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USING THE PROBLEM TEACHING METHODS IN THE FOREIGN LANGUAGE IN A NON-LANGUAGE HIGHER EDUCATION INSTITUTION

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Cover Page Footnote

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Erratum

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USING THE PROBLEM TEACHING METHODS IN THE FOREIGN LANGUAGE IN A NON-LANGUAGE HIGHER EDUCATION INSTITUTION

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Abstract: *The article discusses the issue of the relevance of a foreign language in modern society. In this regard, a foreign language is positioned as one of the priority disciplines, requiring a non-standard approach to learning. Methods of problem-based learning are proposed as an effective means of learning a foreign language in a non-linguistic university.*

Key words: *problem teaching methods, project method, case method, learning a foreign language, educational process.*

ИСПОЛЬЗОВАНИЕ МЕТОДОВ ПРОБЛЕМНОГО ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В НЕЯЗЫКОВОМ ВУЗЕ

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Аннотация: *Статья затрагивает вопрос актуальности иностранного языка в современном обществе. В связи с этим иностранный язык позиционируется, как одна из приоритетных дисциплин, требующая нестандартного подхода при обучении. Методы проблемного обучения предлагаются как эффективное средство обучения иностранному языку в неязыковом вузе.*

Ключевые слова: *методы проблемного обучения, метод проектов, метод кейсов, обучение иностранному языку, учебный процесс.*

NOLISONIY OLIY TA'LIM MUASSASASIDA XORIJIY TILNI O'QITISHDA MUAMMOLI TA'LIM USULLARIDAN FOYDALANISH

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Annotatsiya: *Maqolada zamonaviy jamiyatda xorijiy tilning dolzarbligi masalasi muhokama qilinadi. Shu munosabat bilan, chet tilini o'rganish uchun nostandart yondoshishni talab qiladigan ustuvor fanlardan biri sifatida qaraladi. Muammoli ta'lim usullari lisoniy bo'lmagan oliy ta'limda chet tilini o'rganishning samarali vositasi sifatida qaraladi.*

Kalit so'zlar: *muammoli ta'lim usullari, loyiha usuli, keys metodi, chet tilini o'rganish, o'quv jarayoni.*

In modern society, most fields of activity require a specialist not only to have professional competence, but also to attract additional knowledge, skills and experience necessary for effective activity. At the same time, it is no longer enough for a specialist to have information only in his native language. There is a need to be aware of the development of their field in world practice. At the same time, rapid integration processes

occurring in various fields of activity pose the problem of intercultural communication. There is an urgent need for communication, networking, exchange of experience. Therefore, a foreign language is of particular importance. Today it is an indispensable component of the professional training of specialists in all areas. Foreign language proficiency, both in everyday and professional-business communication, is one of the indicators of the professional level of a specialist who can operate at the international level[1].

The problem of learning a foreign language as a means of communication, which allows a person to act freely and adequately in any speech situations, including unfamiliar and problem ones, is also actualized. Thus, language training should include mastering a foreign language at a qualitatively different level, which requires the use of new methods and means of teaching. The basis of teaching foreign languages in a non-linguistic university, in our opinion, should be based on the principle of socially and professionally-oriented teaching of foreign languages. This means that, first of all, the learning process should be as close as possible to real life situations, including in the area of the future professional activity of the student, and secondly, to provide an opportunity to perform communication in a foreign language. The question arises of how this can be done outside the professional environment and language environment.

As a result, educational methods that stimulate intellectual development, activate potential possibilities and offer situations that provoke communication in a foreign language are becoming popular. Such educational methods can be considered methods of problem-based learning. "Problem learning" is a set of teaching methods, the purpose of which is to activate the cognitive interest of students and, as a result, to activate cognitive activity.

At the core of problem-based learning methods is the modeling of a "problem situation" with the goal of launching an active independent activity of trainees to resolve a problem situation under the guidance of a teacher. "Problem situation" is an awareness that arises when performing a practical or theoretical task, the fact that previously acquired knowledge is not enough, and the emergence of the need for new knowledge that is realized in purposeful cognitive activity [2]. The essence of the problem methods is as follows: in the process of reviewing a problem situation, they are capable of generating interest (since the basis for such a situation is a significant problem for students in the field of their professional or social interests); they force to analyze the problem (highlighting in it known and unknown facts); they force you to make assumptions to solve the problem and check the correctness of these assumptions. The following stages of problem-based learning are distinguished:

The first stage is the creation of a problem situation, which contains a number of difficult moments that impede its quick solution. It should be difficult enough, but feasible.

