

artists trained through this approach [5, p. 45]. That is because they are better equipped to approach the work of art from a broader perspective. As a result of the general objective of attaining the purpose of mural art in the society will not only be achievable but will also have the desired impact.

As for modern technologies, Rudolf & Zhu claim that technologies like virtual reality and artificial intelligence have changed the platform in how mural arts are distributed and engaged with [6, p. 22]. In this respect, developing the mural arts with the knowledge and understanding that such technologies will form the distribution and display channel enabling the learners to develop the mural with a distinctive level of flexibility.

The aim of artists training is often to help learners to develop their mural art skills with a constructivists perspective. That is by enabling them to act as agent of change and agent of societal improvement through their art. Hence, the murals developed are not only supposed to beautify the environment and the space upon which they are mounted. Moreover, they are supposed to be part of the construction of the larger society by influencing a specific perspective or a given philosophical approach towards life in the society.

So, we can conclude that mural painting has to be taught in the modern society perspective. Artistic works need to address the emerging needs of art consumers. The overall outcome is a sustainable art work and sustainable teaching practice. The learners are expected to learn by doing and by establishing meaningful connections. This will improve their professional skills and capability to engage in sustainable development of mural art and promoting art in general.

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SOCIO-CULTURAL COMPONENT IN TEACHING FOREIGN LANGUAGES

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Both language and culture are products of human society. Language permeates every level of culture and is an inseparable part of culture. Language records culture, and it is a tool for cultural expression and dissemination. Language promotes the development of culture, and culture also affects the development of language. The two are complementary and inseparable. Culture is a part of language and plays a very important role in foreign language teaching. Awareness of L1 and L2 cultures is an indispensable component of efficient language teaching.

Keywords: socio-cultural component; socio-cultural competence; foreign language teaching; culture

The word culture has a wide range of meanings. From an anthropological point of view, culture can be roughly divided into two categories. One category is formal culture including the achievements of literature, art, philosophy and other social sciences as well as various natural sciences, which collectively

reflect the spiritual and material civilization of human beings. The other is common culture which refers to a series of different characteristics in human life, such as customs, etiquette, taboos, weddings and funerals, celebrations, festivals, etc.

Socio-cultural competence includes knowledge about values, beliefs, behavior patterns, customs, traditions, language and cultural achievements peculiar to society. This competence occurs in the framework of socio-cultural education and training, i.e. in the process of personalizing the culture and national traditions of the studied language country. The advent of a phenomenon called "globalization" and its impact on all social, economic, cultural and ethical dimensions, the need for communication between nations and among people within each country, mutual understanding and tolerance of each other, day by day increases [1, p.116].

W. Goodenoff discusses the relationship between language and culture in "Cultural Anthropology and Linguistics": The language of a society is an aspect of the culture of the society. Language and culture are part and whole. As a part of culture, language has its particularity as follows: it is the main tool for learning culture. The entire culture is acquired in the process [2, p.9].

Problems caused by different social culture and languages are closely linked, and different nations have different languages and cultures. In cross-cultural communication, harmless words may surprise or anger the foreigners; a simple sentence will make them laugh out. Although students have considerable listening, speaking, reading, writing, and translation skills, students do not really understand and master the language, and often cannot express their thoughts in foreign language in deep, flexible, and communicate effectively. This stems from their insufficient understanding of the social culture of the country. It can be seen that the relationship between language and culture is very close. If you do not understand the culture of a foreign language, you cannot understand and use this language correctly. This is especially important for students learning foreign languages.

For example, "dragon" is regarded as an auspicious fetish in China, with incredible power, and thus becomes a symbol of the supreme emperor. The descendants of Yan and Huang are proud to call themselves "the descendants of the dragon". But the "dragon" in Greek and Roman mythology is a crocodile-like terrestrial animal that can breathe smoke and fire, and is a ferocious four-legged monster.

As another example, the Chinese advocate collectivism, while Americans advocate individualism. Every language reflects a culture that produced it, so any form of language has a certain cultural connotation. To learn languages well, you must understand the social culture and habits of their countries. Because language is very sensitive to social and cultural development, any changes will be reflected in language.

British and American people seldom ask about others' family situation when they meet. They regard personal age, income, religion, belief, marriage and sexual orientation personal privacy. But Chinese people do not shy away from these issues when they meet and talk. Westerners admire themselves and have a strong desire to express themselves. But Chinese people are very reserved when they express themselves.

For a long time, foreign language teaching has not paid enough attention to social and cultural factors. Gu Jiazuo once pointed out: "In my country's foreign language teaching, the cultural factors of foreign languages, especially the communicative culture, have not received due attention for a long time." Traditional foreign language teaching only cultivates "pure language ability", but in actual situations, in communication, you will find that this ability alone is not enough. For students, they will definitely remember the following "dialogue" in the textbook clearly.

According to Guryanov et al, the socio-cultural competence comprises the following dimensions:

- formation and achievement of this competence in foreign culture;
- reflection of one's own culture and ability to talk about it in a foreign language;
- socio-cultural competence is multidimensional. Obligatory components are linguistic-regional, regional, sociolinguistic and general cultural. This opens ample opportunities for professional and humanity training of young participants in the dialogue of cultures;

- socio-cultural competence makes it possible to pattern student's behavior in an authentic language environment, allowing to predict and thereby avoid possible difficulties that arise in another sociocultural environment;

- the basis for socio-cultural competence is cultural studies, which gives a true picture of the country's socio-cultural portrait, including historical and cultural knowledge, values and way of life of the peoples of the country [1, p.118].

Therefore, successful foreign language teaching must also enable students to have knowledge of the rules of social use of language and be able to use them practically, with social and cultural competence. Language is a manifestation of social culture. It is impossible to learn languages well without understanding culture. Conversely, the more profound and detailed understanding of the history, culture, traditions, customs, lifestyles and details of life of this countries, the more correct and accurate the use of the language can be understood.

At the same time, we should also pay attention to the relationship between language ability and communicative ability. Improving communicative competence should include the four language abilities (listening, speaking, reading, and writing) and sociocultural competence. Communicative competence is a very important concept in "the Ethnography of Speaking", and it has become the core idea of the communicative teaching method in the field of applied linguistics.

So, in foreign languages teaching, teachers should pay attention to socio-cultural component. Teachers should not only help students learn the language, but also help students understand social and cultural factors. Only in this way can students expand their knowledge quickly, and then learn well and communicate successfully in foreign languages. Give full play to the leading role of teachers in adhering to the combination of foreign language teaching and social and cultural background knowledge teaching. Teachers should be mediators and interpreters between two different cultures. They should be very familiar with the two cultures involved in foreign language teaching, and try to help students overcome the prejudice of ethnocentrism.

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ORGANIZING THE TRANSITION ACTIVITIES OF PRESCHOOL CHILDREN IN CHINA: PROBLEMS AND SOLUTIONS

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The paper reflects the problem of effective organizing the transition activities of preschool children in China. The transitional session is not only a link and bridge connecting each activity in the life of children, but also plays an important role in transit and connecting various activities. A good transitional link organization can provide children with rich learning opportunities, improve the efficiency of class activities, and promote comprehensive development of children. The author made the analysis of the current situation and develop the effective solutions.

Keywords: innovation strategy; transition link; preschool education; multiple links.

Transitions link refer to the intermediate stage generated from one activity from one event to another during a day event (the "activity" here is equivalent to all aspects arranged on the kindergarten's daily schedule) [3, p. 47]. In the process of education and teaching the transitional session plays a vital