



**IQTIDORLI TALABALAR,
MAGISTRANTLAR, TAYANCH
DOKTORANTLAR VA DOKTORANTLARNING
“TAFAKKUR VA TALQIN”**

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RESPUBLIKA MIQYOSIDAGI
ILMIY-AMALIY ANJUMAN
TO'PLAMI**

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darajada muhimligini ko'rsatgan bo'lamiz. Amerikada neologizmlar “Yil so'zlari” nominatsiyasiga loyiq deb topilgan, ya'ni har yili mazkur yil davomida qaysi neologizm ko'p qo'llanilganligi aniqlanadi. 2012 yilda “hashtag” atamasi yil neologizmi g'olibi deb e'lon qilingan[6].

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THE IMPACT OF PROBLEM-BASED LEARNING ON DEVELOPING STUDENTS' CRITICAL THINKING SKILLS

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Abstract: Problem based learning or PBL is based on research in the cognitive sciences on how we learn. It improves learning and it is one of the biggest success in education in the last decades. And this article analyses the role of problem-based learning in developing language learners' critical thinking, problem-solving, reasoning, communication and self-assessment skills.

Key words: problem-based learning, critical thinking skills, student-centered approach, open-ended problems, self-reflective, to solve complex and authentic problems, problem-solving, reasoning, communication, and self-assessment skills

Learning a new language is easier and more enjoyable when it is truly meaningful. Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Language learners in environments utilizing CLT techniques learn and practice the target language through interaction with one another and the instructor, study of "authentic texts" and use of the language in class combined with use of the language outside of class as well as learners need to be able to use the language appropriately in any social context. Moreover, communicative approach to language teaching stresses the importance of communication and interaction among the pupils and between the teacher and the pupils to learn a foreign language. Rather than repeating mechanically dialogues or grammar rules learnt by heart, this approach encourages pupils to use the target language in semi-authentic contexts and also values the pupils' personal experiences outside the classroom as a way to facilitate their learning in the lesson. So most of the tasks of this approach demand that pupils work in pairs or in groups and discuss different aspects of their lives free-time activities, likes/dislikes, have you ever done this or that. Another effective and innovative task in the communicative approach is identifying and solving problems in groups or organizing and designing problem-solving activities.

Problem-based learning (PBL) begins with the assumption that learning is an active, integrated, and constructive process influenced by social and contextual factors, some methodologists claim that problem-based learning is characterized by *a student-centered approach, teachers as “facilitators rather than disseminators,” and open-ended problems that “serve as the initial stimulus and framework for learning”*.

In a problem-based learning setting, teachers need to ask questions such as:

Why? What do you mean? How do you know that is true?

What assumptions might you be making?

These questions are meant to get students to become self-reflective about their learning processes and it emphasizes students' critical thinking skills, understanding, learning how to learn, working cooperatively with others.

PBL is a student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences. Instructors also hope to develop students' intrinsic interest in the subject matter, emphasize learning as opposed to recall, promote group work, and help students become self-directed learners, students work with classmates to solve complex and authentic problems that help develop content knowledge as well as problem-solving, reasoning, communication, and self-assessment skills. These problems also help to maintain student interest in course material because students realize that they are learning the skills needed to be successful in the field. And the following types can be defined in teaching through problem-based learning approach:

- ✦ **Contextual – PBL** uses real everyday problems. Hence the learning material is more relevant and will be easier to apply on real situations;
- ✦ **Constructive – PBL** is a student centered approach in which learners construct their own knowledge and the teacher or tutor serves as a guide on the side;
- ✦ **Collaborative – PBL** stimulates students to co-construct knowledge, and to share ideas and knowledge;
- ✦ **Self-directed – PBL** promotes self- directed learning skills among students. Examples are planning, reflection, evaluation of understanding, and managing information and resources;

Learning is “student-centered” because the students are given the freedom to study those topics that interest them the most and to determine how they want to study them. Students should identify their learning needs, help plan classes, lead class discussions, and assess their own work and their classmates' work.

Teaching languages through problem-based learning approach can be beneficial if teachers know the how to design problem-based learning activities, how to choose

different relevant materials according to learners' needs, interests, age and level, as well as according to the content of the lesson.

The steps to designing problem-based learning activities are:

- ✦ *Identify a Real-Life Problem - Depending on the problem you choose, determine what you want to accomplish by running the challenge*
- ✦ *Create and Distribute Helpful Material*
- ✦ *Set Goals and Expectations for Your Students*
- ✦ *Have Students Present Ideas and Findings*

Despite the work and effort it requires, PBL is never dull and is often fun. It develops learners' independence and using this method regularly students become more efficient and skilled at practicing the language. They become more confident, their motivation also increases and they can manage without regular teacher's supervision.

Besides practicing and consolidating the language group work helps to integrate the class. Learners learn how to cooperate with one another, make compromise, negotiate, and respect individuals with different abilities and views which is important for the class atmosphere and relationship with the teacher. Instead of sitting alone trying to understand something difficult they can help each other to solve a problem when it arises. In such a class the teacher is no longer a supervisor but becomes a resource center and advisor for the students.

Problem-based learning gives opportunities:

- ✦ *to examine and try out what students already know;*
- ✦ *discover what students need to learn;*
- ✦ *develop skills for achieving higher performance in teams;*
- ✦ *improve students writing and speaking abilities, to state and defend with sound arguments and evidence your own ideas;*
- ✦ *to become more flexible in different approaches to problems that surprise and dismay others.*

Thus, we can state that problem-based learning, one of the most innovative ways of teaching foreign languages is realized according to principles of the cooperative and communicative teaching and has its main goals to teach spoken language:

- **Firstly**, it is most commonly used to get learners talking to each other;
- **Secondly**, much research on PBL in language learning has studied spoken activity, partly because this is the most easily observed and recorded;
- **Thirdly**, most teachers use problem-solving activities in unprincipled ways and enhance students' outlook.

Overall, PBL is an effective method for improving students' critical thinking and problem-solving skills. Students will make strong connections between concepts when they learn facts and skills by actively working with information rather than by passively receiving information. PBL promotes students' confidence in their problem-solving skills and strives to make them self-directed learners. Teachers who provide a good learning community in the classroom, with positive teacher-student and student-student relationships, give students a sense of ownership over their learning, develop relevant and meaningful problems and learning methods, and empower students with valuable skills that will enhance students' motivation to learn and ability to achieve.

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INGLIZ VA O'ZBEK TILLARDAGI INSON BOSHI BILAN BOG'LIQ IBORALARNING KOGNITIV ASOSLARI

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Annotatsiya. Madaniyat tilning frazeologik birliklarini o'z ichiga oladi, chunki biz hech qanday tilni frazeologik birliklarning bir qismi - somatik so'zlarsiz tasavvur qila olmaymiz. Va har bir mamlakatning o'ziga xos frazeologik birliklarining somatik komponentlari mavjud. Bizning tadqiqotimiz Ingliz va o'zbek somatik so'zlari madaniyatlararo jihatlariga ko'ra taqqoslashga asoslangan. Somatizmlar deb ataladigan somatik frazeologik birliklar oddiy so'z birikmasidan iborat bo'lib ko'p ma'noga ega, tilning eng qadimiy leksik qatlamini tashkil qiladi.

Kalit so'zlar: somatik frazeologik birliklar, lingvomadaniyat, somatizm, frazeologizm, frazema, tilshunoslik.

Tilshunoslikda inson tana a'zolari nomlariga nisbatan qo'llaniladigan "somatizm" atamasi ilk bor eston tili frazeologizmlarini o'rgangan olim F.Bakk tomonidan

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