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METHOD OF SOLVING PROBLEM SITUATIONAL-PROFESSIONAL TASKS AS THE BASIS FOR THE FORMATION OF ARGUMENTATIVE COMMUNICATIVE COMPETENCE

Abstract. The article discusses the problem of training a specialist of a new format, capable of developing the necessary skills and abilities for their foreign language professional activity. To prepare such a specialist, the authors propose argumentative communicative competence, the structure of which includes argumentative-discursive and polemical-argumentative subcompetences, which are the basis of professional training of future foreign language teachers. The technologies of their implementation in the educational process are given, the program that is offered for 50 2nd year students is analyzed. According to this program, a system of exercises for the formation of argumentative communicative competence has been developed, which is presented in stages in a typological sequence. The article substantiates the importance of the method of solving problem situational-professional tasks in the process of the formation of argumentative communicative competence in training future foreign language teachers. The authors give a definition of the method of solving problem situational-professional tasks and implement it in specific classes related to solving argumentative tasks for future English teachers using algorithms selected in the educational process. The modeling of the professional activity of a future teacher allows the formation of a number of important professional competencies, including argumentative communicative competence. In the process of using the method of solving problem situational-professional tasks, real conditions are created for future professional activities, which ensures readiness for work in the new modern educational environment.

Key words: method of solving problem situational-professional tasks, argumentative communicative competence, professional training, algorithms for solving situational problems, pedagogical situation, foreign language education.

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Проблемалық ситуациялық-кәсіби міндеттерді шешу әдісі аргументативті-коммуникативтік құзыреттіліктің негізі ретінде

Аңдатпа. Мақалада шетелдік кәсіби қызмет үшін қажетті дағдылар мен дағдыларды дамыта алатын жаңа форматтағы маман даярлау мәселесі қарастырылады. Мұндай маман дайындау үшін авторлар аргументативті-коммуникативтік құзіреттілікті ұсынады, оның құрылымына аргументативті-дискурсивтік және полемикалық-аргументативтік ішкі компетенциялар кіреді, олар болашақ шет тілінің мұғалімдерін кәсіби даярлау үшін негіз болып табылады. Оларды оқу үрдісіне енгізу технологиялары келтірілген, 50-ші 2 курс студенттеріне ұсынылған бағдарлама талданады. Осы бағдарламаға сәйкес аргументативті-коммуникативтік құзіреттілікті қалыптастыруға арналған жаттығулар жүйесі жасалынған, олар типологиялық реттілікпен сатыларда ұсынылған. Мақалада болашақ шетел тілдерінің оқытушыларын даярлауда аргументативті-коммуникативтік құзіреттілікті қалыптастыру процесінде проблемалық ситуациялық және кәсіби тапсырмаларды шешу әдісінің маңыздылығы негізделеді. Авторлар проблемалық ситуациялық және кәсіби тапсырмаларды шешудің әдісіне анықтама беріп, оны оқу процесінде таңдалған алгоритмдерді қолдана отырып, болашақ ағылшын тілі мұғалімдері үшін аргументативті тапсырмаларды шешуге байланысты нақты сабақтарда жүзеге асырады. Мәселелік-жағдаяттық-кәсіби міндеттерді шешудің аталған әдісі сонымен қатар креативтілікті қалыптастыруға және оқытудағы стереотиптерді жеңуге көмектеседі. Болашақ мұғалімнің кәсіби қызметін моделдеу бірқатар маңызды құзыреттіліктерді, соның ішінде аргументативті-коммуникативті құзіреттіліктерді қалыптастыруға мүмкіндік береді.

Түйін сөздер: проблемалық ситуациялық-кәсіби тапсырмаларды шешу әдісі, аргументативті коммуникативтік құзіреттілік, кәсіби дайындық, ситуациялық есептерді шешу алгоритмдері, педагогикалық жағдай, шет тілінде білім беру.

