Abstract. In the article was analyzed the content of Korean language linguistic and sociocultural competence in speaking, it was proved that it consists of the following components: extralingual knowledge about the culture, daily life, environment of Koreans, knowledge of culturally marked language units, skills in using them in dialogic and monologic speech, knowledge of non-verbal means of communication and skills in their adequate application in various situations, knowledge cultural concepts; the ability to follow norms and rules of behavior depending on the communication situation. Knowledge, skills, and abilities determine the ability and willingness to produce monologues and dialogues on topics that reflect the culture, everyday life, and environment of Koreans, to use culturally marked units during monologic and dialogic speech, and the ability to communicate with native speakers. It is substantiated that for the formation of linguistic and sociocultural competence in speaking, it is necessary to select culturally marked lexical units, non-verbal means of communication, culturally marked sample dialogues and sample monologues. The criteria for the selection of culturally marked vocabulary are the criteria of cultural marking, frequency and sufficient quantity, thematicity, semantic value, compatibility, adequacy of the lexical material for the purposes of learning; criteria for selecting non-verbal means of communication are criteria of cultural focus, functionality, speech etiquette, status of communication partners. It was determined that the selection of sample monologues and sample dialogues should be carried out on the basis of the following criteria: saturation with country studies realities, culturally marked lexical units, thematic marking, correspondence to the life and speech experience of students, correlation of information with native linguistic culture, authenticity, criterion of presentation quality audio text, criterion of genre and typological diversity, criterion of ratio of verbal and non-verbal components of dialogue, criterion of situationality.
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КРІТЕРІЇ ТА НОРМИ ОЦІНЮВАННЯ ЛІНГВІСТИЧНОЇ ТА СОЦІОКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ КОРЕЙСЬКОЇ МОВИ В УСНОМУ МОВЛЕННІ

Анотація. У статті проаналізовано зміст корейської мовної та соціокультурної компетенції в усному мовленні, доведено, що вона складається з таких компонентів: екстралінгвальні знання про культуру, повсякденне життя, оточення корейців, знання культурно маркованих мовних одиниць, навики в використання їх у діалогічному та монологічному мовленні, знання невербальних засобів спілкування та навичок їх адекватного застосування в різноманітних ситуаціях, знання культурних понять; здатність дотримуватись норм і правил поведінки залежно від ситуації спілкування. Знання, уміння та навички визначають здатність і готовність вести монологи та діалоги на теми, що відображають культуру, побут і оточення корейців, використовувати культурно марковані одиниці під час монологічного та діалогічного мовлення, уміння спілкуватися з носіями мови. Обґрунтовано, що для формування лінгвосоціокультурної компетенції в усному мовленні необхідно добирати культурно марковані лексичні одиниці, невербальні засоби спілкування, культурно марковані зразки діалогів і зразки монологів. Критеріями виділення культурно маркованої лексики є критерії культурної маркованості, частотності та достатньої кількості, тематичності, семантичної цінності, сполучуваності, адекватності лексичної термінології цілям навчання. Критеріями відбору невербальних засобів спілкування є критерії культурної спрямованості, функціональності, мовленневого етикету, статусу партнерів по спілкуванню. Визначено, що відбір зразків монологів і зразків діалогів доцільно здійснювати за такими критеріями: насиченість країнознавчими реаліями, культурно марковані лексичні одиниці, тематичне маркування, відповідність життєвому та мовленневому досвіду учнів, співвіднесеність інформація з рідною мовою культурою, автентичність, критерій якості подання аудіотексту, критерій жанрово-типологічної різноманітності,
Problem Statement. The effectiveness of forming Korean linguistic and sociocultural competence in speaking depends on several factors, including the individual's learning goals, the methods and resources they use, and their commitment to the learning process. Language acquisition is a complex process that goes beyond mere grammar and vocabulary. To become proficient in a foreign language, one must also develop sociocultural competence, which includes understanding the social and cultural nuances of the target language. This article explores the effectiveness of forming Korean linguistic and sociocultural competence in speaking, focusing on the significance of both linguistic and sociocultural aspects in achieving fluency and effective communication. Linguistic competence refers to one's ability to understand and produce the grammatical structures, vocabulary, and pronunciation of a language. In the context of speaking Korean, linguistic competence involves mastering the Korean phonetic system, grammar rules, and a vast vocabulary. Linguistic and sociocultural competence are interconnected. While linguistic competence provides the foundation for speaking, sociocultural competence ensures that your speech is appropriate and well-received in Korean society. Effective communication in Korean often relies on the ability to navigate the intricacies of both linguistic and sociocultural aspects. For example, understanding honorific language is impossible without a solid grasp of linguistic elements, while mastering linguistic competence alone may lead to socially awkward situations. The road to fluency in speaking Korean language, therefore, requires a balanced approach that integrates both linguistic and sociocultural competence. Learners should immerse themselves in the language and culture, practice speaking with native speakers, and actively seek to understand the societal norms that govern communication.

