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The Pedagogical Characteristics of Implementing Problem-Based Learning Technologies in Teaching English Methodology

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ABSTRACT

This article theoretically analyzes the formation, pedagogical characteristics, and components of problem-based learning technology. And the article discusses methodologies for effectively applying problem-based learning technologies in the process of teaching English.

Keywords: Expressive and receptive skills, illustrative teaching, integral basis, modern epistemology, psychology, didactics, cybernetics, speech competence.

INTRODUCTION

It is impossible to imagine today's modern education without interactive methods. Active methods that reveal the content of the lesson serve as practical assistants for both the student and the teacher. Unlike traditional lessons, these methods invigorate the teaching process and, most importantly, foster the student's consciousness. Today, our country is providing significant privileges and opportunities to teachers and the upbringing of the younger generation. For this reason, it is necessary to accept students who are knowledgeable, moral, and possess the unique thinking of the Uzbek nation into the higher education system, to equip them with modern knowledge, and to elevate them to the level of great individuals in a high sense. In fulfilling this task, the role of subject teachers is of great importance. Each subject teacher must possess comprehensive knowledge, skills, and competencies in their respective subject. In addition to knowledge of the subject and practical teaching methods, an English language teacher must understand child psychology according to their age and master the techniques for implementing all stages of pre-education. By forming the didactic foundations of the English language subject, it is necessary to convey knowledge based on one's life experience, taking into account the general methods of teaching and the age of the children. The educator must enrich their own experience without merely copying the experiences of others, and as a result, the educational process will improve because each person has their own unique style and personal worldview. Using various teaching methods, technologies, and innovations in the subject can serve as an effective foundation for developing knowledge and skills in students and young learners. Moreover, many renowned scholars in our republic are striving to create scientifically based pedagogical technologies that are adapted to the socio-pedagogical conditions of our region and to implement them in the educational system.

The main goal of problem-based learning technology is to enhance the independence and activity of learners, develop their thinking, and strengthen the application of acquired knowledge in practice. In pedagogical and psychological literature, when discussing the scientific and theoretical foundations of problem-based learning, there are instances where it is considered an educational method, principle, or a separate system. Regardless of what it is called, the main characteristic of problem-based learning is to enhance the learner's intellectual activity, independent creative research, and the discovery of new knowledge, skills, and

competencies for themselves.

As is known, problem-based learning emerged in the early 20th century (J. Bruner, K. Dunker, J. Dewey, G. Polya, and others) through the development of theoretical foundations by foreign (V. Okon) and local researchers (A. V. Brushlinskiy, A.A. Verbitskiy, T.V. Kudryavtsev, I.Ya. Lerner, M.I. Maxmutov). Scientists defined the problematic situation as the beginning of the thinking process in their research, examining its stages (S.L. Rubinshteyn), studying the role of the problematic situation in thinking and learning (A.M. Matyushkin), developing types of problematic situations (A.V. Brushlinskiy, T.V. Kudryavtsev, V.T. Kudryavtsev, A.M. Matyushkin, M.I. Maxmutov), classifying problematic tasks (V. Okon), studying the system of problematic situations, problems, and problematic tasks (I.Ya. Lerner), and many other aspects. Thus, one of the issues that interested researchers in the theory of problem-based learning was the analysis of the concept of a problematic situation, as defined by A.M. Matyushkin, from the positions of the object (the unknown in the object) and the subject (the cognitive and communicative needs and capabilities of the subject).

The technology of problem-based learning can be effectively applied as a unit of problem-based foreign language teaching, particularly in teaching foreign language grammar. Based on the unique characteristics of structuring grammar within the language system, it can be described as a specific object of problematic teaching of a foreign language. Grammar develops thinking and organizes the mind because it has rules and algorithms. Grammatical phenomena have form, meaning, and usage, and their interconnections can clearly illustrate the contradictions identified in the learning process across different languages.

Accordingly, during the process of solving the educational problem, the contradiction is eliminated, and its removal leads to the effective development of the educational material (according to the criteria of correctness, volume, and diversity of forms). V. Okon interprets the definition of problem-based learning as an effective teaching method, believing that problem-based learning allows for the retention of knowledge, the development of skills, competencies, and cognitive interest, and also holds significant educational importance. Speaking about the effectiveness of problem-based learning, A.M. Matyushkin, like V.Okon, demonstrates the educational

significance of this method. As the author pointed out, in the context of problem-based education, the assimilation process stops. It becomes solely an intellectual process, turning into a personal one. Therefore, it emphasizes that it allows us to integrate the process of education and upbringing, the process of knowledge acquisition, and the process of shaping a student's worldview.[1]. At the same time, A. M. Matyushkin believes that despite the great effectiveness of problem-based learning, its use cannot be absolute. Thus, A. M. Matyushkin writes: "The psychological justification of the problem-based teaching method and the study of its pedagogical effectiveness should not, under any circumstances, lead to its absoluteness for all conditions and types of teaching." At the same time, however, it is very important to retain the name of the problem-based teaching method, unlike other teaching methods" [2].

I. Ya Lerner, while studying modern concepts of education. He emphasizes, "If the ideas of problem-based learning are not given attention, none of the approaches can fully shape the modern educational process." Therefore, problem-based learning is considered the integral foundation of the entire education system. Accordingly, problem-based learning should perform three functions:

1) developing creative potential and forming the structures of creative activity;

2) creatively mastering knowledge and methods of activity;

3) creatively mastering modern scientific methods.

