letzter Minute	• Die 95 Thesen stellten die Lehren der katholischen Kirche über die Natur der Buße, die Autorität des Papstes und die Nützlichkeit von Ablässen in Frage.
3	8	11
Die Familie Hans und Margarethe Luther	Текст слайда / Die Reformation	Übersetzung der Bibel ins Deutsche

The presentation was followed by the discussion - the audience asked questions, the speaker gave explanations.

Work on other topics was lined up in the similar way. The prerequisite was the attraction of authentic material, which helped to learn not only the essence of significant events from the history of the country, but also revealed the cultural and national characteristics of the country of the target language. Examples include:

- acquaintance with the biographies of famous people (writers Gunther Grass, Thomas Mann, contemporary young authors (Judith Hermann), artists Gerhard Richter, Neo Rauch), directors (Klaus-Michael Gruber), musicians (violinist Anne-Sophie Mutter), contemporary figures of musical arts (Karlheinz Stockhausen - composer of electronic music), actors (Moritz Bleibtreu);

- Virtual excursions to famous exhibitions (e.g. documenta in Kassel), galleries, museums, theaters (Talia Theater (Hamburg), Berliner Ensemble (Berlin), Munchner Kammerspiele (Munich), dance theater in Wupertal, Piny Bausch, etc.;

- watching feature films (Oliver Hirschbiegel and his historical drama Sunset, Wolfgang Becker and his tragicomedy Goodbye Lenin, etc.);

- acquaintance with the peculiarities of traditional holidays.

It should be noted that before meeting the celebrity, before the virtual visit to any cultural place, preparatory work is necessarily carried out, which is organized by the teacher or the mini-group / pair of students responsible for the topic, who is consulted by him. In the latter case, students gain experience in organizational and methodological-didactic work, which is of great importance for second-year graduate students, since in the second semester they will have to undergo practice and work as the teacher or specialist in intercultural communication.

In the last part of this article, we would like to analyze the student responses that were received during the interview about usefulness, expediency and necessity of the course "Culture of the countries of the Romano-Germanic Group".

Answering the first question (What did you study in the course?), the students named not only areas (culture, geography, history), but about specific topics (the life of the Germanic tribes, their struggle with the Romans), as well as some typical patterns of development of European countries ("seemed typical for many European countries").

The answers to the second question (What new did you learn in the course?) turned out to be diverse. One of the students (level A2) admits that absolutely everything was new for him. Others name specific topics (the formation of the German nation, features of the geography of Germany, unique natural attractions). Also, one student admits that in the course of the course there was the systematization of previously available segmentary knowledge about the country of the target language).

The aim of the next question (Why was this course difficult for you?) was to establish the degree of difficulty of the course. Everyone admits that the material of the discipline was rather difficult, because special texts on history and culture contained lexical difficulties. Complex grammar and vocabulary made it difficult to prepare presentations, for which it was required, firstly, to choose something suitable and interesting from unadapted material, and, secondly, to work out this material in order to simplify it for listening by the audience with the level of knowledge A2-B1.

The answers to the fourth question (Why was this course interesting for you?) allow us to establish what made, in their opinion, the course interesting. Undergraduates note that the preparation and discussion of presentations of course mates aroused interest in studying the material. It is also noted that the feasibility, structure and brevity ("a large amount of information was presented rather briefly", "there was no cumbersomeness") of the proposed information motivated the study of the discipline.

The fifth question (What would you like to take as part of the course?) was aimed at identifying what else the undergraduates would like to get acquainted with in the course. It turns out that they would be interested not only to learn about the variants of the German language, but also to study its history. One of the students expressed a desire to consider also modern political life in Germany.

The next block of answers (Would you like to know more about the culture and history of Germany?) indicates that the undergraduates would like to continue studying the course (it was indicated above that the course was only one semester). Someone intends to do this on their own, using the course materials (students have access to materials on each topic), someone has very definite ideas about what he or she would like to study.

Question 7 (Why do you think you need to get acquainted with the culture of the country you are studying?) was of fundamental importance. The undergraduates had to speak about the need to get acquainted with the culture of the country, the language they are studying. Students who have studied the foreign language for six years confidently assert that "language is the integral part of culture and its mirror", "language develops together with the people", "language is a reflection of the cultural and historical characteristics of a nation", "language is a part of culture of the studied language"," language is born from culture ". One student calls it recklessness to learn the language separately from the culture of the people. Thus, we see that the importance of the sociocultural component in linguistic professional education is seen by the second-year master's student for granted.

And, finally, the last question (Do you know what sociocultural competence is?) involves establishing whether students are familiar with the term "Sociocultural Competence"? All surveyed students answer this question in the affirmative and give absolutely clear and correct definitions containing fundamental components, such as "knowledge of generally accepted cultural norms, characteristics, realities," "aspects of social and cultural life," etc. One of the respondents absolutely correctly considers sociocultural competence as a component of communicative competence.

CONCLUSION

So, let us summarize our reasoning in this article. The obvious and indisputably important is the development of sociocultural competence in the study of the foreign language. On the example of the specific course and work on the given topic, the possibility of developing the considered

component of communicative competence was demonstrated. The survey showed a number of interesting and important observations regarding the usefulness and appropriateness of the course "Culture of the countries of the Romano-Germanic Group". It was also found that students have a good idea of what sociocultural competence is and how important it is to form and develop when studying foreign language.

In conclusion, we would like to emphasize the theoretical and practical significance of this study. Its results contribute to the theory of methodological science, in particular to the section on communicative competence and its components. The conclusions can help school and high school teachers in the implementation of such a course about history and culture and in the development of socio-cultural competence by learning of foreign languages.

Finishing the article, we would like to thank our dear Master's students for participating in this course and research, the results of which we presented in the present work.

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