



A. K. Alipova*Margulan University, Pavlodar, Republic of Kazakhstan* <https://orcid.org/0009-0004-8164-8577>*e-mail: alipova_a85@mail.ru***M. S. Kulakhmetova***Margulan University, Pavlodar, Republic of Kazakhstan,* <https://orcid.org/0000-0001-5500-6416>*e-mail: kulakhmetova_mergul@teachers.ppu.edu.kz*

PROBLEM-BASED SITUATION AS A MEANS OF FORMING SOCIOLINGUISTIC LANGUAGE COMPETENCE

Abstract. Modern approaches to foreign language teaching involve the formation and development of various language competencies. Among them, significant importance is given to sociolinguistic competence. Mastery of these competencies enables learners to develop the ability to organize their speech behavior appropriately according to the communication situation. Sociolinguistic competencies will enable learners to achieve personal success both in integrating into intercultural and international environments in the context of a globalizing world, and in their future professional activities. The formation of sociolinguistic competencies in foreign language teaching occurs through various linguistic and methodological approaches. One such method is learning through problem-based situations. The aim of the research in this article is to demonstrate the most significant methods and approaches for developing learners' sociolinguistic competence through the implementation of the problem-based situation method in foreign language teaching. The results of the experiment conducted among learners demonstrate the necessity of systematic use of problem-based situations to achieve the formation of a sociocultural language personality.

Keywords: sociolinguistic competence, problem-based learning, problem situations, cognitive activity, pedagogical experiment, lexical skills.

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Introduction

The technology of problem-based learning is currently becoming particularly relevant and attracts the interest of scientists and teachers. The technology of problem-based learning has become widespread and applied with the development of cognitive values of modern society and the emergence of new requirements for professional competencies in the global world. In order to understand the essence and significance of the technology of problem-based learning in foreign language lessons in the process of learning at school, it is extremely important to consider the conceptual foundations of this concept.

There is no single point of view regarding this concept in the scientific literature. However, there are many interpretations of this concept. In our study, we will adhere to the opinion of the author M.I. Makhmutov, who believes that problem-oriented learning is learning, which is one of those tools with which the modern educational process is carried out. This type of training is a method of active interaction of the subject organized by the teacher with the problem-presented content, during which he is introduced to the objective contradictions of scientific knowledge and ways to solve them – learn to think, creatively assimilate knowledge. And according to the same author, problem-based learning objectives in foreign language lessons are the formation of students' ability to navigate, adapt to constantly changing life situations, and independently acquire the missing knowledge for self-realization (Makhmutov, 2017).

The relevance of this research in the article is due to the fact that nowadays problem-based learning is focused on students search for new knowledge and ways of acting independently. Moreover, it implies step-by-step and purposeful coverage of problems arising as a result of cognition, the solution of which helps to assimilate new information proactively.

The importance of the research lies in the fact that problem-based learning provides a specific type of thinking, depth of beliefs, strength of assimilation of knowledge and creative use of them in practice. Problem-based learning also forms students' thinking abilities and contributes to the development of motivation to achieve success, and is also an effective means for the formation of students' sociolinguistic competence.

Material and methods

The methodological basis of the article is theoretical research in the field of development of linguistic, communicative, sociolinguistic competence of such authors as: T.B. Grebenyuk (Grebenyuk, 2000), S.V. Perkas (Perkas, 2000) and others.

In the Republic of Kazakhstan, the formation of linguistic, sociolinguistic competence is discussed by such authors as Z.K. Akhmetzhanova (Akhmetzhanova, 2005), M.Sh. Musataeva (Musataeva, 2014), M. Kulakhmetova (Kulakhmetova, 2021) and others. In the field of the formation of linguistic, sociolinguistic competence with the use of problem-based learning, specific steps, which are represented in the works of E.V. Nosovich, O.P. Milrud (Nosonovich, Milrud, 1999) etc., have been taken. However, the research conducted in this area cannot be called exhaustive, which also served as a motive for the study of this problem. The method of problem-based learning in Kazakhstan was considered and studied by such authors as: L.K. Kosherbaeva, K.Zh. Bayldinova, S.I. Sydykova, A.K. Abikulova, A.B. Kumar, K.A. Tolganbaeva, R.A. Khozhamkul (Kosherbayeva, Bayldinova, Sydykova et al., 2019) etc.