Analysis of Prior researchers. In the development of criteria for assessing Korean linguistic and sociocultural competence in speech, we relied on the component composition of the defined competence, criteria for assessing lexical competence, linguistic and sociocultural competence, and foreign language monologic and dialogic speech. The issues of linguistic, sociocultural competence were also raised in the works Osadcha, Semyan, Kravchenko, Romanov, Lazorenko, Crysak, Cooper, Borysko, Annie, Bailey, F. Glenn, M. Scott, B. Rosemary.

The Objective. The purpose of this research is the analysis of the prerequisites for the development of criteria and standards for assessing the linguistic and sociocultural competence of the Korean language in oral speech, as well as the presentation of the author's evaluation criteria.
**Principal Narrative.** First of all, it is worth noting that the prerequisite for the development of criteria and standards for assessing the linguistic and sociocultural competence of the Korean language in oral speech is conducting an experiment. The experiment is one of the leading research methods in language didactics. Any developed technology must be tested experimentally, and its effectiveness must be proven or disproved. The experiment is defined as a research method that consists in creating a research situation, getting the opportunity to change it, vary its conditions, making it possible and accessible to study pedagogical phenomena through their external manifestations, thereby revealing the mechanism and trends of the emergence and functioning of the phenomenon that is being studied" [1]. A language-didactic experiment is a scientifically designed language learning experiment, the purpose of which is to identify and justify certain regularities of the learning process in order to determine a more effective solution to the problem of language learning [2]. The purpose of the experiment is to check the effectiveness of the method of formation of Korean-speaking linguistic and sociocultural competence in speech in future philologists. The analysis of theoretical works on the methodology of foreign language learning, the developed theoretical principles of the formation of Korean-speaking linguistic and sociocultural competence in speech, the developed model of the organization of the learning process gave us the opportunity to formulate the following hypothesis: the effectiveness of the formation of Korean-speaking linguistic and sociocultural competence in speech will be high under certain conditions. According to the model of the author's methodology, the variable value is defined as syncretic/discrete formation of linguistic, sociocultural skills and abilities in monologic and dialogic speech.

According to the classification of Caro K. [3], the described experiment was basic (aimed at testing the main research hypothesis), cross-sectional (the cross-sectional nature of the experiment made it possible to check the effectiveness of the factor of syncretism (simultaneity) and discreteness (variety) in the formation of linguistic and sociocultural competence in monologic and dialogic speech. The experiment had a natural character, as the training took place in normal conditions, and was also open: individual training materials were changed during the experiment.

In order to organize an experimental verification of the effectiveness of the method of formation of future philologists of Korean-speaking linguistic, sociocultural competence in speech, it is necessary to conduct a preliminary in-depth analysis of scientific literature; to develop a learning technology that will be subject to experimental verification; selection of educational (diagnostic) materials for each stage of the experiment; as well as the development of evaluation criteria and standards and also to develop our own selection criteria.
The purpose of this article is, first of all, to analyze the criteria and standards for assessing sociocultural competence. Secondly, the task of the article is to explain according to which principles communicative situations should be distributed according to the models of the experiment, which is proposed to be used for the formation of linguistic and sociocultural competence in speaking in future philologists studying Korean as a first foreign language.