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Метод решения проблемных ситуационно-профессиональных задач как основа формирования аргументативно-коммуникативной компетенции

Аннотация. В статье рассматривается проблема подготовки специалиста нового формата, способного развивать необходимые навыки и умения для своей иноязычно-профессиональной деятельности. Авторами предлагается для подготовки такого специалиста аргументативно-коммуникативная компетенция, в структуру которой входят аргументативно-дискурсивная и полемико-аргументативная субкомпетенции, которые являются основой профессиональной подготовки будущих учителей иностранного языка. Даются технологии их реализации в учебном процессе, анализируется программа, которая предложена для 50 студентов 2 курса. Согласно этой программе разработана система упражнений на формирование аргументативно-коммуникативной компетенции, которая представлена поэтапно в типологической последовательности. В статье обосновывается важность метода решения проблемных ситуационно-профессиональных задач в процессе формирования аргументативно-коммуникативной компетенции при подготовке будущих учителей иностранных языков. Авторы дают определение метода решения проблемных ситуационно-профессиональных задач и реализуют его на конкретных занятиях, связанных с решением аргументативных заданий для будущих учителей английского языка с помощью алгоритмов, отобранных в образовательном процессе. Данный метод решения проблемно-ситуационно-профессиональных задач помогает также формировать креативность и преодолевать стереотипы обучения. Моделирование профессиональной деятельности будущего учителя позволяет сформировать ряд важных профессиональных компетенций, в том числе аргументативную коммуникативную компетенцию.

Ключевые слова: метод решения проблемных ситуационно-профессиональных задач, аргументативно-коммуникативная компетенция, профессиональная подготовка, алгоритмы решения ситуационных задач, педагогическая ситуация, иноязычное образование.

Introduction

The current stage of development of society and international relations has required a qualitatively new orientation of the educational system and significant changes in the aims and objectives that the higher education system of Kazakhstan should set for itself. The main purpose of professional education is to prepare a highly qualified competitive specialist of a new format, fluent in his/her profession and able to navigate in related areas of his professional activity, ready for continuous professional growth and professional mobility. The conditions necessary for this include the formation of rational critical thinking skills and logical reasoning, and, therefore, the educational system of Kazakhstan needs to expand and change the range of basic skills and abilities generated by students. In modern conditions, such abilities and skills as the ability to correctly formulate and effectively defend one's point of view on a controversial topic, recognize someone else's opinion on a topic, formulate judgement and reasoning, build evidence using various arguments, that is, are realized in the formation of argumentative communicative competence. The use of the method of solving problem situational-professional tasks stimulates students to display such qualities as critical thinking, initiative, ability to work in a team and independently, creative thinking, ability to use knowledge and life experience.

Aims and objectives

The problem of the aims and content of modern foreign language education remains the question of the forms and methods of teaching students. In the educational process, besides the traditional ones, it is necessary to use active methods and forms of learning (S.V. Belova, E.V. Korotaeva, K. Levin, T.S. Panina, L.N. Vavilova). Through the use of these methods, students become active participants in the cognitive process, developing their skills and abilities to perform tasks of a search, creative and problematic nature.

The aim of the following **research** is the theoretical study and practical development of the functional characteristics of the method of solving problem situational-professional tasks in the process of the formation of argumentative-communicative competence in training future foreign language teachers.

The objectives of the research are:

1) to clarify the essence of key concepts and give the definition of the method of solving problem situational-professional tasks;

2) to construct a scheme of the functional characteristics of the method of solving problem situational-professional tasks in the formation of argumentative communicative competence;

3) to determine the role of the method of solving problem situational-professional tasks in the process of the formation of argumentative communicative competence for intercultural professional-pedagogical implementation of teaching future foreign language teachers.

History

The formation of argumentative communicative competence will be more effective under the following conditions:

– students are active subjects of intercultural communication and interact with other participants in the process of learning foreign languages;

– they have the opportunity to discover and develop their creative potential;

– they can analyze their activity and give it an assessment (reflection);

– they can practically solve situational-professional tasks that will prepare them for future professional activity.

According to Kislyakov P.A. [1] there are four types of learning situations – situation-illustration, situation-exercise, situation-assessment, situation-problem. An illustration-situation is a concrete example from practice and assumes typical algorithms for solving problems. An exercise-situation is a task that requires access to various sources of information (literature, reference books, the Internet). Situation-assessment shows typical situations, events and considers the measures taken on them. Situation-problem involves solving the problem in pedagogy. The method of solving problem situational-professional tasks is a leading method of forming argumentative communicative competence in terms of cognitive linguocultural methodology of modern foreign language education.