Despite many studies and publications on this topic, many aspects of the chosen problem have not received proper practical justification. The research materials are of practical value for the organization of work in accordance with the technology of problem-based learning and the use of various methods in a foreign language lesson and make a theoretical contribution to the study of problem-based learning. The subject of this article is to consider the application of problem-based learning technology in foreign language lessons. The following methods were used in this study: method of analysis of methodological and psychological-pedagogical literature on the subject under research, synthesis method, pedagogical experiment.

Therefore, the purpose of problem-based learning is to overcome the elements of mechanical assimilation of knowledge, to activate the mental activity of students and familiarize them with research methods.

Results and discussion

Of particular interest are the types of tasks of problem-based learning in foreign language lessons. Thus, the methodological techniques of problem-based learning in foreign language lessons include: discussion, the round table Method, business games, intellectual assault, analysis of specific situations and so on and so forth.

Here are some examples of problem-based learning technology in foreign language lessons in the 9th grades. These problem tasks presented below can be used at such stages of grammar skill formation as familiarization, training and application.

Implementation of problem-based learning in foreign language lessons. So, as part of the study of the topic “Friendship between boys and girls” - the following practical exercises are offered for the 9th grade student.

Topic: Friendship between boys and girls.

A clash of opinions technique. A problematic situation is created by a question or a practical task on new material that collides students’ opinions. The question is asked frontally, and the urge to realize the contradiction is carried out by replicas: “Was there one question? And how many opinions do we have? Why did this happen? What don’t we know?” The practical task allows you to vary the forms of training: it can be given to the whole class, groups, pairs, a student at the blackboard. The prompting dialogue is carried out frontally with replicas: “Was there one task? And how did you complete it? Why did this happen? What don’t we know yet?” (Table 1).

Table 1. Task «A clash of opinions technique»

Analysis	Teacher	Students
Task for the spread of opinions	Look at the board. The words are written there: <i>Dress, trousers and shirts, make-up, boyfriend, sport, girlfriend</i> Divide them into 2 categories. What do you think, on what grounds did you separate them?	<i>They sort words into categories.</i> <i>1 option.</i> 1 - dress, make-up, girlfriend 2 - trousers and shirts, sport, boyfriend <i>3 option.</i> 4 - dress, make-up, boyfriend 5 - trousers and shirts, sport, girlfriend Something that applies to a boy and a girl.
The urge to awareness	There was only one task. And how did you fulfill it?	In different ways.
Motivation for the problem posed	Look at the pictures (of a boy and a girl and a question mark between them). What is our topic? <i>(The teacher writes down the topic on the blackboard)</i>	Friendship between boys and girls. <i>(Topic)</i>

For example, you can use tasks such as *Students’ mistakes technique* in the group work of the 9th grade students in a foreign language lesson as part of the topic “Global English” (Table 2).

Table 2. Assignment «Students' mistakes technique»

Analysis	Teacher	Students
Error Assignment	<p>You have received such a note. Decipher it in groups:</p> <p>Situation. Your friend works in a big computer company. One day it was robbed and some important documents were stolen. Next morning he received the following message in Globish. Help him to decode it and find out the robber.</p> <p>It says “<i>I have information about the person who <u>took</u> your papers <u>without your permission</u>. That evening I decided to walk in the park which <u>places face to face</u> to your company. I saw <u>an adult person who was a male</u> coming out of the building. He was bringing <u>a small container</u>. When I asked him what he held in hands, he didn't say <u>words in return to a question</u>. He ran on the grass and <u>made sounds showing happiness</u>. It was <u>a male person having the same parents as you</u>.</i>”</p> <p>It says “I the person who your papers. That evening I decided to walk in the park which to your company. I saw coming out of the building. He was bringing. When I asked him what he held in hands, he didn't. He ran on the grass and. It was</p>	Decrypt the note in groups.
Voicing erroneous options	Let's see how you completed the task. (<i>Fixes the answer options on the board</i>)	Tell options.
Presentation of a scientific fact	Now look at the correct answers.	Read the words and are surprised.
The urge to realize the contradiction	So, what did you think at first? How does it actually turn out? Why did this happen? What don't we know yet?	In different ways. We don't know global English.
Prompting a Lesson problem	What is our lesson topic? (<i>Writes down the topic on the blackboard</i>)	Global English. (Topic)

This table shows that the problem situation is created in two steps. The first step is a practical task for a new material that exposes everyday (i.e. erroneous or limited) representation of students. The task is offered either frontally with the voicing of the result obtained, or to one student at the blackboard, whose work is observed by the class. The second step is to present a scientific fact in any available way (by message, by reference to the dictionary). The urge to realize the contradiction is carried out by replicas: “What did you think at first? And what actually turns out to be?”

