The methods of forming pupils’ sociocultural competence by using of English video films
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Методика формирования социокультурной компетенции у учащихся на основе видеофильмов на английском языке
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Abstract: the article tells about the importance of socio-cultural competence and how to develop students with the help of videos. Also tells about the impact of video on the pronunciation of pupils and their vocabulary.

Annotation: в статье рассказывается о важности социокультурной компетенции и как ее развить у учащихся с помощью видеофильмов. Также о влиянии видеофильмов на произношение учащихся и на их словарный запас.

Keywords: competence, method, sociocultural, video films.
Ключевые слова: компетенция, методика, социокультурная, видеофильмы.

It cannot be denied that human being is of social nature. In his life full of diversity, a human is directly linked to other humans from an early age till the end of life. Social interactions of each person develop in many different ways; therefore everyone needs certain social skills and abilities. The significance of these skills and abilities are reflected in scientific literature, where trend of their growing importance in personal and public life is clearly highlighted. This is usually expressed as a «social competence» and this concept gains more and more attention also in academic research [1, 63].

Education plays a very important role in both personal life of individual and future development of the society. No doubt that many social interactions happen through the process of education. As a result, it is important to analyze how the concept of social competence appears in education.

Also the films can be part of education, because we can get more information through films. And using video films at English lessons we develop the pupils’ skills, such as listening, speaking and writing.

Social competence is an oft-studied, little understood construct that nonetheless remains a hallmark of positive, healthy functioning across the life span. Social competence itself, however, remains a nebulous concept in the developmental literature, particularly in the peer relations field. Dodge pointed out that there are nearly as many definitions of social competence as there are researchers in the field. Likewise, Ladd outlined the century-long academic history of research on social competence and also noted its numerous conceptualizations [2,282].

Social competence as a concept has many definitions. These differences usually are caused by different approach to the phenomenon of social competence, i.e. from different perspectives or branches of social sciences. Although it is possible to establish certain common features defining social competence, one still needs to look for the specific definition in the different fields depending on the research object because it should recognized that the set of skills defining social competence differs depending on the context where they are explored. As a result the particular components of social competence in the process of learning must be determined.

Culturally Valued Attributes and Skills in 1973, a panel of child development experts met to explore the construct of «social competence» with the intention of establishing an operational definition of the previously amorphous concept. After discussing everything from Plato to Oliver Twist, the committee was unable to offer an explicit definition of social competence. While an excellent starting point, one can see how quickly the facet-creation can break down into a simple listing of attributes that are pleasant or valued in group situations, or contribute to manageability in classroom settings [3,192].

Nowadays, in the educational system of our country we notice a change of paradigm of school education which is connected with the search for such methods of teaching that would be able to prepare the young generation to modern life. We need a technology that would permit a teacher to enter their students to the teaching process, to focus their search on the knowledge that favours the further development of bilingual personality, further development of communicative, sociocultural and intercultural competence of the prospective methods of teaching. In our opinion, which has a deep potential for development, education and creating a full-educated person in modern society is the method of projects, which has already shown itself to advantage [4; 67].

Analyzing similar activities, we can come to conclusion, that a pupil, who memorize information with a help of supplement, building links differently than a child who memorize directly, because the child, who appeals to signs and auxiliary operations for memorizing information, requires not memory but the ability to create new connections, new structures, imagination, and sometimes well-developed thinking. During the process of teaching foreign languages, method of projects gives significant results. It allows to create a special atmosphere
during the whole lesson, where every student is involved in a cognitive process on the basis of methods of cooperation. Main idea of such approach to teaching foreign language is to transfer an accent from different types of exercises to mental activity of pupils which requires knowledge of some specific language tools suppose that only method of projects in conjunction with modern information technologies can help to solve this problem and make lessons of English interesting and informative [5,34].

Social competence in education can be viewed both in psychological and in social perspectives. In psychological perspective, the importance of learning environment should not be overlooked as it is the environment defined by the various relationships between students and a teacher. So it can be stated that social competence in education reveals itself through the process of communication and cooperation. Notwithstanding, the importance of social perspective also must be stressed as social skills developed in the learning process may contribute significantly to the development of the citizenship of society. In this context it is clear that special attention to social competence should be given from primary to higher education and especially to the latter as higher education guaranties the required background for successful future personal and professional development in the fast changing social and economic conditions and for active participation in diverse community. One of categories of this key competence – social competence is divided into subcategories of communication and cooperation. The communication skills equip individuals with abilities to understand intercultural differences in increasingly diverse societies and adopt their own behavior in order to communicate constructively. The cooperation skills assure effective and constructive participation in social life by ability to interact, take responsibility and construct study and work process working together with others from diverse backgrounds. Knowledge of social and political concepts and structures is essential to act in the light of concepts of democracy, justice, equality, citizenship and civil rights.

So, we can say that English video films plays a increasing role in modern education. The use of video films in teaching and overtime work is an effective way to improve motivation and individualization of instruction. The use of the methods of forming pupils' sociocultural competence by using English video films makes the lesson more exciting and allows to make an informed choice for best training analyzing theoretical scientific and methodological literature which deals with this problem, we made a conclusion that the usage of method of projects in the aggregate with innovational technologies can be correlated with main tasks of modern education. Authority of a teacher rises when he uses modern technologies. It means that he keeps abreast of the times and this fact inspires respect of pupils. In conclusion, we can say that usage of English video films is very effective, it increases level of knowledge of material and also it raises motivation of pupils.

References

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