

Rybchuk L. I.

Instructor of the Department of Applied linguistics, Education and Research Institute of Humanities of National University of Shipbuilding after Admiral Makarov (Ukraine, Mykolaiv), lyubovrybchuk@gmail.com

THE INFLUENCE OF THE CONTENT OF THE COUNTRY-STUDYING WEBSITES ON STUDENTS' COMMUNICATION COMPETENCE

This article presents the definition of communicative competence of man, analyzes its components and the main ways of its formation. The lexical features of the content of various resources on country studies and their influence on the language competence of students were also analyzed.

Key words: linguistics, site development, Internet, language competence, content, realities, background vocabulary.

Communication competence is of vital importance in our everyday life. Successful interaction depends on our communication skills.

First of all, let us mention what is the communication competence.

Communication competence has become a focus in higher education over the past couple of decades as educational policy makers and advocates have stressed a "back to basics" mentality (McCroskey, 1984). The ability to communicate effectively is often included as a primary undergraduate learning goal along with other key skills like writing, critical thinking, and problem solving [1].

Why is communicative competence important?

Communication competence is needed in order to understand communication ethics, to develop cultural awareness, to use computer-mediated communication, and to think critically. Competence involves knowledge, motivation, and skills [2].

The four key competencies in competent communication are semantic competency, sociolinguistic capability, talk competency and vital competency, as indicated by the National Capital Language Resource Center. Dec 31, 2019. [2].

Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic [3].

Therefore, linguistic country studies will be of great help in the matter of development of a communicative competence.

Realities as the main component of linguistic discourse. In linguistics a reality is a special unit. 3 On the one hand, the reality reflects the state, economic, geographical and cultural structure of the country. But, on the other hand, reality is a word that names objects that are characteristic of the life of one nation and completely alien to another [5: 6]. In stylistic terms, reality is an affiliation of the national literary language, and thus they differ from scientific terms, localisms, jargons, etc. [7: 153]. In linguistics, the classification of words-realities is based on the linguistic principle. Linguists distinguish several groups of classifications: 1) realities – proper names; 2) realities, the significance of which depends on the local historical color, B

3) national realities [6: 148]. But there is also a classification of realities, based on the extralinguistic factor – thematic associations. Tduchi for G. D. According to Tomahin, we consider it expedient to single out geographical, cultural-historical, socio-political and ethnographic realities [5:12]. In this regard, linguistics interprets the meaning of the word more broadly than is accepted in traditional semasiology, and relies on the data of psycholinguistics, where the meaning of the word is not only what is recorded in dictionaries, but also the image, which includes a number of associations that are both nationally codified, ie common to all speakers of a given language and culture, and purely personal. This broad complex is divided into semantic parts [4:35], based on the distinction between the actual lexical meaning and lexical background, the realities should be considered words that do not have there are conceptual correspondences in the compared languages (due to the absence of the most marked objects) [6:21]).

The diversity of national features embodied in the revolutions is the object of study of linguistics, through which we study and seek to understand the internal structure, economic and cultural level, the history of the country of the language being studied, the heroes, traditions and customs. It is through reality that we learn about the traits and features of character that are inherent in the people of the country that exists in this historical epoch, because the vocabulary permeates all changes in public life and will reflect this in the vocabulary of the people [6:33]. in other words, the distinguishing feature of reality is the nature of the visual content, ie the close connection of the subject, marked by reality, with the people, the country, on the one hand, and the historical period of time, on the other. As GD Tomakhin rightly observes, it is color that makes a neutral unit a "nationally colored" reality. A certain country or place, a particular historical epoch, thanks to the referent characteristic of culture, life, traditions, features of reality in a given country or region, in a given historical epoch, from other countries, peoples, epochs" [7:36]. 1.1.2. Background knowledge and non-equivalent vocabulary. Background vocabulary denotes objects and phenomena that have analogues in

another culture, but their functioning differs in certain national characteristics, form, purpose of objects, etc. [7:502]. The main object of linguistics, according to VG Tomakhin, is the knowledge that members of a certain linguistic and ethnic community have at their disposal, so the problems solved in this science partially cover the tasks of sociolinguistics. Background knowledge also includes the system of worldviews prevailing in a given society [7:23].

12 Background knowledge is considered in their works also by EM Veretsagin and VG Kostomarov. 3 names of these outstanding scientists are associated with the formation of linguistics as an independent science. They were the first scientists who scientifically substantiated the objectivity of the existence of background knowledge, revealed the cumulative function of lexical semantics, revealed the content of the cumulative function of language, according to which language units are "container" of knowledge of social reality [13:156]. The great merit of EM Vereshchagin and VG Kostomarov was that they revealed the linguistic nature of background knowledge [12:130]. The authors were able not only to determine the place of the lexical background in the *ziachenii* of the word, but also to show its deeply linguistic meaning: background knowledge determines the place of the word in the lexical system and its use in language. Thus, the lexical background is taken out as if outside the word. The issue of defining the boundaries of background knowledge has not been finally resolved, sometimes they include almost all the knowledge that communicators have at the time of communication. The concept of background vocabulary is not refined. The study of the background knowledge of the masses is important both for linguistics and for semiology and linguistics in general. Non-equivalent vocabulary also has a pronounced national-cultural semantics. Non-equivalent are words that are used to express concepts that are absent in another culture and, as a rule, are not translated into another language by one word, have no equivalents outside the language to which they belong [47:103]. After these phenomena are internationalized (for example, the words: "sponsor", "bridge"), non-equivalent vocab-

ulary finds its equivalents in other languages (usually tracing paper) and ceases to denote national realities. Meanings Non-equivalent words are strictly untranslatable, and are revealed by interpretation.

In conclusion, we would like to mention the importance of studying World Wide Web content as it is swiftly changing and is an example of a dynamic and contemporary usage of a language which is highly important for communication competence.

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Рибчук Л. І., викладач кафедри прикладна лінгвістика, Навчально-науковий гуманітарний інститут Національного університету кораблебудування імені адмірала Макарова (Україна, Миколаїв), lyubovrybchuk@gmail.com

ВПЛИВ КОНТЕНТУ ЛІНГВОКРАЇНОЗНАВЧИХ ІНТЕРНЕТ-РЕСУРСІВ НА КОМУНІКАТИВНУ КОМПЕТЕНЦІЮ СТУДЕНТІВ

У даній статті було подане визначення комунікативної компетенції людини, проаналізовано її складові та основні шляхи її формування. Також було проаналізовано лексичні особливості контенту різноманітних ресурсів з країнознавства та їхній вплив на мовну компетенцію студентів.

Ключові слова: лінгвокраїнознавство, розробка сайтів, Інтернет, мовна компетенція, контент, реалії, фонова лексика.