Here are examples of tasks and exercises on the technology of problem-based learning in group work of 9th grade students on the topic “Ways to resolve conflicts”.

The equipment used when performing the listed exercises: the textbook “English Plus for Kazakhstan (Grade 9) Student's book Wetz Ben”, Publisher: Oxford University Press, 2015. 131 p. (Wetz Ben, Diana Pie) (Wetz, 2015), video recording, projector, computer.

The purpose of the exercises is the formation of key language competencies.

Tasks of practical exercises:

1) Educational: development of listening skills; development of oral, monologue and dialogic speech;

2) Developing: improving the ability to understand foreign language speech by ear, the ability to identify the problem and formulate their own ways to solve the problem;

3) Educational: development of students' skills to work in groups, express their own opinion on conflict resolution, accept someone else's point of view.

Tasks can be presented this way:

What are the two sides of the conflict?

What is the reason of the conflict?

That's right.

Who do you think was wrong in this situation?

Was it possible to prevent this conflict?

Now you are to find the way out from the conflict in groups.

Let's listen to your thoughts.

When performing these exercises, the teacher can successfully use the case assignment:

- Now I give each group a conflict case. At first, you should answer the questions, develop the situation and find the way out. After that you dramatize these situations.

A teenager doesn't tidy his room, which irritates his mom. She has told him so many times but there's still no result. Once when the son was out, she cleaned the flat and then went shopping. When she got back, she saw that the son had thrown his things around. Then mom A teenager always tells lies about where he was, who he was with etc.

- Has it been difficult for you to work today?

- Have you managed to do everything successfully and in time?

- Has the material of the lesson been new for you?

The following method used is *the Discussion Method*.

Speaking about the following discussion technique, we can say that this is a commonly used technique, so it was not new and unusual for the students. Discussions during practice were frequent, and students took an active part. Here is an example of one of these discussions held in the form of project work protection:

The purpose of practical tasks:

- to find out the attitude of students to environmental problems;

- to put a problem in front of students in order to find a way to solve it;

- teach to search and analyze information independently.

Educational tasks of practical exercises: to foster a careful attitude to nature, to develop a sense of responsibility for the future of the planet and its inhabitants

When performing these tasks, at the first stage, an introduction to the atmosphere of foreign language communication is carried out: -Hello everybody. Students, how are you? Will you greet the guests? Please, don't worry, relax. Are you in good mood?

- Now you are ready to listen to me attentively.

In the classroom, tables and chairs are arranged in a semicircle to create an atmosphere of unusual and novelty. There are posters on the board showing the beautiful landscapes of nature and the beauty of the planet Earth.

At the second stage there is an introductory speech by the teacher: Our planet is very beautiful, isn't it? You can see picturesque sceneries. Every person has a special

place in different corners of our land, which is very important, and it is impossible to imagine one's life without it.

My native land, a land of songs,
 To you alone my heart belongs.
 My native land, a land of springs,
 Your rivers are blue,
 Your forests are green.
 My Motherland, a land of glory,
 Your life is a heroic story.
 I love your nature most of all
 My native land,
 You are deep in my soul.

At the third stage, motivation develops to encourage reflection on the problem of ecology and statements on this topic.

Now imagine that your special place is changing, that all of a sudden, the water is completely gone your special place turned. Maybe you think that the amount into lifeless desert of water we have to use remains the same? Is it really enough water on the Earth? Look here, what is it? The teacher shows the students the big apple. Use your imagination. The apple represents the Earth. The teacher cuts the apple into quarters. $\frac{3}{4}$ (three - quarters of the Earth surfaces water and only $\frac{1}{4}$ quarter is land)

Only one half of the land is habitable. The rest of the land is the deserts, mountains, frozen ice caps, where people cannot live.

Only $\frac{1}{4}$ of the habitable land is where all the Earth food come from.

The teacher eats this piece of apple and asks. What would happen if this part of the world were damaged or destroyed. The teacher takes a small shaving of one of the slices that represents the water of the world. Less than one percent of Earth water is fresh and drinkable. If you imagine a day without water, you realize, how precious it is.

Addressing students in order to maintain a discussion. My friends, you were given a task to prepare your projects on Environmental problems. Can you support what I have just told you? Project defense.

a) "Water pollution"

b) Fortunately, all of us can help to protect our lakes, streams, rivers and oceans. You can become a leak detective and a water saver. We speak about water shortages. Did you waste any water? Do you often take a bath? How much water do you spend on washing? Water pollution is becoming quite bad. Have you ever thrown anything into a river on a lake? People use a lot of washing powder. Does your family, do it?

