

THE RELEVANCE OF PROBLEM-BASED LEARNING IN ENGLISH LESSONS

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ABSTRACT

This article discusses the technology of problem-based learning, the formation and development of motivation to learn through the organization of independent cognitive activity of students in English lessons.

Keywords: innovation, technology, foreign language professional competence, problem-based learning, problem situation analysis, independent skills, problem lesson structure.

Problem-based learning is a teaching method in universities based on solving specific problems and tasks. From a procedural point of view, the content of problem-based learning lies in the organization of learning situations, in the course of which students and the teacher participate. The process of resolving each problem situation is characterized by the maximum independence of students and the atypical role of the teacher - he does not give a lecture, but only moderates the educational process, directs it.

At the same time, not only the new factual knowledge received by the student is valuable, notes Associate Professor of the Russian State Pedagogical University. A. I. Herzen L. V. Kleshcheva, but also the formation of skills of active independent cognitive activity. In general, problem-based learning is multifunctional in nature, which allows solving a lot of actual educational problems:

- creating conditions for the development of motivation;
- increasing cognitive interest in educational, quasi-professional, professional problems;
- reduction of psychological discomfort before overcoming cognitive difficulties;
- formation of independence; development of creative abilities; the formation of conscious, personally appropriated knowledge, skills, competencies; consolidation of the studied material;
- formation of research skills;
- development of communicative competences.

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At the center of problem-based learning is a problem, which in this case is understood as a certain question (theoretical, applied), requiring study, resolution. The basis of the problem is the discrepancy or contradiction between the three fixed states of the object of the problem situation:

1. initial state;
2. the predicted state (as a rule, this is the expected state into which the object should have entered as a result of certain actions prescribed by the conditions);
3. result (the state of the object that differs from the predicted one).

Problem situations are predominantly situations of high uncertainty. Thus, the main task of students in the format of problem-based learning is to find ways to overcome uncertainty.

The problem situation should bring students up to date and offer the tools necessary to solve the problem. The creator of the problem case must formulate the main provisions of the problem:

1. formulation of the goal of solving the problem;
2. an explanation of the range of possible difficulties and factors that brought the object from state 1 to state 3;
3. identification of hypothetical ways to eliminate difficulties;
4. declaration of the value of the task for the individual and society;
5. search for an answer to the question of the relevance of the problem.

Designing classes for problem-based learning involves the choice of the form and methods of teaching, on which the content of classes largely depends.

Forms of problem-based learning in universities

In higher education, there are four main forms of problem-based learning:

1. problematic presentation of educational material during a lecture or seminar. The role of students in such classes is passive. Students ask clarifying questions, but do not participate in solving the problem;
2. the teacher defines the problem and independently finds ways to solve it;
3. partial investigative activity. Jointly with the teacher solving a problem situation in problematic classes;
4. independent research. Students identify and formulate a problem and then solve it. Independent research with proper teaching supervision and a sufficiently high level of student preparation can become the source material for writing scientific articles, term papers and final qualification papers.

It is important to remember that the goal of problem-based learning in any of the procedural forms is the development of creative skills, the development of creative professionally oriented thinking.

Problem-Based Learning Methods

In total, education theorists identify five main methods of problem-based learning in universities.

1. Explanatory and illustrative method. The most common method of problem-based learning in universities due to the large number of information sources offered. Students solve problematic tasks both in the classroom using educational literature, teaching aids, from research reports and peer-reviewed scientific journals, as well as from archival materials and media publications.

2. Reproductive method. It is assumed that the resolution of the problem will occur according to various instructions, rules, methods. For example, students will be divided into groups. Each group will follow certain instructions. In the final part of the lesson, the teams should compare the results and determine the optimal solution to the problem problem.

3. Problem presentation method. At the beginning of the lesson, the teacher reveals part of the problematic task, this part of the work is called the problem statement. After considering the problem and its object, the teacher offers his audience various ways to solve the problem. After a comprehensive assessment of the problem, students in the course of the discussion develop their own or choose the most optimal (from the ones proposed by the teacher) algorithms for solving the problem.

4. Heuristic method, or a method of finding a problem under the guidance of a teacher. In fact, this method repeats the colloquium format common in universities.

5. Research method. Students are encouraged to conduct research within one or more study sessions. The result of the work will be a report, abstract, preprint of a scientific article. Everything is like in adult science: after setting the problem, students independently study the problem field using any acceptable sources of information, conduct observations or conduct experiments, and evaluate the results of their research in the course of a dialogue with the teacher.

The correct choice of method directly depends on the level of preparation of students, therefore, before preparing such classes, it is recommended to study the progress of the group, assess the level of residual knowledge of students, and submitted work. The first three methods correspond to low and medium levels. Heuristic (4) and research (5) methods are suitable for excellent students and successful groups of students.

