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**FORMING NON-LINGUISTIC STUDENTS' REGIONAL STUDIES COMPETENCE
IN ENGLISH LANGUAGE CLASSES
ФОРМУВАННЯ КРАЇНОЗНАВЧОЇ КОМПЕТЕНЦІЇ У СТУДЕНТІВ НЕМОВНИХ
СПЕЦІАЛЬНОСТЕЙ НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ**

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Abstract. At the current stage of the development of society, the English language is necessary for intercultural communication, therefore, great attention is paid to its study during the training of students of non-linguistic specialties. At the same time, currently it is not enough to know only the vocabulary and grammar of the English language, because during communication it is necessary to understand the culture and peculiarities of the country with whose representatives the communication takes place. The purpose of this publication is to prove the need to introduce material from country studies when teaching English to students of non-linguistic specialties and highlight one's own experience on this issue. During the scientific search, such methods as analysis of scientific and pedagogical literature, generalization, synthesis and formulation of conclusions were used. The work highlights approaches to country studies as a science (the discipline is related to the methodology of teaching foreign languages and is aimed at studying the general laws of the development of large regions; the discipline, the purpose of which is to study a selected and organized set of economic, historical, socio-political, geographical and other knowledge, which related to the content and features of language communication of native speakers, etc.). It has been established that in order to effectively teach material of a country-scientific nature, it is necessary to select educational materials (historical texts, illustrative materials, audio and video materials), which present the specifics of one or another English-speaking country. For a thorough assimilation of knowledge, it is advisable to perform exercises for better mastery of the educational material (aspect-oriented, analytical and speech exercises aimed at mastering linguistic and regional studies reading and exercises aimed at forming the ability to plan reading, form linguistic and regional studies reading techniques and exercise self-control). The personal experience of teaching country studies material to students of non-linguistic specialties (preparation of reports and presentations, writing essays on relevant topics, organization of discussions) is highlighted.

Keywords: country studies, country studies material, students of non-linguistic specialties, teaching English.

Relevance of research. The English language is the key to intercultural communication, so much attention is paid to its study both in secondary school and in

institutions of higher education. The need to learn the English language is constantly increasing, and at the same time, the approaches to its teaching are changing. If

earlier the main emphasis in learning a foreign language was on lexical and grammatical material, then at the current stage of language teaching teachers should also pay attention to general cultural, national cultural and country studies components.

At the same time, we note that in most cases, English language textbooks for students of non-linguistic specialties do not contain materials of a country science nature, so it is necessary to find other opportunities to provide students with knowledge related to the culture and history of English-speaking countries.

As the scientists emphasize, the country studies competence is an important component of the training of future specialists, because mastering a foreign language consists not only in the knowledge of grammatical and lexical units, but also in understanding the realities of the country whose language is being studied. That is why teachers of higher education institutions should correctly select and present material of a country science nature, make its teaching understandable, interesting and useful for students, increase interest and motivation in learning English.

Analysis of recent researches and publications. Based on the analysis of the works Ukrainian and foreign teachers, it can be stated that the formation of country studies competence in students of non-linguistic specialties is an important component of the training of future specialists. Thus, I. Bulkina and Z. Petryaeva developed methodical recommendations for the independent work of students of the specialty regarding the study of materials on country studies. L. Moroz, I. Pashko studied the socio-cultural aspect in learning a foreign language as a factor of developmental learning, N. Sabat analyzed the formation of linguistic and country studies competence of future translators taking into account the multinational nature of the spread of the English language; O. Yazlovytska studied the linguistic and regional studies component of foreign language studies at language faculties. Highly appreciating the achievements of scientists, we believe that the experience of teaching country studies material to students of non-linguistic specialties is not sufficiently represented in

the scientific literature.

The purpose of the research is to prove the need to introduce material from country studies when teaching English to students of non-linguistic specialties and highlight their own experience on this issue.

To solve the set goal, we consider it necessary to solve the following tasks:

- to determine the approaches to the definition of country studies, the main functions of this educational discipline and the principles of its teaching;

- to find out the reasons for the need to study country studies material by students of higher education;

- to highlight one's own experience regarding the approaches of teaching country studies material with students of non-linguistic specialties.

Research methods include analysis of scientific and pedagogical literature, generalization, synthesis and formulation of conclusions. A sufficient number of materials were developed for understanding the research topic.