The listed exercises have shown that the discussion method as one of the methods of problem-based learning is increasingly being used in foreign language classes, mainly because it allows students to integrate knowledge from different fields when solving a problem, makes it possible to apply language knowledge and skills in practice, while generating new ideas.

Next, we will give an example of practical tasks on the topic "Why do we need a good friend?" (Table 3). The purpose is to develop reading skills and monologue speech.

The tasks of practical exercises are to improve speech skills and to develop the ability to read with an understanding of the general content.

Table 3. Example of practical tasks on the topic “Why do we need a good friend?”

Analysis	Teacher activities	Student activities
1. Organizational and motivational stage	<ul style="list-style-type: none"> - Hello, students! Glad to see you! - At first, we are going to watch a video. - Now let’s share the ideas about the topic of the lesson. - Do you have friends? What role do they play in your life? Why do we need friends? 	Greeting, watching videos, determining the lesson topic, answering introductory questions on the lesson topic.
2. The stage of updating knowledge	<ul style="list-style-type: none"> - Let’s revise some topical vocabulary. I say the word in Russian, you say it in English. 	Working with vocabulary, repeating old, learning new: Betray, envy, feel jealous, ignore, quarrel, avoid, give away secrets, fight, let down.
3. Application of new knowledge	<ul style="list-style-type: none"> - Open your student’s books at page 29 exercise 51. Read Helen’s story and say in 2-3 sentences what it is about. - Now answer my questions: <ol style="list-style-type: none"> 1. What did Emma demand from Helen? 2. Why did Helen decide to cheat? 3. How did Helen’s life change in the end? 	Reading the text in order to highlight the clue information.
4. Problem statement	<ul style="list-style-type: none"> - Now you will work in groups. You are given the cards with the cases, which you should discuss and come to a solution. 	Work in a group. <ol style="list-style-type: none"> 1. Your friend wants to lie to his parents about his plans and go to the cinema at night. Will you help him? 2. You know that your friend skips his sports section, and his parents ask you about it. Will you tell them?

		<p>3. Your parents don't like your friend and don't let you spend time with him. What will you do?</p> <p>4. Your parents ask you to visit grandparents with them, and it's your friend's birthday. What will you do?</p> <p>5. One of your friends doesn't like the other one. You want to invite them both to your birthday party. What will you do?</p>
5. Problematic discussion	- Let's now discuss the cases and the solutions you suggest.	Each of the groups speaks on the prepared question. Opponents refute the arguments of the groups.
6. The final stage	<p>- What new things have you learnt today? Was it good?</p> <p>- Do you think that today's material of the lesson is useful for your everyday life?</p> <p>- Thank you for the lesson, goodbye!</p>	Answer the teacher's questions, say goodbye.

So, proving the effectiveness of these exercises, a pedagogical experiment was conducted, which allowed us to formulate conclusions about the validity of the above practical tasks in foreign language lessons. That is, in order to determine the effectiveness of the proposed exercises, it was necessary to test them in practice. The approbation was carried out in order to confirm the chosen hypothesis that the process of forming successful socio-linguistic competence in English classes for students will be effective if practical tasks that contain the realities of modern English-speaking society are used as a means of formation.

The base and sample of the study. The experimental work was attended by 56 students of the 9th grade of MSI «Secondary School No. 29 of the Pavlodar city» of the Department of Education of the Pavlodar city, the Department of Education of the Pavlodar region. The lesson in that class was prepared according to the EMC «English plus for students of Kazakhstan (9 grade) Wetz Ben», Publishing House: Oxford University Press, 2015. - 131 p. (Ben Wetz, Diana Pai) (Wetz, 2015).

