

Problem Solving Tasks in Teaching Productive Skills To Esp Students In Higher Education

Saydazimova Iroda Alisherovna
Senior Teacher, Inha University in Tashkent, Uzbekistan
e_mail: iroda.saydazimova@gmail.com

Abstract: The article considers the need of modern society for specialists who speak foreign languages in their professional activities. Since the prevailing approach in education, in fact, determines the logic of implementing a particular model of learning in a particular subject area, including such as a foreign language, therefore, the issue of modernizing foreign language education in non-linguistic universities from the perspective of a competence-based approach becomes relevant.

Keywords: competence approach, competent specialist, educational approaches, communicative competence, project training.

Problem-based learning is one of the directions of scientific research in the field of improving the efficiency and effectiveness of the educational process. The problem method is now considered as one of the most effective means of solving such problems as the development of mental strength, cognitive activity, independence and creative thinking of students.

Modern pedagogy insists that the student should not only be an object of learning, passively perceiving educational information, but should be an active subject, independently possessing knowledge and solving cognitive tasks. The most valuable tool for developing independent thinking skills is problem-based learning, in which students make assumptions, look for arguments, and independently draw conclusions.

Thus, problem-based learning not only develops independence, but also forms some skills of educational and research activities. The teacher systematically organizes independent work of students to acquire new knowledge, skills, repeat

what they have learned and develop their skills. Students themselves acquire new knowledge, they develop skills of mental operations and actions, develop attention, creative imagination, guess, and the ability to discover new knowledge and find new ways of acting by putting forward hypotheses and justifying them

Problem situation is the main method of problem-based learning, which awakens the cognitive need of students, activates thinking.

Problem situations in foreign language classes are most often based on contradictions between the known and the unknown, between the familiar and unusual consideration of the subject, between the acquired knowledge and its application in new practical conditions, between fantasy and reality. The main task of the teacher is to enable students to "expose" contradictions to such an extent that students are most likely to have a problem situation.

In the modern theory of problem-based learning, there are two types of problem situations: psychological and pedagogical. The first concerns the activities of students, the second is the organization of the educational process. A pedagogical problem situation is created through the actions and questions of the teacher that emphasize the novelty, importance, and other distinctive qualities of the object of knowledge. Problem situations can be created at all stages of the learning process: when explaining, fixing, and controlling. The teacher creates a problem situation, directs students to solve it, and organizes the search for a solution.

To create problem situations teacher:

- leads pupils to the contradiction and suggests them to find a solution to it;
- outlines different perspectives on the same matter;
- invites the group to consider the problem from different perspectives (e.g., lawyer, financier, teacher, psychologist, etc.);

- encourages learners to make comparisons, generalizations, conclusions from the situation, to compare different facts;
- posing specific questions (on the generalization, justification, specification, logic reasoning, etc.);
- defines the problem and theoretical tasks sets of problem tasks. It should also be noted that teaching a foreign language based on modeling of problem situations encourages students' search and research and speech-thinking activities, and teaches them to independently find non-standard solutions to problems. In addition, the described method of organizing foreign language teaching allows rational and effective use of very limited classroom hours and time allocated for independent and extracurricular educational activities of students. Problem-based learning consists of offering student's tasks that lead them to their own "discoveries".

Therefore, based on the analysis of literature and practical activities of teaching a foreign language in a non-linguistic University, it can be argued that in the last decade, significant contradictions between the social order of society for a competent specialist who speaks at least one foreign language for practical use in their professional activities, and the existing approaches to teaching a foreign language in non-linguistic universities have become more clearly identified; the increased need of the individual to improve the level of foreign language proficiency, on the one hand, and the practice of teaching a foreign language in non-linguistic universities, on the other, which has not justified itself.

Knowledge of a foreign language gives a future specialist access to foreign sources of information, without which the activity of a certified specialist is currently unthinkable. The ability to work with original literature in the specialty includes obtaining information contained in the text, its critical understanding, generalization, analysis and evaluation of reliability. Foreign language competence



ensures the readiness of a University graduate to actually use the acquired knowledge in a professional environment. Expansion of professional international communication, business negotiations with foreign partners, work with technical documentation in a foreign language, the possibility of practical training abroad necessitate a more complete use of possibilities of foreign language training of future engineers and involve the formation of foreign language competence of students enrolled in the technical specialties.

Many studies show that currently students of non-linguistic specialties have a low motivation to study a foreign language, because a foreign language is a difficult subject that requires a lot of effort, time and perseverance. The belief that it is impossible to overcome these obstacles, disbelief in their own abilities, and sometimes unwillingness to overcome certain difficulties, leads to a decrease in interest in a foreign language. Therefore, the main task that the teacher faces is to reveal the creative potential of students, to find such didactic tools that would awaken students' mental activity and interest in a foreign language. It is important to create such conditions in the classroom that students will be interested and willing to learn a foreign language. Very often, the main goal of teaching a foreign language for many students is not to extract knowledge for their development and self-improvement, but to get a credit. Therefore, it is necessary to stimulate the development of cognitive interest in students. They must understand why they need a foreign language and what its practical significance is for their future. Thus, when learning a foreign language, the motive that is the object of the need, its direct psychological manifestation, should be in the first place. The need finds itself in specific motives and is realized in them.

Currently, there is an active search for new methods in teaching foreign languages that can stimulate sustained cognitive interest in the learning process. There are different approaches and strategies in teaching foreign languages. The



recognition of the personality-oriented approach as a new paradigm of education and upbringing has led to changes in the setting of goals, in the selection of content, principles and technologies for teaching foreign languages. The most important thing is to find a differentiated approach to the student, take into account their capabilities, aptitudes, and needs. In relation to the content of teaching foreign languages, it is necessary to provide a problematic presentation of the material, showing the peculiarities of mores, customs and culture of people in our country and in the countries of the language being studied in comparison. One of the important points is that the emphasis is not on communicating ready-made knowledge, but on encouraging students to think, to independently search for information, to make independent conclusions and generalizations, as well as "transfer to yourself", that is, appeal to the life and speech experience of students themselves.

The project method as one of the most effective methods of developing critical thinking has received great recognition among teachers. It attracts many educational systems that seek to find a reasonable balance between academic knowledge and pragmatic skills. The project method is based on the development of students' cognitive skills, the ability to independently construct their knowledge and navigate the information space, as well as the development of critical thinking. In pedagogical practice, the project method is aimed at realizing the creative potential of students, creativity, non-standard thinking, the development of their mental activity, teaches the selection and analysis of information. The project method is good because it involves the joint goal setting of students and teachers, gives students the right to choose, develops thinking and reflection. Students become active participants, and the teacher directs their activities and helps them. Project activity involves reflexive activity, because this type of activity is also aimed at independent search for new solutions and information. The experience of

teaching a foreign language at a University suggests that there are always students with different levels of language proficiency in the group. In the traditional form of classes, less prepared students are silent, shy, and afraid to say something wrong. This type of activity takes place in a relaxed environment in which students do not experience psychological enslavement, so each student can bring something of their own to this type of activity, they can become more aware of their own "I" in the process of interacting with other people. Thus, each student contributes to the project implementation depending on their knowledge and personal interests. Everyone is equally responsible for the implementation of the project and must present the results of their work. Students' activities are purposeful and meaningful. Students interact with each other and the teacher, whose role changes from controller to equal partner and consultant.

Thus, we can come to the following conclusion: the educational standards of the new generation in the University complex are based on a competency-based approach and Orient students to acquire useful knowledge necessary for successful achievement of goals in real life conditions. Proponents of the competence approach see it as a perspective for developing active life knowledge, skills, and value relationships among students.

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