Research results and their discussion. The specificity of teaching English at non-linguistic faculties is that this discipline is not the main one, so a rather small number of hours are allocated to its study. Solving this problem is facilitated by a creative approach to teaching English and the ability of teachers to select such teaching methods and the content of educational material that will effectively contribute both to increasing motivation to learn English and to the accumulation of relevant knowledge and skills among students. The expediency of such an approach to the organization of the educational process was emphasized in the work of Academician V. Bezpalko, who noted that an important approach to teaching is not only the quality of providing knowledge, but also the method of its implementation [1, p. 45; 10].

From work experience, we can say that knowledge of a country-scientific nature is in many cases a motivating factor for studying an academic discipline, because studying this material, students get not only academic knowledge, but mostly get acquainted with the realities and peculiarities of the existence of the society whose language they study.

It should be noted that country studies

is a discipline related to the methodology of teaching foreign languages and is aimed at studying the general patterns of development of large regions. Studying country studies, students get acquainted with the social and economic situation of the society, history, geography, ethnography, traditions and properties of the people and peculiarities of the language of one or another region [2, p. 8; 15, p. 783].

Other scientists define linguistic and regional studies as a discipline, the purpose of which is to study a selected and organized set of economic, historical, social and political, geographical and other knowledge that is related to the content and features of language communication of native speakers, which is included in the learning process in order to provide educational and educational goals [5, p. 227].

V. I. Shcherbakov introduces country studies as a system of historical and cultural knowledge that acquaints students with the most important concepts and phenomena related to politics, culture, history and geography of the country, traditions and everyday life of the people, cultural features, rules of verbal and non-verbal communication behavior [6, p. 198].

Scientists note that students develop intercultural competence while studying country studies material, because students are "intercultural interlocutors" when communicating in a foreign language. Note that intercultural competence includes four main components:

- knowledge of native culture and the culture of the country whose language is studied;
- the ability to perceive information about cultural communication and project it on the events of the native culture in order to avoid the cultural barrier;
- the ability to respond to stereotypes of another country and avoid possible intercultural conflicts;
- desire to participate in intercultural communication [13, p. 1049].

Based on the analysis of scientific literature, it is also possible to distinguish the main functions of country studies:

- axiological;
- epistemological;
- informative;

- integrative.

The axiological function consists in identifying and evaluating the various resources of the country whose language is being studied. These can be natural, economic, socio-cultural resources. The epistemological function contributes to the formation of a geographical picture of the world, contains a cognitive and educational element. The informative function is aimed at collecting, storing and providing information about the country as a whole and its individual regions, in particular, history, culture, education system, ethnography, demography, linguistics, economics, political science, etc. The integrative function creates a general system of knowledge about the country and regions, their natural system, population, economic activity, that is, it combines knowledge into a single geographical complex, the study of which is the task of comprehensive country studies [6, p.198; 8, p. 307].

In order to effectively organize the study of material of a country science nature, it is necessary to adhere to the relevant principles of education, which include:

- the principle of interdisciplinarity, according to which the material from country studies must be consistent with the material studied from other disciplines;
- the principle of systematicity, which consists in a purposeful, consistent and planned study of the country;
- the thematic principle, which involves the development of appropriate materials for each topic;
- the principle of taking into account the age characteristics of students when selecting educational material;
- the principle of accessibility of education;
- the principle of technologization, which involves the use of game technologies, the development of students' creativity and imagination, their ability to model «conditionally real» communication during classroom classes;
- the principle of cognition, which is aimed at students' assimilation of new information based on the knowledge they already have;
- the principle of tolerance, which involves the development of students' ability

to understand and accept other cultures, without falling into ethnocentrism and ethno-egoism [8, p.27].

In the course of practical activities, we were convinced that the effectiveness of the integration of the country studies component in the educational process depends on the pedagogical skill of the teacher. It should not be just a game element, but a part of purposeful learning that meets the requirements of the foreign language teaching methodology. Introducing the country studies component into the educational process, we set the following didactic goals:

- formation of a creative personality;
- familiarization with the traditions of the country whose language is being studied;
- education of humanism, patriotism, careful attitude to the traditions and culture of both the native region and other countries and peoples;
- awakening interest in the historical past, folk traditions;
- expansion of students' outlook;
- formation of abilities and skills of conducting search and research work [12; 13].

It should be noted that the study of country studies with students of non-linguistic specialties can be organized in several ways: working with texts on the subject of country studies, discussing the material during classroom classes, conducting educational and research work in this direction, organizing online excursions to the country whose language is being studied, video conferences with native students, independent work with educational literature, project activities of students, creation of presentations and videos on the subject of country studies, organization and participation in conferences, conducting games on the subject of country studies, etc.