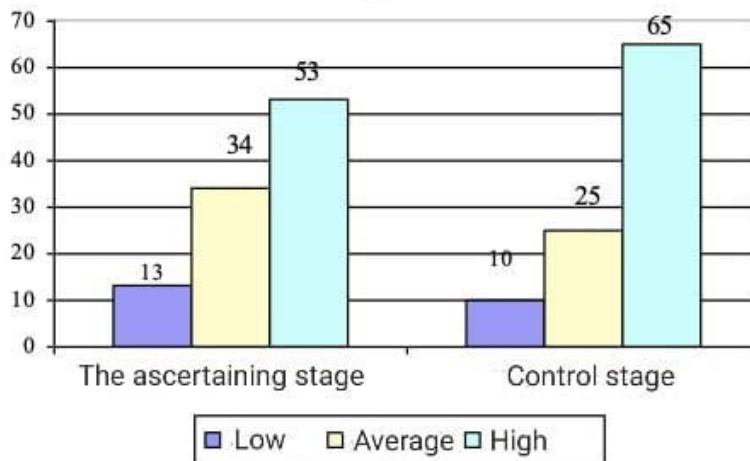
Diagnostic tools:

1) V.G. Dreyer's methodology «Determining the level of formation of socio-linguistic competence»;

2) Test work «Determining the level of formation of socio-linguistic competence among students (according to S.V. Stolbunova)».

V.G. Dreyer's methodology: "Determining the level of formation of socio-linguistic competence" allows determining the level of formation of socio-linguistic competence.

Thus, the following results, presented in Picture 1, were obtained.



Picture 1 – Dynamics of the level of formation of socio-linguistic competence among the 9th grade students at the control stage (%)

After conducting a series of classes for the formation and development of successful sociolinguistic competence of students, a control section using the same methods as at the ascertaining stage of pedagogical experimental work was conducted. A comparison of the results of the ascertaining and control stages of experimental work showed that positive changes are visible among the 9th grade students: for example, the majority of students (65%) now correspond to a high level of sociolinguistic competence, whereas at the ascertaining stage the number of students with this level was 53%. There have been positive changes (+12%). The average level is observed in 25% of students, whereas at the ascertaining stage the number of students at this level was 34%. Therefore, students from the average level moved to a higher one (– 9%). At the low level, 10% of students were identified, whereas at the ascertaining stage, the number of students at this level was 13%. Therefore, students moved from the low level to a higher one – the average (– 3%).

According to repeated testing, there is an improvement in the indicators of the 9th grade students on knowledge of country studies, vocabulary, grammar, and, most likely, this is due to the fact that a large number of tasks and exercises at the formative stage included games, puzzles, work with authentic material for the development of sociolinguistic competence. Analyzing the results obtained during the testing of sociolinguistic competence, it should be noted that the 9th grade students generally coped with the proposed tasks and demonstrated a stable vocabulary and grammar proficiency corresponding to their level. The increased results indicate that students now pay great attention to lexical and grammatical training in a foreign language. Students at the control stage have a more stable skill of performing such tasks, as well as a quite good command of vocabulary and grammar for level B1. So, the obtained positive results of the experiment indicate the effectiveness of the developed conditions aimed at the formation of sociolinguistic competence. The results of the experimental pedagogical work allow us to assert that the proposed pedagogical conditions and the developed practical didactic

material with the use of problem-based learning technology contribute to the effective implementation of the theoretical model of the formation of sociolinguistic competence among students.

Thus, the use of problem-based learning technology contributes to the development of students' mental abilities, as well as their independence and creative thinking.

Conclusion

So, according to the theoretical and practical research carried out, the following conclusions can be formulated. Theoretical research of the topic has shown that problem-based learning is the provision of creative assimilation of knowledge. That means that in the lesson of studying new material, the teacher guides students through all the links of scientific creativity: problem formulation, solution search, solution expression and product implementation.

A practical study of the topic showed that the didactic material developed at the formative stage with the use of problem-based learning technology contributed to the successful formation of sociolinguistic among the 9th grade students – practical exercises for working with authentic text, working with popular videos, the introduction of song material in foreign language lessons.

The obtained positive results of the experiment indicate the effectiveness of the developed exercises of a problematic nature aimed at the formation of sociolinguistic competence. The results of the experimental work allow us to assert that the proposed pedagogical conditions and didactic material contribute to the effective implementation of the theoretical model of the formation of sociolinguistic competence among students of the 9 grades of MSI “Secondary School No. 29 of the Pavlodar city”. The lexical material used in the discussion and in the preparatory lessons is updated in speech, which contributes to the best and most effective assimilation of the lesson material.

Also, during the observation, it was found that students began to be more active in English lessons. The average number of lexical and grammatical errors in speech remained at the same level, but students are less afraid to speak out in the classroom and try to apply their knowledge in educational situations.

As a result of conducting lessons using problem-based learning, students develop communication and speaking skills. The communicative skills formed during the training, in general, allowed them to participate in the creative communication process more confidently. Thanks to the use of problem-based learning in English lessons, more students are able to speak out and express their opinion on the issue under discussion. Problem-based learning provides an opportunity for more students to speak out, encourages the use of interactive language tools, creates an emotional atmosphere that increases motivation to learn, increases the sense of responsibility and independence of students, helps to identify and take into account the individual characteristics of students, contributes to the formation of a team.