Analysis of scientific literature shows the variability of the concept "pedagogical situation." So, Y.K. Babansky considers the pedagogical situation as a way to prepare a teacher for designing, constructing and organizing an optimal teaching and educational process [2]. In the studies of Y.N. Kulutkin the situation is presented as a mechanism for the development of a teacher's holistic pedagogical reflection [3]. In the theory of V.V. Serikov's task-situations are described as the technology of forming among students an integral image of the upcoming pedagogical activity [4]. In the concept of A.A. Verbitsky training professional

situations are the methodology for implementing a contextual approach in education [5]. Professional-situational tasks are defined by different scientists as

– form of students' cognitive activity (N.V. Albrecht) [6],

– the condition of teacher's professional self-development (Y.V. Sokolova) [7],

– a problem situation in the real educational process (N.V. Yazykova) [8],

– type of control of students' knowledge and skills (V.S. Avanesov) [9],

– means of preparing future teachers to interact with students (N.S. Kasatkina) [10] and others.

Methods of research

The solution of a situational-professional task involves the study of a real problem situation by building its solution in the form of a prognosing with the subsequent implementation of this activity. The solution of a situational-professional problem provides mastering the necessary professional skills. This allows us to conclude that the method of solving problem situational-professional tasks constitutes the basis of the practical component of professional activity and the formation of argumentative communicative competence. Thus, when solving situational-professional tasks, future foreign language teachers discuss the real practical situation that arises in professional activities, demonstrate specific knowledge and skills. We believe that the method of solving problem situational-professional tasks consists in focusing on the reflection of pedagogical reality, which is presented in the content of the problem as a problem situation, the solution of which creates conditions for the development of professionalism and pedagogical thinking of the future foreign language teacher.

We understand the method of solving problem situational-professional tasks as a problem situation, involving the modeling of professional activity to solve a pedagogical problem in order to form professional competencies of future foreign language teachers. The method of solving problem situational-professional tasks is a process of consistent, step-by-step implementation of an informed problem solving. Pedagogical research presents various algorithms for solving situational problems. So V.A. Slastenin considers the following steps:

1. Statement of the problem based on the analysis of the situation and specific conditions.

2. Designing a method of pedagogical interaction.

3. Implementation of the plan for solving the problem in practice.

4. Analysis of the results of problem solution [11].

T.S. Sheromova, in her research, determines that in order to make a well-grounded solution of a situational problem it is necessary to:

1. Collect information - highlight the facts.

2. Identify the contradictions between facts, suggest hypotheses.

3. Formulate a verbal model for solving a problem.

4. Mark the results.

5. Carry out a test experiment [12].

According to O.E. Lebedev, the solution of situational problems has an algorithmic prescription: actualization, problem and purposeful stage, choice of means of solution, theoretical and effective stages, generalization [13]. O.Y. Ovchenkov describes the method of solving a professional-pedagogical task as a series of successive stages: motivation, understanding the text of the problem, formulating the problem, putting forward hypotheses for solving the problem, making a decision, correction, reflection [14].

Based on the analysis of scientific sources, we believe that the solution of situational-professional tasks consists of the following actions:

– analysis of the initial data and goals of the situational-professional task,

– development of a plan for solving the problem,

– adoption and implementation of a decision plan,

– reflection, determination of goals achievement, development of a plan for further development.

Results and discussion

The method of solving problem situational-professional tasks is a detailed study of the real conditions of the problem situation to solve it. The main purpose of solving situational-professional problems is the acquisition of skills and decision-making skills of a problem situation. The use of this method in the process of learning foreign languages contributes to the development of students' readiness to:

– mastering the skills and abilities of analyzing the situation and critical understanding of it;

– decision making based on critical analysis;

– search for the necessary information to solve the problem situation;

– the use of theoretical knowledge to solve practical problems;

– to extract useful information from solving situational-professional tasks of a problematic nature;

– the ability to assess their activities (reflection).

