Title: Sociocultural component of teaching foreign dialogic speech (on the material of the English language).

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Topicality: The term ‘sociocultural competence’ refers to command of the means of social communication for oral and written interaction and getting information through to a representative of a certain culture. Knowing and applying those means of communication allows students to communicate confidently when speaking English. There is therefore a heightened interest in searching effective ways of forming foreign language sociocultural competence in the process of teaching dialogic speech outside foreign language and culture environment. There are also greater demands for the level of foreign language command including sociocultural competence among secondary school students.

Goals: The paper is aimed at studying basic didactic peculiarities of dialogic communication and present a set of relevant activities for developing dialogic speech and sociocultural competence.

Tasks: The following tasks were performed:

- analyzing sociocultural peculiarities of spoken language of communication, its structure and common situations;
- revealing the peculiarities of speech and non-speech behavior;
- studying and choosing techniques of teaching intercultural dialogic communication;
- working out recommendations on choosing stereotypical phrases corresponding to real-life intercultural communication situations.

Theoretical Value and Practical Applicability: Research results can be used by foreign language teachers for enhancing their students’ performance in dialogic communication and for forming their sociocultural competence.

Results: The research resulted in the following statement: sociocultural component is an effective way of boosting foreign language teaching by enhancing students’ sociocultural competence.