According to O. Yazlovytska, the country studies component during the study of the English language is aimed at studying national and cultural features in lexical language units, which are reflected in proper names, aphorisms, phraseological units that have no analogues in the native language. The research on the country studies material is based on historical texts, illustrative materials, audio and video materials, which demonstrate the peculiarities of English-

speaking countries.

The selection of material is carried out in accordance with the criteria of topicality, modernity and cultural value. Also, during the selection of material, it is necessary to take into account the professionally oriented composition of the texts (if possible), informativeness, consideration of genre diversity, as well as the linguistic and local studies component of orientation to the modern realities of English-speaking countries, the typicality of local studies phenomena and representativeness [7, p. 165].

At the same time, in order to consolidate students' knowledge, the texts should be accompanied by a certain set of exercises that allow, on the one hand, to consolidate new lexical units, and on the other hand, knowledge of a country science nature. In particular, it is recommended to implement two groups of exercises. The first group of exercises is aimed at directly enhancing the skills of linguistic and regional studies reading and includes aspect-oriented, analytical and speech exercises.

The second group of exercises is aimed at mastering individual strategies for reading texts of this type. In particular, these are exercises aimed at forming the ability to plan reading, form linguistic and regional reading techniques, and exercise self-control [14, p. 560].

Implementation of the knowledge of the country studies unit in the English language classes of students of non-linguistic faculties can be considered a method of integrated education, because students not only learn the language, but also gain knowledge about the countries whose language is being studied. That is why materials of a country science nature are becoming more and more relevant today. However, they must be carefully selected by the teacher. For students of non-linguistic specialties, emphasis should be placed on immersing students in English culture and the specifics of English-speaking countries, which is a very important aspect of communication with English speakers [11, p. 427].

Work experience has shown that for the effectiveness of education and thorough and systematic assimilation of knowledge by students, it is necessary not only to select interesting authentic texts, but also to study

them regularly. An important condition is the selection of materials that are modern and relevant [2;3;7].

It can be argued that such authentic teaching aids as English-language websites, calendars, magazines, videos and audio recordings create a sense of presence in the country, contain information about the country's culture and make communication authentic. In many students, they cause a desire to independently study the country's culture in English [4].

The processing of these materials also allows you to achieve the following educational goals:

- studying and improving lexical units, enriching the lexical reserve of students of education;
- acquiring knowledge about various spheres of the country's life and spheres of its life activity;
- comparison of information about the culture of one's own country and the countries whose language is studied [9; 11; 14].

From work experience, we are convinced that there are several effective methods that allow students to acquire knowledge of a country science nature. These include:

- review of the news, when students present facts and events happening in English-speaking countries to their classmates;
- writing essays or works on topics related to country studies;
- discussion of topics of a country science nature;
- organization of contests and quizzes, where the teacher can test the knowledge acquired by the students.
- conducting games on the subject of country studies.

Note that, as a rule, we start the class with a short report by one of the students, in which the student reveals one of the topics of a country science nature. At the same time, in order to systematize knowledge at the beginning of the semester, we agree that the first semester is devoted to familiarization with the country studies of Great Britain, and the second - the United States. The second year of study is devoted to the study of other English-speaking countries. At the beginning

of each semester, students are offered questions that must be covered in class. In particular, during the study of the country studies material, we consider it necessary to highlight such aspects as:

- geography of the country;
- peculiarities of the historical development of the country;
- the state system and political system of the country;
- the main branches of the country's economy;
- demographic situation of the country;
- foreign policy of the country.

Before each class, students who will prepare reports for the next class are held individual mini-consultations, during which the main points that need to be covered in the relevant question are determined, because first-year students cannot always concentrate on the main material. So, for example, for those who will highlight the geography of Great Britain, we recommend focusing on the direct geographical location of the country, which sea and ocean wash the country, determine the states with which it borders, note that the territory of the country is divided into two relief areas (High Britain and Low Britain), highlight the features of the country's climate.

Revealing the topic of the historical development of the country, we advise students to briefly describe the life of England in the Middle Ages (a classic feudal state, but with the active implementation of market management mechanisms), the formation of Great Britain as a state, the role of the English bourgeois revolution, the life of the country in the Victorian era. A separate report is devoted to the wars in which the country participated.