We define the following points as the most relevant for checking the level of formation of linguistic and sociocultural competence in speaking: Information saturation: focused on assessing the amount of sociocultural information in a monologue or dialogue. The Korean language really has a high information saturation, which can appear in a monologue (monolingual statement) or in a dialogue (conversation). It is important to understand that information saturation may depend on the context and the way of expression. “사과”(sakva) this word can mean "apple" but can also be used to express an apology, i.e. "sorry" or "we ask for forgiveness". The meaning depends on the context. "바람" (baram): This word can mean "wind", but can also be used to mean "betrayal" or "fraud" in relation to a relationship. Again, the meaning depends on the context. "봄" (bom): This word means "spring", but can also be used colloquially to express "hope" or "beginning". Here, too, the context determines the meaning. A study by Glenn F. emphasizes the interdependence of linguistic and sociocultural competence in language learning. It argues that linguistic competence alone is insufficient for effective communication, and sociocultural competence plays a significant role in shaping one's proficiency in speaking a foreign language [4]. This interdependence is particularly relevant when learning languages like Korean, which have a rich cultural context.

The correctness of the use of culturally marked lexical means: it involves the assessment of the correctness of the pronunciation of the word, the adequacy of the use of the lexical unit in accordance with the speech situation, the intention of the expression; the correct use of a word is evaluated in the unity of the form, meaning and function of the word in speech; the correspondence of speech to the honorific style: this criterion provides an assessment of the adequacy of the use of honorific means (lexical, morphemic) in dialogic speech.

A research paper by Leontyan M. [5], delves into the intricacies of politeness strategies in Korean and their impact on communication. The study highlights the importance of sociocultural competence in choosing the appropriate politeness level and honorifics, showing how these factors significantly influence the effectiveness of spoken interactions. Korean society places a strong emphasis on politeness and respect, and the use of honorific language (keigo) is essential when speaking with elders, authority figures, or in formal settings. Understanding the appropriate level of politeness and honorifics for different contexts is crucial. Politeness and honorifics are fundamental aspects of sociocultural competence in speaking Korean.
Here are some key points to understand about politeness and honorifics in Korean society. The Korean language has different levels of politeness and formality, which are used to indicate respect and hierarchy. There are three main levels: 하십시오 - This is the formal and polite level used in formal settings or when speaking to someone older or in a higher position. 하세요 - This is the informal polite level used in everyday conversation among peers and in less formal situations. 해 - This is the plain or casual level used when speaking to close friends or those younger or of lower status. Korean honorifics are specific words or suffixes used to show respect or humility. They are often used in conjunction with language levels. Common honorifics include "님" and "씨" when addressing someone with respect.

For example, "선생님" is used to show respect to a teacher. Koreans often use titles and names when addressing others. For example, "사장님" (sajangnim) is used to address a boss or business owner. Knowing when and how to use these titles is essential for showing respect. Understanding and using politeness and honorifics correctly is a key component of sociocultural competence in speaking Korean.

It not only facilitates effective communication but also reflects one's understanding and respect for Korean social norms and hierarchies. Adequacy of non-verbal behavior in dialogic speech: this criterion is aimed at assessing, first of all, dialogic speech, namely, the adequacy of the use of non-verbal means of communication to the speech situation; general quality of speech: the specified criterion is aimed at evaluating the main characteristics of dialogic and monologic speech, such as structuredness, logic, adequacy of reactions to cues, absence of unjustified pauses; all these characteristics make speech such that it can be adequately understood by Korean speakers without physical and intellectual effort [6]. The adequacy of non-verbal behavior in dialogic speech in the Korean language is a significant aspect of communication, as non-verbal cues play a crucial role in conveying meaning, emotions, and politeness in Korean conversations. Here are some key points related to non-verbal behavior in Korean dialogic speech. Koreans use facial expressions extensively to communicate their emotions and reactions during a conversation. Smiles, frowns, raised eyebrows, and other facial cues help convey the emotional tone of the dialogue. Maintaining appropriate eye contact is essential in Korean culture. It signals attentiveness, respect, and sincerity. However, excessive eye contact can be perceived as confrontational, so Koreans strike a balance depending on the context. We also should mention about gestures, as Koreans use hand gestures and body language to complement their verbal communication. For example, nodding can indicate agreement or understanding, while shaking one's head may signify disagreement or confusion. Besides, the traditional Korean bow is a non-verbal gesture that reflects respect and politeness.
The depth and duration of the bow can vary, indicating different levels of respect or formality. Koreans often respect personal space in conversation. The proximity to the interlocutor can convey different levels of intimacy or formality. Closer proximity may be used with close friends or family, while more distance is maintained in formal or professional settings. Koreans use non-verbal cues, such as a polite smile, lowered eyes, or a slight bow, to convey politeness and humility during conversations, especially with elders or authority figures. Non-verbal behavior can also play a role in conflict resolution. Koreans may use non-verbal cues like avoiding eye contact, sighing, or gesturing to signal discomfort or dissatisfaction without explicitly stating it [7].