With proper organization of the learning process through the method of solving problem situational-professional tasks, the principle of problematicity is reflected, which allows solving problem situations of varying degrees of complexity. Students solve practical problem situations by demonstrating the development of their argumentative communicative competence.

To effectively use the method of solving problem situational-professional tasks, it is necessary to organize students' learning activities aimed at developing attention, memory and thinking, as well as developing such communication functions as communicative, regulatory, cognitive and prognostic.

The method of solving problem situational-professional tasks is a technology with a number of positive features for use in learning a foreign language. It

1) is an analytical and research process;

2) trains to work in a team, which is a method of collective learning, during which students exchange information;

3) is a cognitive activity that forms students' necessary competences and develops skills;

4) helps to enhance cognitive activity;

5) is a kind of problem method, as students learn to formulate a problem and find ways to solve it;

6) presents an interactive process in which students learn to listen to other people's opinions, analyze them and give their own assessment;

7) promotes the development of reflective skills through self-analysis of its activities.

The formation of argumentative communicative competence occurs in the learning process, an important task of which is the creation of real communicative situations through the method of solving problem situational-professional tasks. This technology is based on cooperation and involves a process that is focused on student's personality. In this regard, in the process of developing argumentative communicative competence, the method of solving problem situational-professional tasks is decisive and important, since personal participation and group discussion become the main components of the learning process.

Modern foreign language education, which is based on the active use of the method of solving problem situational-professional tasks, reflects the content of future professional activities, stimulates and activates the needs and interest to improve students' knowledge and skills. In the process of learning, built on the use of the method of solving problem situational-professional tasks, students

are subjects of cognitive activity and develop their independence, creative potential and research work.

The actual problem of the professional training of future teachers is the contradiction between the theoretical subject training and the practical nature of the future professional activity. This situation necessitates the development of a future specialist in the aspect of shaping his/her practical experience in professional activity, mastering professional competencies. The training of specialists demonstrates their inability to transfer and use theoretical knowledge in practical activities. Improving professional training involves the readiness to perform all basic professional functions. The solution to this problem, in our opinion, is the modeling of professional activity in the educational process, which allows to reproduce this activity in specially created conditions in training sessions. We believe that the use of situational-professional tasks helps to master the ways of professional activity of future foreign language teachers, as well as the formation of their argumentative communicative competence.

The educational process should be focused on modeling the future professional activity using the method of solving problem situational-professional tasks in order to form the argumentative communicative competence of future teachers. Based on the analysis of psychological and pedagogical literature, we have identified the characteristic features of the situational-professional task:

– problematic, search character,
– practical orientation;
– orientation to professional reality.

The solution of situational-professional tasks includes a number of components: motivational, purposeful, operational-activity, control evaluative. The motivational component supposes the installation of students on the positive motivation of the need to master the logics and algorithm of solving the situational-professional problem. This is possible under the condition that the situational-professional task corresponds to the educational and cognitive opportunities of students. The purposeful component presupposes the setting of goals, tasks and the organization on this basis of student-centered, personality-oriented work of students to solve them. Operational-activity component presupposes the formation of practical skills of students in solving the situational-professional tasks and the immediate implementation of problem tasks to solve it. The condition for the implementation of this component is the inclusion of situational-professional tasks in the structure of the educational process. The result of

the operational-activity component is the formation of argumentative communicative competence and the development of independent cognitive activity, as well as the creative realization of abilities and the ability of critical thinking through the variability of the content of situational-professional tasks. The control evaluative component provides control and correction of the results of solving situational problems. This component develops the future teacher's readiness for self-development and self-improvement based on the reflection of pedagogical thinking.

Thus, the method of solving problem situational-professional tasks contributes to the consistent mastery of practical skills in combination with theoretical knowledge, as well as the formation of argumentative communicative competence.

We believe that every teacher, using the method of solving problem situational-professional tasks in the educational process, should prepare the following materials:

– a set of situational-professional tasks of different types and for different stages of training,
– methodological materials and methodical instructions that determine the procedure for solving the problem,
– requirements and criteria for evaluating the solution to the problem.