When covering the topic of the state system and political system of the country, students need to emphasize that the form of government in Great Britain is a constitutional monarchy, and the institution of the presidency is absent. Taking into account the differences between the political system of Great Britain and Ukraine, we advise you to focus on what makes the countries different, because drawing parallels allows you to better absorb information. Yes, for many students it is interesting that in Great Britain

the Constitution is not codified and it is not presented in the form of a single document. It may be new information for many students that traditions, acts of Parliament and judicial precedents have constitutional significance.

Covering this topic, it should also be noted that such regions as Wales, Scotland and Northern Ireland have their own executive bodies, while England, which is the largest region of the state, is directly governed by the British Government and Parliament and has neither executive nor legislative power. This situation has created the paradox that deputies from Scotland, Wales and Northern Ireland sometimes have a decisive role in deciding issues that concern England.

When planning with students a report on the state system and political system of the country, we focus the attention of students on highlighting such points as the composition of the parliament (House of Lords and the House of Commons) and the peculiarities of its functioning, highlighting the functioning of the executive and judicial powers, presenting the main parties of the country (Labor, Conservative, Liberal-democratic) and the main differences of each of them.

When working on a report on the main branches of industry, we recommend highlighting the role of agriculture, engineering, energy industry and the development of biotechnology in the country.

Turning to the topic of the demographic situation, it should be noted that Great Britain is a typical Western European country with low birth and death rates and almost zero natural growth. The difference of the country is the extremely high level of urbanization, because more than 90 percent live in large cities, and the largest agglomerations are London, West Midlands with the center in the city of Birmingham, Merseyside with the center in Liverpool, Greater Manchester, etc.

When revealing the country's foreign policy, students focus their attention on Great Britain's membership in such international organizations as the UN, OSCE, NATO and defining the goals of each of them.

As a rule, students accompany their speeches with bright presentations, which allows the rest of the students to better understand the educational material. After the

performance, feedback will be organized to consolidate the information received. Depending on the specifics of the group, it can be either answers to questions on the material that was presented, or a concise retelling of the information received. It should be noted that, as a rule, students of non-linguistic faculties are given no more than 10 minutes for this type of activity, because in most faculties, the time allocated to studying English is very limited.

In groups where students speak English at a level no lower than B1, it is advisable to ask students to write an essay or a composition. Here are some examples of topics for essays: "Peculiarities of the construction of the economy and development of the USA (England, Australia, etc.); "Relationships and peculiarities of the partnership of the country whose language is studied with Ukraine", "Features of the cultural development of English-speaking countries", etc.

The organization of discussions, in our opinion, is also an effective tool for imparting knowledge of a country science nature to students. In particular, students are happy to discuss the following topics:

"Norms of behavior and rules of etiquette in Ukraine and English-speaking countries";

"Cultural realities, customs and traditions of Ukraine and English-speaking countries";

"Comparison of English and Ukrainian folklore expressions and slogans";

"Advantages and disadvantages of living in other countries."

Note that quizzes and competitions are held at the end of the semester. Their main purpose is a summary and generalization of the material studied during the semester. However, this method of testing knowledge is less formal and more interesting for students.

Work experience has shown that country studies games are very popular among students and effective from the point of view of assimilation of educational material. So, for example, when studying the country studies of Great Britain, we divide students into three groups: Wales, Scotland and Northern Ireland. Each team receives its own card, where the question is indicated by numbers and the trajectory of the movement

is drawn. Each team's destination is London, and the goal is to collect The Union Jack. The teams are given not only playing cards, but also tables, which during the game the students fill in the names of national symbols that appear on the presentation slides or in the answers of players from other teams: the names of the patron saints of the countries of Great Britain and the legends associated with them (Saint Andrew, Saint Patrick, Saint David, Saint George), names of capitals (Edinburgh, Belfast, Cardiff, London), floral symbols of countries (Thistle, Shamrock, Daffodil, Red Rose) and animals depicted on coats of arms (Unicorn, Lion, Elk, Red Dragon, Leopard). Note that before the game, students' homework is to prepare interesting information about one of the specified regions and patron saints.

During the class, the teams perform the teacher's tasks, which are provided either on the presentation slides or in the video message. Among the tasks there is also a photo question, when listening to the speaker's explanation, the team must choose the correct picture and remove the incorrect options. Also, during the game, students are given tasks to complete crossword puzzles. The task is structured in such a way that by the time the team receives the crossword, the team must enter the keys to the answers in a table, with the help of which 5 minutes are enough to solve the crossword. While the team that received the crossword answers the question, the other teams take turns performing other tasks.

