

SUMMARY

Subject matter: Realization of problem-based learning of foreign language in the process of forming of the communicative competence of speaking another language at a middle stage of school

Author: Gilyana A. Buvaeva

Supervisor: candidate of pedagogical science of Chair of Intercultural communications, linguadidactis, pedagogical technologies of training and education, Phd of pedagogics R.V. Managarov

The supervising organization: Pyatigorsk State University

The relevance of the study: The urgency of a theme of research is necessity of pedagogics of theoretical working out on the questions of realization of foreign languages communicative learning, as well as need of native high school for another approaches and methods, that aim at forming an active, creative person, who can make a decision of a problem in problem-oriented communicative situations, that problem-based learning helps.

The aim of the research is a definition of the most effective problem-oriented tasks and exercises for teaching schoolboys of foreign language.

Objectives:

1. To analyse linguadidactic expediency of realization of problem-based learning of foreign language.
2. To explore the prospects of realization of problem-based learning in the process of forming the communicative competence.
3. To develop problem-oriented tasks and exercises.
4. To develop stages of realization of problem-based learning in the process of forming the communicative competence.

The theoretical and the practical value of the research: The theoretical importance of research is in a substantiation of expediency of use of problem-oriented learning in the process of forming the communicative competence at a

middle stage at school, in consideration of stages of forming the communicative competence..

The practical importance of research consists that in the given work we develop some examples of realization of problem-based learning of foreign language, pick out criteria of choice of problem-oriented exercises, consider relevant tasks including problem-oriented situations, questions and exercises.

The results obtained: the developed problem-oriented communicative exercises including problem-oriented situations, questions and exercises for training to German language at middle school.

Recommendations: possibility of realization of the developed exercises in the course of training to the communicative competence at middle school.