Kremenets Lyceum named after U.Samchuk

“The Linguocultural Aspect as the Means of Formation of Pupils’ Sociocultural Competence at the English Lessons”

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2015

The practice of teaching English based on different methodical systems gave an opportunity to test them in the process of teaching, to find the most effective ways and means of removing shortcomings, to comprehend and creatively use a communicative method of studying.

Optimization of forms and methods of the teaching process in the Lyceum requires an efficient connection of a thought, a word and an action, using modern innovative approaches to the organization of the process of studying which are up to the requirements of modern life.

The formation of a foreign communicative competence, is impossible without pupils’ linguocultural experience. People believe that the cultural knowledge is as important as proficiency in their language competence. Culture introduction should be integrated with language teaching in many aspects and at multiple levels so that learners’ intercultural communicative abilities can be improved.

The theme of the project I have been working at since 2015 is “The Linguocultural Aspect as the Means of Formation of Pupils’ Sociocultural Competence at the English Lessons”.

The theme is actual so far as:

* language and culture are undividable. Without cultural setting language itself is senseless;
* connection between the language and culture of the nation is most vividly reflected in the facts linked with its state system, natural peculiarities, history and culture.

Linguoculturology is the humanity studying interconnections between language and culture.

* Linguoculturology explores communicative processes in close linkage with consciousness of a nation, its traditions and customs;
* It is closely interlinked not only with philology but also with philosophy, sociology, culturology etc.;
* Formation of a foreign communicative competence is impossible without the formation of linguoculturological experience.

The objective of the project is to determine the ways of forming linguoculturological experience in the process of learning the English language. So my tasks are:

* to enrich and renew the pupils’ linguoculturological knowledge;
* to extend pupils’ cognitive interests due to the acquaintance with English-speaking world;
* to realize the value of the linguocultural knowledge to use it in practice.

To reach the Objective the teacher:

* conducts lessons and extracurricular activities;
* adapts and popularizes linguoculturological literature;
* encourages and stimulates pupils to carry out culturological projects;
* uses authentic sources in the work with pupils.

There are different types of linguoculturological lessons and extracurricular activities such as:

* binary lessons;
* “round tables”;
* conferences;
* meetings;
* vision-travelling;
* interactive lessons etc.

Extracurricular activities:

* parties;
* quizzes;
* quests;
* informational parties;
* creative projects etc.

I’ve some experience in arranging the so-called “round tables”, discussions, vision-travelling to other countries and cities and the like.

Recently we’ve already given the binary English and German lesson dedicated to large cities of both countries. The lesson was conducted in two foreign languages by two teachers. Such types of activity were used at the lesson: brainstorming, elements of discussion, projects, matching, dialogical and monological speech habits activities etc.

A lesson dedicated to the life and creative activity of the prominent English poet and playwright W. Shakespeare contained authentic videomaterials. Children had the opportunity to sum up their knowledge of the world known poet and dramatist’s life and creative heritage, to practise in Grammar by means of doing the exercises with different Passive Tense Forms, to recollect the material known by them from the World Literature lessons: the names of Shakespearian heroes, the structure of his sonnets and the like.

The formation of linguoculturological competence is continued in extracurricular activities. Traditionally every year we organize the so-called Foreign Languages Week. Last year together with colleagues (the teachers of German and Polish) we collaborated a party programme about the EU countries. I prepared some interesting facts about the symbols of Britain and the oldest European monarch – the British Queen. We organized a fair “The European Nations’ Cuisine”, cooked traditional English dishes like pudding, muffins, scones, cupcakes and so on. The money gained was given to the volounteers, who bought the things necessary for our soldiers. Since that “Week” coinsided with Shakespeare’s anniversary, the pupils prepared a radioprogramme dedicated to the great English poet and playwright. Children narrated about his life and creative work and recited some of Shakespeare’s sonnets by heart. Besides we arrange literary parties, quests, quizzes, discussions etc. The senior pupils became the initiators of carring out of the Lewis Carroll and his “Alice in Wonderland” literary party. The pupils prepared videopresentation about the author and his heroine. There was a specially animated quiz dealing with the Carroll’s book, the pupils sang the songs from Tim Burton’s film. We used some clips and the extracts from the Hollywood films starting from 1903 and finishing with the contemporary versions of that book.

Every year we organize country-studying quizes, Christmas parties, Thanksgiving Days etc. There was an interesting English – German quest “How well do you Know the Lyceum?”. The amount of pupils was divided into two equal teams, English and German one. They received the tasks to find different study-rooms, which were presented in English and German.

In my work I do encourage pupils to make creative projects, wall-papers in accordance with different dates or holidays, videopresentations, etc. More often than not we practise such kind of work as authentic authors poems translation from English into Ukrainian. Last year in May we prepared the project “Poppies” dedicated to the Memory Day. The children were proposed to translate the poem “In Flanders Fields” by J.McCrae, which started the using poppies as a symbol of sorrow and respect. The best variants of translation were published in wall-papers and later in the poetry collection. In November this year the pupils of the 10-th poem translated the poem by T. Hood “November”. Some variants were thought to be especially successful.

Every year our pupils take part in the between school pupils’ conferences. In cooperation with the school №5 from the town of Dubno the pupils prepared the projects: “Youth against AIDs”, “Ukraine – the European country”, “Achievements of the Ukrainian sportsmen in the London Olympic Games”, “Excursion to the English-speaking countries”. Together with the pupils of the same school and the schools №2 and №3 from Constancin-Yeziorna (Poland) the English-speaking Conference “The Cultural Heritage of Ukraine and Poland” was held in our Lyceum. My pupils presented the project “The Kremenets Artists”.

My creations and lessons’ and extracurricular activities’ treatments are introduced as methodical recommendations and references. I represent my experience at the methodical conferences, in creative reports etc.

The result of the work is a great pupils’ interest to the subject, their desire to follow the teacher, to enter the appropriate departments of universities, to use English in their future careers. My pupils permanently are the winners of the District English Olympiad. Olha Kotliarska was the III-rd stage diploma winner and the All-Ukrainian English Contest participant. Dmytro Hrynevych was the III-rd stage diploma winner. The results demonstrate the actuality and usefulness of the teacher’s work.