The implementation of these functions is certainly carried out through problem-based learning methods (types). In this regard, I.Ya. Lerner writes: "Real practice gives rise to three types of problem-based education characterized by a specific system of actions for the teacher and the student, that is, teaching methods." It should be noted that the scholar uses the terms method and type as synonyms from this point of view. Thus, I. Ya Lerner identifies three methods of problem-based learning:

1) presenting the problem;

2) partial search or heuristic method;

3) research method.

Taking into account problem-based learning, T.V.

Kudryavtsev writes: "The educational process, which has the important characteristics of modeling the thinking process and an active search character, can be called problem-based learning, as opposed to illustrative teaching." Problem-based learning involves creating (organizing) problem situations for students, where the process of joint activity between students and teachers consists of the former's maximum independence and the latter's overall guidance in recognizing and solving these situations" [3].

According to A.V. Brushlinsky, the problem-based "teaching method aims to bring the student to the state of 'discoverer', 'researcher', and to confront possible questions and problems." A.V. Bryshlinskiy describes problem-based education as a teaching method that is "developing, educational, because it significantly enhances the overall level of a person's intellectual development." [4].

M.I. Maxmutov, defining problem-based education as a type and system, emphasizes that problem-based education is a distinct type of interrelated activity between the teacher and the student, characterized by a system of problem situations. This activity stands out with its system of techniques and teaching methods re-evaluated from the perspective of modern epistemology, psychology, didactics, sociology, cybernetics, and pedagogical practice achievements. The novelty of this didactic system is based on this fact. Until now, the principle of mastering problematic knowledge, which has been applied spontaneously and intuitively in the process of practical learning, becomes a consciously applied principle, and under the influence of its firmly reinforcing characteristic, the functional purpose of the system of didactic principles changes.

According to the author, the problem-based learning type "cannot solve all educational problems, therefore it cannot replace the entire education system, which includes various types, methods, and forms of organizing the educational process." However, the general education system cannot truly develop without problem-based learning because its foundation is formed by a system of problem situations" [5].

In turn, V.T. Kudryavtsev provides the following definition: "problem-based learning is a type of developmental education, the content of which is expressed through a system of problem tasks of varying levels of complexity." In the process of solving such problems, students assimilate new knowledge and methods of action in joint activities with the teacher and under their general guidance, thereby developing creative abilities, such as effective thinking, imagination, cognitive motivation, and intellectual feelings [6].

The essence of problem-based learning, according to T.A. Ilyina, is primarily seen in the organizational structure of the student's cognitive activity process. Therefore, in her opinion, "problem-based learning cannot be considered either a special teaching method (according to I.Ya. Lerner) or some kind of new teaching system (according to M.I. Maxmutov) because it is applied within the framework of other methods." In our opinion, M.N. Skatkin considers this issue as a special approach to organizing teaching, which primarily manifests in the nature of students' cognitive activity. Thus, from a pedagogical point of view, the problem-based learning approach (T.A. Ilyina), method (A.V. Bryshlinskiy, I.Ya. Lerner, A.M. Matyushkin, V. Okon), and type and system of education (V.T. Kudryavtsev, T.V. Kudryavtsev, M.I. Maxmutov) are explained.

According to S.F. Shatilov, the content of teaching foreign language grammar can be viewed in the context of the overall content of teaching a foreign language. According to S.F. Shatilov, the components of the content of foreign language teaching include language material, knowledge of its usage rules, skills and competencies, topics of texts, and the cultivation of students' emotional sphere. The main goal of teaching grammar, according to S.F. Shatilov, is "to develop grammatical speech skills as an important component of students' speech, listening, reading, and writing skills" [8]. S.F. Shatilov examines grammatical skills in the context of speech activities, specifically the expressive - speech and writing, and receptive - reading and listening types.

A number of researchers base their approach to teaching grammar on P.Ya. Galperin's theory of the step-by-step formation of mental actions. In teaching foreign languages, the application of the theory of the step-by-step formation of mental actions identifies three stages of skill and competence development: acquaintance, instruction, and practice [9]. The first stage is aimed at creating an indicative basis for students' actions through a heuristic conversation conducted by the teacher. The second stage ensures the formation of grammatical skills practiced in individual operations, and then in group operations. The third stage is focused on developing skills and

competencies in a communicative setting within the framework of the topic proposed by the teacher. Thus, L.V. Skopova not only discusses the step-by-step formation of knowledge, skills, and competencies but also reveals the characteristics of directly applying a problem-based approach in the process of developing grammatical knowledge, skills, and competencies through heuristic conversation.

From the above thoughts, it is evident that effectively using various methods of problem-based learning technology in teaching English to develop students' grammatical and speech competencies serves to ensure the effectiveness of the teaching process. Below, we provide an example of the heuristic interview method.

Your journalist friend needs to interview a famous musician. Your friend asks you for help. Help him create interview questions and then write an article.

• Interviewer: ...?

• Dennis: I was 5 years old when I began to work on my music.

• Interviewer: ... ?

• Dennis: I don't remember much about it. I remember singing at the top of my voice, dancing with real joy and working too hard for a child.

• Interviewer ... ?

• Dennis No, I didn't. I had no time to play with other children.

• Interviewer: ... ?

• Dennis: I made my first record 10 years ago and it didn't do very well. But my next record reached number one.

• Interviewer: ...?

• Dennis: I read books, go to the swimming pool, watch soap operas.

Accordingly, it is possible to effectively develop speaking skills in English through heuristic question-and-answer sessions. In conclusion, it can be said that the components of problem-based learning technology in teaching English

pedagogically serve as a means for the teacher to activate students' thinking, develop their cognitive abilities, interests, and motivation, manage students' knowledge activities, and monitor the assimilation of educational material by students. For the student, it serves as a stimulus to activate thinking, a method for assimilating educational material and developing cognitive abilities, and a method for self-monitoring the assimilation of educational material.

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