Formation of socio-cultural competence witin project technology

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ABSTRACT: The formation and development of the components of socio-cultural competence provides the student with the opportunity to navigate the socio-cultural characteristics of the people with whom he communicates, to predict possible socio-cultural obstacles in the context of intercultural communication and ways to eliminate them. It creates the basis for the implementation of independent study of other countries, peoples, cultural communities; mastering the ways of representing the native culture in a foreign language environment; sociocultural self-education in any other, previously unexplored spheres of direct and mediated communication. As we know, language and culture are the most important aspect in the process of learning a foreign language. Learning a foreign language at an intercultural level is impossible without knowing the culture of another people. Accordingly, language learning cannot be complete without studying the culture of the target language.

KEY WORDS: sociocultural competence, problem-project approach, project technology, WebQuest.

1. INTRODUCTION

As S.S. Kunanbayeva notes, competence is a personality quality, which presupposes the student's possession, mastery of the corresponding competencies, including his personal attitude to the subject of activity, which form the minimum experience of activity in a given area, which is further improved and is brought to the level of competence in the course of professional activity [1, p.117]. The definition of the term "Competence", according to A.T. Chaklikova, is interpreted as personality traits, the potential ability of an individual to cope with various tasks, as a set of knowledge, skills and abilities necessary for the implementation of specific professional activities [2, p.10]. Minnisa S. Safina considers that the concept of "competence" in terms of the educational process, we can say that competence is primarily the result of training. Through the study of educational material the student acquires a particular competence – specific knowledge, skills – and gains experience (professional quality) and thus demonstrates perseverance, self-reliance and responsibility (personal qualities). In addition, competence in the educational process is the result of integrated learning (the integration of theory and practice, the

integration of teaching methods and educational technologies, the integration of academic disciplines). Competence is characterized by the possibility to apply knowledge and skills in real life, showing the best personal qualities [3]. So, "competence" means the holistic mastering the content of the educational process, manifested in the willingness of students to use the acquired knowledge and skills.

According to the dictionary of methodological terms, socio-cultural competence is a set of knowledge about the country of the language being studied, national and cultural features of social and speech behavior of native speakers, as well as the ability to use such knowledge in the process of communication, following customs, rules of behavior, etiquette, social conditions and stereotypes of behavior of native speakers [4]. According to S. S. Kunanbayeva, socio-cultural competence is a competence that forms a language personality's "secondary cognitive consciousness "as a concept and image of the world of another linguistic society, as well as forming in its cognitive system" secondary constructs – knowledge "that correlate with knowledge about the world and the language of the" foreign language " [1, p.110]. Thus, socio-cultural competence provides knowledge that language can be a mechanism for transmitting the cultural experience of a country, reflecting historical changes, as well as knowledge of the norms of speech behavior depending on the communicative situation, understanding the vocabulary in texts of different styles and understanding their meaning. According to R.P. Milrud, "sociocultural competence refers to the activity-component of communicative competence" [5]. N. A. Salanovich believes that the combination of language learning with country studies creates an invaluable motivation for students to learn, and also allows them to solve all 4 problems of modern education at school. Students learn about the culture, history and traditions of a particular country using language tools in the process of communication in the classroom [6, p.18]. In turn, foreign researcher Anuziene Leva notes that socio-cultural competence is considered as an opportunity to apply multicultural knowledge, skills and values in the process of intercultural communication in certain specific life situations in order to ensure tolerance towards other people [7]. The scientists J. M. Sultanov and J. A. Ezcashnow consider sociocultural competence as the ability to represent the native culture and the culture of the foreign language in intercultural communication, assimilation of the national-cultural component in foreign language learning as the main requirement of familiarizing students to the culture of the country of the target language [8]. Minnisa Safina believes that socio-cultural competence is the possession and ability to apply a set of multicultural knowledge, skills and qualities in the process of intercultural communication in specific conditions of life and tolerance towards people of other nationalities [9, p. 18].

