

ABSTRACT

Subject matter: Sociocultural aspects of Learning Spanish language at school
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Information about the sponsor organization: the Department of Intercultural Communication, lingvodidactics, pedagogical technologies of teaching and education PSLU.

Topicality of the research: the development of foreign language culture becomes an important element of foreign language learning and the use of socio-cultural knowledge and skills is seen as a major factor in the implementation of intercultural communication level. That is why the methods of teaching foreign languages put forward the task of investigating the process of formation of social competence of students and identify the most effective ways of teaching socio-cultural context of language functioning .

Aim of the research: to study the theoretical aspects of sociocultural education of Spanish in the secondary school and the creation of sociocultural exercises.

Tasks of the research:

1. to study the main point of sociocultural competence.
2. to define the aims of forming the sociocultural competence on different stages of teaching in secondary school.
3. to analyse sociocultural component of teaching the foreign language.
4. to analyse methodological means of forming sociocultural competence of pupils.
5. to create educational culturology-designate exercises in Spanish.

Theoretical significance of this work: Peculiarities of realization of socio-cultural aspects in teaching the Spanish language are considered the goal of learning social competence in their continuity, and to identify the potential of cultural studies -

marked assignments as a means of implementing the socio-cultural aspect of learning a foreign language in school.

Practical significance of the study The practical significance of the study is to develop a typology of teaching cultural studies - marked exercises for the implementation of socio-cultural aspects of learning Spanish in school.

Results of the research:

The first chapter presents an analysis of the theoretical bases of formation of social competence when learning a foreign language is considered the essence of social competence, analyzes the purpose of formation of social competence at different stages of schooling, socio-cultural component is specified the contents of foreign language teaching in schools

The second chapter is devoted to the study of cultural-marked assignments as a means of implementing the socio-cultural aspect of learning a foreign language at school. They are analyzed and methodical means of forming social competence school are developed.

Each chapter contains inferences presented as a separate part under the title "Conclusions to Chapter". General inferences are given in the Conclusion to the Paper. The paper is concluded by the List of Bibliography and the Abstract of the present Graduation Qualification Paper.

The author succeeded in achieving the main goal and in fulfilling all the tasks highlighted in the Introduction to the research paper.