The last task is common to all: the teams get to Oxford. At this stop, students have to complete vocabulary and grammar knowledge tasks that were studied in previous classes. Each team is given five sentences with lexical and grammatical errors. After correcting the mistakes, the students get to London, where after watching an overview video and familiarizing themselves with the symbols of the city, they assemble the flag of the United Kingdom and Northern Ireland.

The same games can be organized while studying other countries. While performing this type of activity, students supplement and systematize the knowledge they have already acquired while studying English in secondary education institutions. In

addition, such games have a lot of illustrative material and selected videos, which allows you to form a clear picture of the country whose language is being studied. Games of this format also allow you to combine several forms of work: teamwork (oral answers to questions, discussion of information, finding errors in sentences), individual (filling in tables), lecture (watching videos with relevant information), independent (preparation of a report).

Also, during the game activity, students have the opportunity to practice oral communication, as well as to improve their listening skills in English while watching videos on the subject of country studies.

Conclusions and perspectives.

Summarizing, we should note that recently Ukrainian society is experiencing more and more challenges that arise in the field of education. If before the corona virus epidemic, one of the motivating and effective ways of studying national studies was the academic mobility of students, then currently the study of this material is based mostly on the use of educational platforms and online resources with the help of which you can organize live communication with representatives of English-speaking countries in real time, various elements of informal education. All these factors make it possible to quickly and effectively introduce materials of a country science nature into the general English language course for students of non-linguistic specialties.

In addition, the introduction of the country studies component during the study of English by students of non-linguistic specialties gives an advantage in the future, contributes to increasing competitiveness, both in the Ukrainian and international labor markets, helps in professional interaction with colleagues from English-speaking countries, contributes to the formation of knowledge of norms and etiquette of the country of the language being studied.

The use of computer technologies, modern educational platforms, and authentic materials in the educational process allows students to fully develop their country studies competence. All this is possible provided that two important factors are observed: the competence of the teacher, who must involve each student, and the desire and motivation

of the student. We consider the method of problem-based learning, role-playing games, and the method of search activity to be effective teaching methods during familiarization with country studies material, which contribute not only to obtaining new information, but also to the formation of

students' creative thinking and the development of speaking skills.

In the future, it is planned to dwell in more detail on the methodology of working with texts of the country studies direction during the teaching of English to students of non-linguistic faculties.

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Анотація. На сучасному етапі розвитку суспільства англійська мова є необхідною для здійснення міжкультурної комунікації, тому її вивченню приділяється велика увага під час підготовки студентів немовних спеціальностей. Разом із тим, наразі недостатньо знати тільки лексику та граматику англійської мови, адже під час спілкування необхідно розуміти культуру та особливості країни з представниками якої відбувається спілкування. Метою даної публікації є доведення необхідності впровадження матеріалу з країнознавства під час викладання англійської мови студентам немовних спеціальностей та висвітлення власного досвіду з цього питання. Під час наукового пошуку використовувалися такі методи як аналіз науково-педагогічної літератури, узагальнення, синтез та формулювання висновків. У роботі висвітлено підходи до країнознавства як науки (дисципліна суміжна з методикою викладання іноземних мов та спрямована на вивчення загальних закономірностей розвитку великих регіонів; дисципліна, метою якої є вивчення відібраної та організованої сукупності економічних, історичних, соціально-політичних, географічних та інших знань, які пов'язані зі змістом та особливостями мовного спілкування носіїв мови тощо). Установлено, що для здійснення ефективного викладання матеріалу країнознавчого характеру необхідно проводити ретельний відбір навчального матеріалу (історичних текстів, ілюстраційних матеріалів, аудіо та відео матеріалів), в яких представлено специфіку тієї чи іншої англійської мови країни. Для ґрунтовного засвоєння знань доцільно також виконувати вправи для кращого опанування навчальним матеріалом (аспекто-спрямовані, аналітичні та мовленнєві вправи, спрямовані на оволодіння лінгвокраїнознавчим читанням та вправи, націлені на формування умінь планувати читання, формувати техніки лінгвокраїнознавчого читання та здійснювати самоконтроль). Висвітлено власний досвід викладання матеріалу країнознавчого спрямування студентам немовних спеціальностей (підготовка доповідей та презентацій, написання есе на відповідні тематики, організація дискусій).

Ключові слова: країнознавство, країнознавчий матеріал, студенти немовних спеціальностей, викладання англійської мови.