The second stage is the work of the student. He analyzes the knowledge at his disposal on this issue, finds out that they are not enough to solve, and is actively involved in obtaining the missing information.

The third stage is aimed at acquiring the knowledge necessary for solving the problem in various ways. This stage ends with an understanding of how to solve the problem.

The fourth stage is directly solving the problem.

The fifth stage is the verification of the obtained results, comparison with the initial hypothesis, systematization and generalization of the knowledge and skills obtained. Within the discipline of a foreign language, the popular method of problem-based learning, in our opinion, is the project method and the case method (case study method). Let us dwell on each method. The main idea of the project method can be defined as obtaining knowledge by solving problem situations and attracting knowledge from related fields of science. A.S.Sergeev positions the educational project as a combination of five "P": Problem, Planning, Information Search, Product, Presentation [3]. These are the stages of the project, corresponding to the stages of problem-based learning mentioned above.

In the modern education system, the method of projects is actively used, including in teaching a foreign language. Let us consider how the project method contributes to the implementation of the idea of socially and professionally oriented learning and the practice of oral speech when teaching a foreign language.

Firstly, there are various projects in terms of the subject and form of organization. Their use in foreign language classes allows students to attract and use knowledge of various fields of science related to their professional or social interests. Thus, there is an enrichment of the existing knowledge base on the subject of the project, on the one hand, and the acquisition of additional knowledge and communication skills in a foreign language, on the other hand.

Secondly, each new project is new situations, problems and tasks that we have to deal with. Accordingly, each time it is necessary to adapt to the new conditions, new partners, new requirements, to show oneself from the new side, to seek and uncover in oneself hidden opportunities and creative potential. At the same time, it remains important that within the discipline of a foreign language, most of this activity initially involves the use of a foreign language. As a result of living this kind of experience, students form a high level of adaptability to situations of various kinds of novelty, complexity and problematics. All this contributes to the development of a rapid response mechanism and an adequate response to what is happening, including in a foreign language space.

Thirdly, all activities related to the implementation of the project is a constant interaction with other project participants. This "provokes" communication, and for the most part it occurs in a foreign language. Thus, there is an accumulation of experience in communicating in different situations in a foreign language. It is obvious that an important characteristic that determines the successful use of the project method in teaching a foreign language to students of a non-linguistic university is its universality, which combines a practical and communicative component. The case method is an active learning method based on the use of specific situations (from English. "Case" is a case, a

situation). This teaching technique uses the description of real economic, social and business situations (cases). Students are invited to study the problem situation, to understand the essence of the problem, propose possible solutions and choose the best of them. The result of this work is the presentation of their research in class. The “case study method” in a foreign language lesson is in the activities of students in the framework of artificially created social and professional situations and involves active interaction in a foreign language in order to solve the tasks set [4].

However, in my opinion, the case method, in contrast to the project method, has a more professional orientation. Its use is advisable when teaching a professional foreign language, when students have not only the basics of proficiency in a foreign language, but also have a certain professional base. From this position, the case method plays an important role in teaching a professional foreign language in a non-linguistic university:

First, the case method in the absence of a language and professional environment helps to simulate situations that contribute to the effective development on the one hand of such types of speech activity as reading, listening and speaking a foreign language, and, on the other hand, professional skills.

Secondly, it helps to form the skill of professional-business communication, as well as a number of analytical, creative and social skills, including: the ability to make decisions, including in difficult, stressful situations, the ability to quickly and adequately respond to the information received, including number and in a foreign language space [5]. Due to the regular use of the case study method in teaching a professional foreign language, two basic requirements are met: to gain experience in interacting in socially and professionally significant situations for students, to develop a model of behavior in them by performing communication in a foreign language. So, the use of problem-based teaching methods in teaching a foreign language in the context of a non-linguistic university contributes to the effectiveness of foreign language training, along with the improvement of professional skills, creates prerequisites of intrinsic motivation, promotes the development of individual abilities and creative skills; allows you to master the ways of knowledge; gives the ability of self-development and self-learning.

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