We consider this criterion to be one of the determining ones, because extralingual knowledge, a large vocabulary of culturally marked vocabulary, the correct command of all elements of non-verbal behavior will not be able to ensure an adequate perception of monologic or dialogic speech, and therefore the process of communication itself, if the speech is not logical, not structured, the speaker often stutters, reacts inadequately to the interlocutor’s lines.

Taking into account all of the above, we offer the following criteria and standards for assessing Korean-speaking linguistic, socio-cultural competence in speaking. For our research, as mentioned earlier, we chose 5 evaluation criteria.

1. **Information saturation.** We suggest evaluating this criterion in the range from 5 to 1 point. 5 point the student possesses extra-lingual socio-cultural knowledge about the culture, daily life, and natural environment of Koreans; describes, tells information fully, with all details. 4 point - the student has basic sociocultural information about the culture, daily life, and natural environment of Koreans; however, omits certain details of the description or narrative. 3 point - the student can generally tell or describe a cultural phenomenon, subject, etc., but reports only basic information and not in full. 2 point - the student can tell part of the facts about the cultural object; the phenomenon omits about half of the information he should have and does not speak. 1 point – the student can name only individual facts about a cultural object, phenomenon; omits more than half of the information he should have and does not speak.

2. The next important criterion is the correct use of culturally marked lexical means, we offer to evaluate this criterion with the maximum number of points - 10, and accordingly we will receive the minimum point - 1. 10 points: the student uses culturally marked lexical units adequately to the communicative intention, does not make pronunciation, semantic and functional errors; 1-2 minor pronunciation errors are possible, which the student corrects himself; 9 points – the student uses culturally marked lexical units adequately to the communicative intention, 1 error is possible due to the incorrect use of a lexical unit; a student can deliberately avoid using 1 culturally marked lexical unit, replacing it with a common colloquial one; 8 points –
the student uses culturally marked lexical units adequately to the communicative intention, 2 errors are possible due to incorrect use of lexical units; the student can consciously avoid using 1-2 culturally marked lexical units, replacing them with common colloquial ones; 7 points – the student uses culturally marked lexical units adequately to the communicative intention, 3 errors are possible due to incorrect use of lexical units; the student can consciously avoid using 3-4 culturally marked lexical units; 6 points – the student uses culturally marked lexical units adequately to the communicative intention, 4 errors are possible due to incorrect use of lexical units; the student can consciously avoid using 4-5 culturally marked lexical units; 5 points – 5 possible errors related to incorrect use of lexical units; the student can consciously avoid using 5-6 culturally marked lexical units; 4 points – 6 possible errors related to the incorrect use of lexical units; the student can consciously avoid using 6-7 culturally marked lexical units; 3 points – 7 possible errors related to incorrect use of lexical units; the student can consciously avoid using 7-8 culturally marked lexical units; 2 points – 8 possible errors related to incorrect use of lexical units; the student can consciously avoid using 8-9 culturally marked lexical units; 1 point – 9 possible errors related to incorrect use of lexical units; a student can consciously avoid using 9-10 culturally marked lexical units.