Highlighting the didactic importance of the method of solving problem situational-professional tasks, we consider it is important to identify the criteria for the methodical construction of the situational-professional problem:
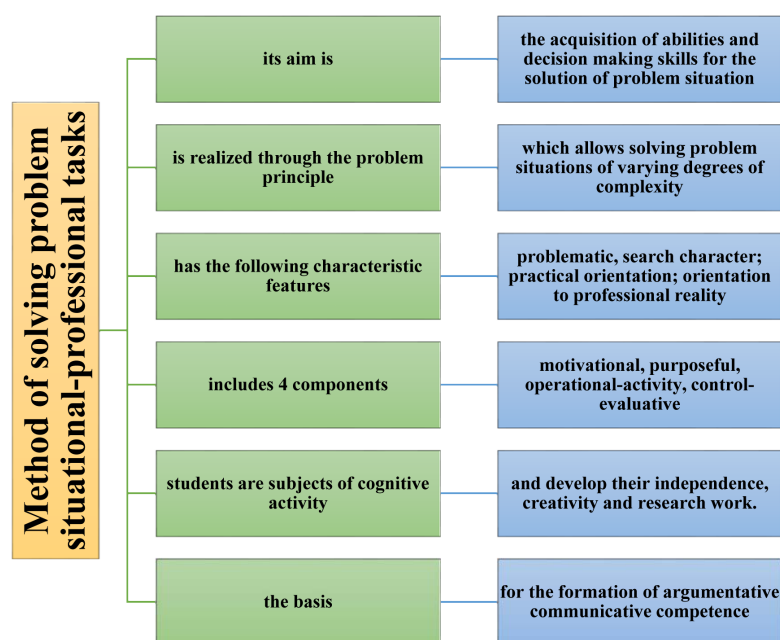
– relevance;
– practical orientation;
– analyticity;
– contextuality;
– structural;
– availability;
– variability.

There is a table which reflects the basic functional characteristics of the method of solving problem situational-professional tasks.

According to the program which is offered for fifty 2nd year students there are 3 componets of the educational process. They are motivational-purposeful, cognitive subject-substantive, communicative process-technological, reflective evaluative-resultative components implemented in a step-by-step (phased) organized methodological system. The motivational-purposeful component involves the development of the motivational and value areas of the student's personality. The cognitive subject-substantive component is

expressed in the mastery and systematization of subject-professional knowledge, in the mastery of linguistic and sociocultural norms of professional communication; accumulation, internal synthesis, storage of knowledge about the subject of professional activity, intellectual and analytical processing of this data. The communicative process-technological component provides the management of the didactic process by using adequate goals and objectives of advanced technologies, means and forms of teaching. The reflective evaluative-resultative component contributes to the assessment of the achievement of the planned (competency) goal, the compliance of the content and effectiveness of the selected technological teaching tools.

Method of solving problem situational-professional tasks

its aim is	the acquisition of abilities and decision making skills for the solution of problem situation
is realized through the problem principle	which allows solving problem situations of varying degrees of complexity
has the following characteristic features	problematic, search character; practical orientation; orientation to professional reality
includes 4 components	motivational, purposeful, operational-activity, control-evaluative
students are subjects of cognitive activity	and develop their independence, creativity and research work.
the basis	for the formation of argumentative communicative competence

Picture 1 – Functional characteristics of the method of solving problem situational-professional tasks

Thus, the educational process, organized as a system of motivational-purposeful, cognitive subject-substantive, communicative process-technological, reflective evaluative-resultative components, is aimed at the formation of argumentative communicative competence of future foreign language teachers. These components provide three stages of communication modeling (the stage preparing for context-based communication; the stage of situational modeling of communication; the stage of intercultural and communicative professional communication).

Based on the exercise system proposed by S.S. Kunanbayeva [15] (exercises preparing for communication, exercises modeling communication, intercultural-communicative exercises), we distinguish three types of exercises for the formation of argumentative communicative competence. The first type is argumentative-oriented exercises that prepare for argumentation. These exercises include:

– cognitive exercises;
– exercises forming the subject content of communication;
– exercises introducing metalanguage material.
For example:

1. Read the abstract from the article. Define and formulate the main thesis of this abstract.

2. Read the abstract from the article and determine the presence or the absence of the logic in the structure of this abstract.

