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ANALYSIS OF THE PROBLEM SITUATION AS A BASIS FOR THE TEACHING OF WRITING AS A SOCIAL PRACTICE

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Abstract:	Keywords
This article delves into the exploration of the problem situation analysis as a foundational element for the pedagogy of teaching writing as a social practice. Recognizing the pivotal role of context in effective language instruction, this study investigates how understanding and analyzing problem situations contribute to shaping the teaching of writing within a social framework. By emphasizing the socio-cultural and pragmatic dimensions of written expression, the research seeks to establish a comprehensive understanding of the interplay between context and writing pedagogy. The outcomes of this analysis hold significance for educators and practitioners engaged in language instruction, offering insights into optimizing teaching methodologies that align with the intricacies of real-world communicative situations. This abstract serves as a concise guide for those interested in enhancing the social relevance and efficacy of writing instruction.	Real-world problems, methodology revolves, general organization, based learning, various problems, crucial indicators, classroom observations, academic realms.

Introduction

Effectively instructing writing as a social practice is paramount for nurturing language proficiency and critical thinking skills in students. This article endeavors to delve into a thorough research methodology designed to scrutinize the problem situation as the bedrock for teaching writing within a social practice framework. The central tenet of this methodology revolves around the amalgamation of genuine, real-world problems and authentic writing tasks, aspiring to establish a robust groundwork for the facilitation of impactful writing instruction. By immersing students in the intricacies of authentic, context-rich scenarios, this approach seeks to not only enhance their writing skills but also cultivate a deeper understanding of the social dynamics inherent in written communication. This comprehensive research methodology aspires to be a cornerstone in fostering effective writing instruction, thereby contributing to the overarching goal of augmenting student learning outcomes.

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Literature Review

The review of literature will offer a thorough examination of the theoretical foundations surrounding the instruction of writing within a social practice framework. It will explore the concepts of communicative language teaching, task-based learning, and sociocultural theory, underscoring the significance of incorporating genuine, real-world issues and authentic writing assignments in the educational setting. Furthermore, an assessment of current research on the influence of problem-based learning on writing proficiency and language acquisition will be undertaken to guide the formulation of the suggested research methodology.

By I.A.Zimnaya, problem-based learning hinges on students acquiring new knowledge by addressing theoretical and practical problems within challenging situations intentionally crafted for this purpose. A situation becomes problematic when there is a cognitive need, a difficulty, or a contradiction between the familiar and the novel, the known and the unknown, as well as existing conditions and requirements. V.A.Krutetsky delineates various levels of problematic learning, underscoring the roles of both the teacher and the student. The apex of problematicity is reached when the teacher's function is limited to overseeing the general organization, control, and management of activities, while the student independently identifies, formulates, and resolves the problem. In this scenario, the problem and its solution become the focal point of the activity, encompassing not only content but also means, methods, products, and results. It is crucial to align the activity's subject with an understanding of the motivating experience behind it: "Every action stems from a motive, a motivating experience of something meaningful that imparts significance to the individual's actions"[1]. The success of problem-based learning is intertwined with independent thinking, the rapid and effective assimilation of educational material, the ability to discern essential aspects from non-essential ones, diverse levels of analytical and synthetic activity, and a critical mindset[2]. The key criterion lies in the capacity to independently and creatively tackle various problems, transitioning from reproductive tasks to more innovative ones. The level of reflection emerges as a crucial indicator, reflecting the extent to which students are conscious of their actions and themselves.

The exploration of problem-based learning within the domestic sphere originated from the works of S.L.Rubinstein. According to Rubinstein, "Conscious human action is a more or less conscious solution to a problem. But to act, it is not enough for the task to be understood by the subject. It must be accepted by him" [2]. Problem-based learning encompasses several stages: recognizing the problem situation, formulating the problem through situational analysis, solving the problem, which involves proposing, modifying, and validating hypotheses, and verifying the solution[3]. This process aligns with the three phases of the mental act [2], emerging within a problematic situation and involving awareness of the problem, its resolution, and the conclusion. Consequently, problem-based learning hinges on the analytical and synthetic activity of students manifested in reasoning and reflection.

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I.A.Zimnaya emphasizes that problem-based learning is a research-oriented form of learning. Problematic situations foster independence and the development of creative and productive written speech, inherent in genuine communication. In essence, "communication training is carried out through the development of the speech ability to realize meaningful communication in the presence of a motive and purpose of the speech act"[4]. It is noteworthy that achieving proximity to real communication involves freedom in both language and speech means (the form of a written statement) and the content of the message (the content of a written statement). In constructing a problematic situation, formulating the task accurately is crucial. Therefore, tasks such as "analyze" and "explain why" contribute to students' critical, profound, and productive thinking, whereas tasks like "describe" and "tell" tend to direct students' attention to the superficial and explicit aspects within a problematic situation and task [1]. Different forms of tasks guide students' thinking and speech design in distinct ways.

Research Methodology

The research methodology will adopt a qualitative stance, placing a strong emphasis on scrutinizing the problem situation as a fundamental foundation for instructing writing within a social practice framework. To achieve this, various qualitative methods such as classroom observations, student interviews, and the examination of writing samples will be applied. These methods are chosen to offer valuable insights into the incorporation of real-world problems and authentic writing tasks throughout the teaching and learning continuum. The objective is to gain a profound understanding of how the problem situation exerts an impact on student engagement, motivation, and overall learning outcomes. This qualitative approach aims to delve into the intricate dynamics of the learning environment, shedding light on the nuanced relationship between the problem situation and the efficacy of writing instruction.

The initial phase of the research methodology will involve pinpointing genuine problems that align with student's social and academic realms. These could encompass real-world challenges, case studies, or simulated scenarios demanding students to partake in authentic writing tasks. The identification of problems will be rooted in an analysis of students' needs, interests, and the broader sociocultural landscape shaping their experiences. The research methodology will center on scrutinizing student engagement within the problem-based learning framework. Through classroom observations and student, interviews will be conducted to evaluate the extent of student involvement, motivation, and critical thinking as they grapple with genuine writing tasks tied to the identified problem situation. This scrutiny aims to yield insights into the influence of real-world problems on student writing within a social practice paradigm.

The research methodology will also encompass evaluating writing outcomes resulting from the problem-based learning methodology. Scrutinizing students' writing samples will concentrate on assessing the evolution of language proficiency, genre-specific writing skills, and effective communication within the realm of authentic writing tasks. This

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evaluation will furnish concrete evidence of the impact of the problem situation on students' writing proficiency. Throughout the research methodology, a strong emphasis will be placed on integrating sociocultural theory to comprehend the role of context, interaction, and social engagement in the pedagogy of writing as a social practice. This theoretical framework will guide the data analysis process, providing a more profound understanding of how students' social and cultural backgrounds shape their writing development within the problem-based learning approach.

Conclusion

In essence, adopting the suggested research methodology, which revolves around scrutinizing the problem situation as the cornerstone for instructing writing as a social practice, seeks to provide a comprehensive structure for understanding, implementing, and assessing potent pedagogical methods. This approach places a strong emphasis on authentic problems and integrates sociocultural theory, aiming to enhance the quality of writing instruction. The ultimate goal is to positively influence students' writing proficiency and critical thinking skills within the realm of the social practice of writing. In summary, the proposed research methodology operates as a holistic guide, focusing on the analysis of real-world issues to lay the groundwork for effective writing instruction. By weaving in sociocultural theory, it aims to refine teaching methods, fostering improved writing abilities and heightened critical thinking among students engaged in the social practice of writing.

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