3. As a third criterion, we propose to consider the correspondence of speech to the honorific style, evaluating it from 5 to 0 points. 5 points - the speech fully corresponds to the honorific style (formal for subordinate relations: very high, ordinary high, ordinary low, very low) and informal - for solidarity relations (high form, and impolite, intimate form); minor mistakes are immediately corrected by the student, they look more like excuses; 4 points – the speech as a whole corresponds to the required honorific style; isolated (1-2) gonorrheal deviations occur; 3 points – 3-4 grammatical errors in the student's speech; 2 points – 5-6 honorific phrases in the student's speech; 1 point - 7-8 honorific errors in the student's speech; 0 points – 9 or more honorific errors in the student's speech.

4. As the next criterion, we consider the adequacy of non-verbal behavior in dialogic speech, which we also propose to evaluate with a maximum of 5 points, a minimum of 0 points. 5 points – the student adequately uses all non-verbal means of communication, does not avoid using these means, communicates in accordance with the established concepts of Korean communication culture; 4 points – the student adequately uses all non-verbal means of communication, sometimes avoids the use of non-verbal means, communicates in accordance with the established concepts of Korean communication culture; 3 points - the student rarely uses non-verbal means during communication, makes incorrect gestures (however, does not use negative or
prohibited gestures); communication partially corresponds to the established concepts of Korean communication culture; 1 point – the student almost does not use non-verbal means during communication, makes incorrect gestures (however, does not use negative or prohibited gestures); communication almost does not correspond to the established concepts of Korean communication culture; 0 points – the student used a prohibited gesture; communication defies the norms of Korean communication culture.

5. We propose to consider the overall quality of the expression as the last criterion and will evaluate it from 5 to 1 point, where we will consider 5 as the highest point. 5 – the speech is well structured, understandable for those who perceive it, the presentation is logical, adequate reaction to the lines, the speech is free, devoid of unjustified pauses; 4 – the speech is generally structured well, understandable, but there may be minor deviations from the norm or violations of the logic of the presentation or the adequacy of reactions to cues, which, in general, do not lead to misunderstanding between the interlocutors; 3 – individual fragments of a monologue or dialogue are incomprehensible for perception: due to incorrect structure, word usage, lack of logic in the construction of statements; frequent unjustified pauses; 2 – a significant part of the monologue or dialogue is incomprehensible for perception (but less than 50%); frequent unjustified pauses; 1 point – more than 50% of the monologue and dialogue cannot be understood; frequent unjustified pauses.

As a result, we offer the following table, which will display the stages of forming an estimate.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Score for monologue</th>
<th>Score for dialogue</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information saturation</td>
<td>0-5</td>
<td>0-5</td>
<td>0-10</td>
</tr>
<tr>
<td>The correctness of the use of culturally marked lexical means</td>
<td>0-10</td>
<td>0-10</td>
<td>0-20</td>
</tr>
<tr>
<td>Conformity of speech to the honoragphic style</td>
<td>0-5</td>
<td>0-5</td>
<td>0-5</td>
</tr>
<tr>
<td>Adequacy of non-verbal behavior in dialogic speech</td>
<td>0-5</td>
<td>0-5</td>
<td>0-5</td>
</tr>
<tr>
<td>General quality of speech</td>
<td>0-5</td>
<td>0-5</td>
<td>0-10</td>
</tr>
<tr>
<td></td>
<td>0-20</td>
<td>0-30</td>
<td>0-50</td>
</tr>
</tbody>
</table>

Accordingly, the maximum number of points can be 50.
According to the ECTS scale, points are distributed as follows:
45-50 - excellent, high level;
37-44 – good, sufficient level;
30-36 – satisfactory, average level;
0-29 – unsatisfactory, low level.
Conclusions. In conclusion, the effectiveness of forming Korean linguistic and sociocultural competence in speaking is vital for anyone aiming to communicate fluently and effectively in the Korean language. Linguistic competence equips learners with the necessary tools to construct sentences and convey meaning, while sociocultural competence ensures that language is used appropriately within the cultural context. So, it was proven that the verification of the level of formation of the Korean-speaking linguistic and sociocultural competence in speech will be carried out in the conditions of the main, vertical-horizontal, natural, open experiment; and will also be evaluated using the following criteria: information saturation, the correct use of culturally marked lexical means, the correspondence of speech to the gonoraghic style, the adequacy of non-verbal behavior in dialogic speech, the general quality of expression.

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