3. Read the abstract from the article and find advantages and disadvantages of the summarizing arguments (or arguments in general).

The second type is exercises that simulate the ability to generate individual speech argumentative acts. These exercises include:

– exercises that form the ability to generate individual communicative acts (microtexts);
– exercises that form the ability to generate complete, reasoned statements (detailed texts).

For example:

1. Read the abstract from the article and create a new formulation of the theme (unexpected or even paradoxical) in order to attract people's attention.

2. Read the abstract from the article and analyze the information: select necessary facts, put them in the logical order, add more supporting arguments.

3. Read the abstract from the article and prove your case with the help of arguments from the given abstract (define the theme under discussion, consider its different aspects, express your position).

The third type is complex intercultural-communicative types of exercises, which are based on the solution of problem situational-professional tasks. Problem situations are modeled by setting a specific task, which is the core of this situation. This task may contain both statements and counterarguments. For example:

Situation # 1:

"Your colleague is taking part in international conference dedicated to the organization of exams in the secondary school. He has analyzed this problem and came to conclusion that the present organization of exams became out of date. While performing his speech in front of the audience he said: 'The organization of exams in the secondary school is not suited to the requirements of modern foreign language education!' This situation caused culture shock and negative perception by the listeners. Why?"

Situation # 2:

"You are in the international conference. Your colleagues are discussing the problem of providing computers to teaching a foreign language. One of them insists that teaching a foreign language should be organized with the help of computers. Another one objects to the full usage of computers in teaching a foreign language. Support or disprove these ideas and prove your point of view with the help of arguments."

Situation # 3:

"You take part in a discussion in the form of the international round table dedicated to the quality of private and state schools. One of your colleagues gave a talk on the advantages and priorities of private schools over the state ones in the quality of education. Another one convinces the audience that it's better to send your children to the state schools. Support or disprove these ideas and prove your point of view with the help of arguments."

The teaching material prepared by us was corresponded to the curriculum, the sphere of communication and speech themes, as well as the students' level of a foreign language. We divided fifty 2-year students into three language groups. In two experimental groups, the process of the formation of argumentative communicative competence was based on the method of solving problem situational-professional tasks. In the control group, the methodology was based on the conceptual provisions of the psychological theory of transferring skills from one type of speech activity to another.

Based on the analysis of the experiment results, we came to the conclusion that the process of the formation of argumentative communicative competence, based on the use of the method of solving problem situational-professional tasks, helps to increase students' motivational and value relations to the importance and significance of argumentative communicative competence, as a component intercultural communicative competence, which is the main goal of teaching a foreign language at the present stage. An analysis of the experimental work, the purpose of which was to verify the didactic effectiveness of using the method of solving problem situational-professional tasks to form argumentative communicative competence, revealed a positive trend. The growth for the experimental groups was 30%.

This allows us to conclude that the method of solving problem situational-professional tasks is the basis for the formation of argumentative communicative competence. The typology of exercises developed by us eliminates discreteness in the holistic process of mastering the argumentative communicative competence. Performing these exercises, students are constantly in the dynamic process of verbal communicative activity. With such an organization of the learning process, the student acts as an active "subject of intercultural communication" with a sufficiently high level of skills necessary to master the argumentative communicative competence.

Conclusions

The method of solving problem situational-professional tasks provides the prerequisites for the formation of argumentative communicative competence that develops the professional thinking necessary for future professional activity. In the process of teaching a foreign language through using the method of solving problem situational-professional tasks, a learning environment is created in real time, which activates the cognitive activity of students to form argumentative communicative competence. The modeling of the professional

activity of a future teacher allows the formation of a number of important professional competencies, including argumentative communicative competence. In the process of using the method of solving problem situational-professional tasks, real conditions are created for future professional activities, which ensures readiness for work in the new modern educational environment.

By solving situational-professional problems, the argumentative communicative competence of students is formed, which is the basis of the professional training of future foreign language teachers. Thus, the method of solving problem situational-professional tasks

– contributes to the development of professional activity and creates conditions for the effective formation of argumentative communicative competence;

– contributes to the development of creative abilities, the ability to formulate and express students' point of view;

– helps to overcome stereotypes in training, the development of new approaches to professional situations.

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