2. THE BODY

Socio-cultural competence is a set of knowledge about the realities of the country of the studied language, national and cultural characteristics of this country and the ability to apply this knowledge in practice. Mechanisms of social competence are: socio-cultural knowledge (knowledge of the target language country, spiritual values, customs and cultural traditions, peculiarities of the national mentality); communicative experience (choosing the appropriate style of communication, the correct interpretation of the phenomena of the foreign culture); emotionally-inclusive relationship to the facts of the foreign language culture (including the ability to resolve conflicts arising in the process of communication).); the possession of language, the correct use of socially marked linguistic units [10]. Also Minnie S. Safina notes that sociocultural competence is a complex phenomenon. It includes the following components: - Linguoculturological-knowledge of lexical units with socio-cultural semantics

(for example, greeting, forms of address and farewell in oral and written speech); - sociolinguistic knowledge of the language features of social classes, different generations, genders, and social groups.; Cultural component-knowledge of the cultural characteristics of English-speaking countries, their habits, traditions, norms of behavior, etiquette and the ability to understand and adequately use them in the process of communication, while remaining a carrier of another culture [9].

The mechanism for the formation of sociocultural competence is our design technology. At the same time, he proceeds from the fact that the teaching technology is, first of all, a pedagogical process that maximally implements didactic laws and patterns due to which the achievement of specific final results. And the more fully they are comprehended and realized, the higher the guarantee of obtaining the desired result. Consequently, all leading signs of learning technology. Therefore, as a generalized definition, it is proposed the following: teaching technology is a law-based pedagogical activity, implementing a scientifically grounded project of the didactic process and having a higher the degree of efficiency, reliability and guarantee of the result than it is with traditional learning models [11, p.14].

Salkhanova Zh.Kh. and Ibrayeva D.S., note that the spread of the concept of technology in education has philosophical conceptual foundations, and, as you know, at first it was associated with the introduction of technical teaching aids into the educational process. Subsequently, the sphere of technologization expanded and began to mean an innovative approach alternative to traditional education [12, p.117]. F.I.Smailova and G.N. Doszhanova note that modern pedagogical technologies, such as learning in collaboration, project methodology, the use of new information technologies, Internet resources, help to implement a personality-oriented approach to learning, provide individualization and differentiation training taking into account the abilities of students, their level of training, inclinations [13, p.106]. Domestic researchers N.V. Kormilina and N.Yu. Shugaeva note that design technology is focused, first of all, on the development of students' independence, their intellectual, cognitive and creative activity; secondly, it allows you to build the educational process in accordance with the principles of the competence approach [14, p.85]. Russian researcher O.Yu. Chireikina notes that the main purpose of the design technology is to stimulate students to independently acquire knowledge, acquire skills and abilities to perform certain professional tasks. This requires the integration of knowledge from various subject areas, the ability to predict the results and possible consequences of decisions made [15]. Accordingly, this technology allows to combine theoretical knowledge of students with the practical process of their application. Accordingly, the design technology allows, in the course of solving a problem, to combine the knowledge of students and apply this knowledge in practice. One of the forms of project activity is a webquest. A web quest (WebQuest) is a problematic complex task for which the information resources of the global Internet are used, with the mandatory inclusion of elements of the role-playing game [16]. In other words, students are given the task to find material on the Internet on a specific topic, analyze it and solve the indicated problem. Links to sources are offered by the teacher, or students find them on their own using search engines. At the end of the quest, students, working in a group, present a web page created on the indicated issue on their own, or other creative work in electronic, printed or oral form, such as a presentation on the discussed issue, collage, defense of a poster, writing an essay, reportage, interviews, talk shows and etc. Bernie Dodge, professor at the University of San Diego, being one of the developers of this form of educational activity, identifies the following types of tasks: retelling (expression of understanding in a new format); development of a plan for a future project based on the data obtained; creation of a virtual exhibition; video creation; invention

of the culture capsule; conducting a journalistic investigation on the indicated problem with an objective expression of information; reaching consensus (justifying one's point of view and persuading opponents to their side); writing a compendium (quick reference, summary, synopsis) [17]. L.M. Takhauova, reveals the advantages of a web quest that contribute to solving problems in learning a foreign language: provides autonomy and independence of students; develops communicative competence; makes it possible to carry out an individual approach; motivates students to apply language knowledge and learn new language material; allows you to use a large amount of relevant authentic information; helps to organize active independent or group search activities of students, which they themselves manage; organizes work on any topic in the form of a focused research, both within a few hours and several weeks; promotes independent decision-making; develops critical thinking, trains thinking abilities [18].

3. CONCLUSION

Accordingly, a web quest is an educational and cognitive activity in a foreign language education, the purpose of which is to acquire a general result in solving a specific problem using Internet resources. Thus, in this article we examined the formation of socio-cultural competence and the essence of the problem-design approach. In turn, they considered the formation of socio-cultural competence in foreign language education through project technology. Substantiated the essence of the design technology - a web quest in foreign language education.

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