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А. Қ. Алипова

Ә. Марғұлан атындағы Павлодар педагогикалық университеті
Павлодар қ., Қазақстан Республикасы

М. С. Құлахметова

Ә. Марғұлан атындағы Павлодар педагогикалық университеті
Павлодар қ., Қазақстан Республикасы

ПРОБЛЕМАЛЫҚ ЖАҒДАЙ ӘЛЕУМЕТТІК-ЛИНГВИСТИКАЛЫҚ ТІЛДІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ ҚҰРАЛЫ РЕТІНДЕ

Аңдатпа. Шет тілін оқытудағы заманауи тәсілдер әртүрлі тілдік құзыреттіліктерді қалыптастыруды және дамытуды болжайды. Олардың қатарында әлеуметтік-лингвистикалық құзыреттілікке ерекше мән берілген. Осы құзыреттерді игеру білім алушыға қарым-қатынас жағдайына барабар өзінің сөйлеу тәртібін ұйымдастыра білуін дамытуға мүмкіндік береді. Әлеуметтік-лингвистикалық құзыреттер білім алушылардың жаһанданушы әлем жағдайында мәдениетаралық және халықаралық ортаға кірігуінде де, болашақтағы кәсіби қызметінде де табысты болуын қамтамасыз етуге мүмкіндік береді. Шет тілін оқытуда әлеуметтік-лингвистикалық құзыреттерді қалыптастыру әртүрлі тілдік және әдістемелік тәсілдер арқылы жүргізіледі. Осындай жолдардың бірі проблемалық жағдайлар арқылы оқыту әдісі болып табылады. Осы мақаладағы зерттеудің мақсаты шет тілде оқытудағы проблемалық жағдай әдісін іске асыру арқылы білім алушының әлеуметтік-лингвистикалық құзыретін дамытудың неғұрлым маңызды жолдары мен тәсілдерін көрсету болып табылады. Білім алушылар арасында жүргізілген эксперимент нәтижелері әлеуметтік-мәдени тілдік тұлғаны қалыптастыруға қол жеткізу үшін проблемалық жағдайларды жүйелі түрде пайдалану қажеттігін көрсетеді.

Түйінді сөздер: элеуметтік-лингвистикалық құзыреттілік, проблемалық оқыту, проблемалық жағдайлар, танымдық белсенділік, педагогикалық эксперимент, лексикалық дағдылар.

А.К. Алипова

*Павлодарский педагогический университет имени Ә. Марғұлан,
Павлодар, Республика Казахстан*

М.С. Кулахметова

*Павлодарский педагогический университет имени Ә. Марғұлан,
Павлодар, Республика Казахстан*

ПРОБЛЕМНАЯ СИТУАЦИЯ КАК СРЕДСТВО ФОРМИРОВАНИЯ СОЦИОЛИНГВИСТИЧЕСКОЙ ЯЗЫКОВОЙ КОМПЕТЕНЦИИ

Аннотация. Современные подходы в обучении иностранному языку предполагают формирование и развитие различных языковых компетенций. В числе их немаловажное значение отведено социолингвистической компетенции. Овладение данными компетенциями дает возможность обучающемуся развивать умение организовать свое речевое поведение адекватно ситуации общения. Социолингвистические компетенции позволят обеспечить обучающимся личностный успех как в интеграции в межкультурную и международную среду в условиях глобализирующегося мира, так и в профессиональную деятельность в будущем. Формирование социолингвистических компетенций в обучении иностранному языку происходит через различные языковые и методические приемы. Одним из таких путей является метод обучения через проблемные ситуации. Целью исследования в данной статье является демонстрация наиболее значимых путей и приемов развития социолингвистической компетенции обучающегося через реализацию метода проблемной ситуации в иноязычном обучении. Результаты эксперимента, проведенного среди обучающихся, демонстрируют необходимость систематического использования проблемных ситуаций для достижения формирования социокультурной языковой личности.

Ключевые слова: социолингвистическая компетенция, проблемное обучение, проблемные ситуации, познавательная активность, педагогический эксперимент, лексические навыки.

Authors contribution

Alipova A.K. – the concept of the study, research methodology, writing part of the text.

Kulakhmetova M.S. – design of the study, writing part of the text.