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A problem situation can be created on various lesson: fixing, stages, updating knowledge, etc.

Stage one. Statement of the task causing a problem situation. The teacher sets a learning task and creates a learning problem situation. Determines the compliance of the problem task with the intellectual capabilities of students. Students identify a contradiction or previously unknown in the proposed task. For example,

Read the following text and put the underlined words in brackets in the appropriate places in each paragraph. The underlined words are in the correct order according to the text. In some places, the punctuation needs to be changed.

The advantages and disadvantages of travelling by TRAIN

1 Travelling by train has many advantages. there are no stressful traffic jams, and trains are fast and comfortable. You can use the time in different ways. You can just sit and read, or watch the world go by. You can work, or you can have a meal or a snack in the buffet car. (First of all, Also, for example,)

2 Travelling by train also has some disadvantages. It is expensive and the trains are sometimes crowded and delayed. You have to travel at certain times and trains cannot take you from door to door. You need a bus or a taxi to take you to the railway station. (However, For one thing. What is more, for example,)

3 I prefer travelling by train to travelling by car. I feel more relaxed when I reach my destination. (Despite the disadvantages, because ...).

Stage two. Analysis of the problem situation. The teacher organizes the work updating knowledge, determining the area of knowledge and ignorance of students, leads to problem formulation. Students express different opinions on what they found contradiction, identify the area of missing knowledge, formulate the identified problem, determine the need for new knowledge, a mode of action. For example,

Find words and expressions you already know and translate them: train - train, travelling - travel, stressful - stressful, fast - fast, comfortable - comfortable, use the time, use time, sit - sit, read - read, watch - watch, Work - work, have a meal or a snack - have a snack, expensive - expensive, bus - bus, taxi - taxi, sag - car, first of all - firstly, also - also, for example - for example, because - because.

Answer the question: What is the purpose of each paragraph?

The first paragraph contains information about the benefits of traveling by train. The second paragraph talks about the disadvantages of traveling by train. And in the third preference for traveling by train despite many shortcomings.

Stage three. Finding a solution to a problem. The teacher organizes the research activities of students. Students carry out the selection of hypotheses, choose a method for solving the problem. For example: search engine

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Guessing the meaning of the words advantages, disadvantages and understanding what the text is about, the guys insert the underlined words into the text according to the meaning.

Stage four. Solution. The teacher coordinates the work of the students. stimulates their activity. Students solve the problem using the chosen method, fix the algorithm for solving the problem in the accepted form (letter, graphic).

At this stage, students fill in the missing knowledge with the help of a textbook. For example.

Students translate unfamiliar words and expressions using the English-Russian dictionary: traffic jams - crowd, buffet car - restaurant car, crowded - crowded, delay - linger, be late. door to door straight to the door, railway station railway station, what is more - what else, for one thing - on the one hand, despite - despite, relaxed - relaxed, reach the destination - to get to the place.

Then students translate the entire text, analyzing the correctness of the words inserted in the right place.

Stage five. Primary assimilation of new knowledge, methods of learning activities. The teacher selects the appropriate tasks for the assimilation of new knowledge, methods of learning activities; performs monitoring and evaluation activities. Students perform tasks aimed at acquiring new knowledge, methods of action, exercise self-control, self-assessment. For example,

Having translated and read the translation, it is necessary to fill in the table or briefly in the form of a diagram

Write down the advantages and disadvantages of traveling by train. Different tasks can be used at different stages of problem situations.

For example, compose tasks to find common features, the final stage of the lesson is good to apply various tests.

Recognize animals by description or recognize sea animal by description. For example, It's very long. It doesn't have any legs. It eats small animals. It can be very dangerous (a snake).

It can swim in the water and walk on land. It has a very big mouth and big teeth (a crocodile). The structure of the problem lesson is universal and suitable for implementation in the pedagogical the practice of teaching not only English, but also any subject.

One more important point should be noted: the problem situation in the lesson is also solution of emotionally positive comfort in learning, which is associated with interest and enthusiasm for the topic or problem under discussion. Choosing a solution, and then solving the problem on their own, the student becomes in the position of the

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subject of learning and, as a result, new knowledge is formed in him. Which he himself came to understand.

The problematic method allows you to help students focus on learning material, keep attention in the lesson for a longer time, increase the proportion independence.

It should be noted that the result of the application of this method in the educational process was a more enthusiastic performance of educational tasks, the formation of such skills as observation is traced, and communication skills are also developed. Students began to turn more often to reference and encyclopedic literature, which plays an important role in the formation of independence in the assimilation of knowledge.

The use of problem-based learning technology in English lessons language promotes formation of cognitive independence of primary school students courses.

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