

USING PROBLEM-BASED LEARNING APPROACH IN FOREIGN LANGUAGE CLASSES

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ABSTRACT

Modern employers need specialists who are not just well versed in the relevant field, but have the skills to apply the acquired knowledge in solving everyday production tasks. This forces higher education teachers to restructure the educational process, in particular teaching foreign languages. Having considered the current trends in teaching methods, we settled on the methodology of problem-based learning. This paper purposes to describe this topic and introduce some steps to create, teachers' and learners' roles in problem –based learning in foreign language classes.

Keywords: usage, problem-based learning, approach, foreign language, class.

INTRODUCTION

From points of view, this direction is the most promising for the formation of intercultural competence, since it allows you to rely on not only on the knowledge of the language acquired by students during their previous study, but also on the knowledge and skills acquired in classes in special disciplines during the development of their future profession by young people. Thus, the application of this approach allows not only to teach a foreign language, but also to form a future specialist [1].

H. Barrows characterizes this method of teaching as follows: 1) it is focused on the student's personality; 2) at the center of the learning process is a specific problem that needs to be solved; 3) it is aimed at working in small groups under the supervision of a teacher coordinator [2]. When developing materials for work in the classroom, we followed the generally accepted three-level system of this method: theory, model, practice [3].

The main task associated with the application of the method under consideration is to involve the trainees into the process in such a way that training turns into a natural solution to practical problems faced by specialists of the profession being mastered. At



the same time, it should be remembered that students should consciously and critically approach solving practical problems in the classroom.

MATERIALS AND METHODS

Provided that students have a certain basic level of foreign language proficiency, feel comfortable in the learning environment and are sufficiently motivated, the implementation of educational activities based on problem solving begins with the presentation of the relevant problem. It is important to carefully select a problem and convey it to students in such a way that it motivates them, interests them and challenges their knowledge and skills. The task of presenting a problem is to stimulate students' need to solve it. To do this, it is proposed to use documentaries, collections of newspaper publications, introductory practice or presentation by a specialist in this field [4].

Having a proper interest in the subject, students will stop perceiving the teacher as an expert and will begin to form their own knowledge base regarding the problem, facts, figures that still need to be checked. In the absence of a formal set of educational. Such tasks are designed to help students create an algorithm for working with the information they find and form their own knowledge base for future activities [5].

In general, tasks aim at solving the problem were offered to students ,study in the framework of additional or professional education under a program and were used in classes on the practice of a foreign language in professional communication namely.

RESULTS AND DISCUSSION

So, materials on a foreign language of professional communication should integrate language material on a foreign language and content related to professional activity. As noted by E.V. Ponomarenko and E.N. Malyuga, the successful integration of the language and the content of specialized disciplines in foreign language classes of professional communication should fulfill the tasks of language teaching and training professional skills, as well as provide opportunities for improving foreign language proficiency, and for professional growth [6].

It is believed that within the framework of higher education, language proficiency and professional knowledge should be developed simultaneously. In foreign language classes , you should rely on on scientific material related to the main disciplines that develop

professional skills. This integration of language material and professionally oriented learning provides a tool with which students can continue to develop their scientific knowledge and cognitive skills simultaneously with increasing the level of proficiency in a foreign language. Thus, choosing a material for problem-oriented.

Of course, it is tried to combine it with what students were studying at that time in their main specialty. To do this, we turned to specialists in the field of professional activity of students who could provide or recommend resources with modern and relevant material. The most popular media resources in English include The New York Times newspaper, The Economist magazine (both printed and electronic versions), Bloomberg websites (<https://www.bloomberg.com/>), Advertising and Marketing News (<http://adage.com/>), Entrepreneur (<https://www.entrepreneur.com/topic/management>) and, of course, the leading media BBC and CNN.

Stages of the educational process based on a problem-oriented approach

Problem-oriented learning does not offer a universal model, however, it cannot be assumed that a teacher can start using this approach without any the basic scheme or algorithm of its application [7]. The following diagram is a kind of template that can be adapted to a specific task or even an entire module within the curriculum.

Step 1 - identify and explain new terms and concepts that are still unfamiliar to the trainees.

Step 2 - Identify the issue(s) to be discussed. At this stage, students can offer their views on the issue, but everything stated should be considered, discussed and included in the agreed list.

Step 3 - Brainstorming to discuss the problem, offering possible explanations based on previous knowledge, identification of areas of insufficient knowledge.

Step 4 - Review steps 2 and 3 in order to transform the explanations of the problem(s) and possible solutions.

Step 5 - formulate training tasks.

Step 6 - individual study of the problem, during which the trainees collect information corresponding to the assigned educational tasks.

Step 7 - sharing the results of an individual study of the problem.

The role of the teacher

The task of a teacher in problem-oriented teaching is as follows:

- to identify a problem that is quite complex and unclear, but at the same time arousing interest among students. It should be related to the content of the main course in the specialty. At the

same time, the task of solving the problem should contribute to the acquisition of new skills;

- organize groups of trainees with different skill levels in order to achieve greater dynamics in the group and better results. To do this, trainees must identify their strengths and weaknesses, which will help in the distribution of roles during the team problem solving process.;

- provide instruction to trainees and assistance in understanding the new content and the process of finding a solution to the problem. Such support should be provided from the moment the problem is presented to the moment the trainees present their solution to the problem.

The role of the trainee

During problem-solving training, trainees collaborate in small groups to study and then solve the proposed problem. As students study the problem, it is expected that students will fill in the gaps in knowledge and lack of skills, solve, what information do they still need to get in order to cope with the task (problem situation) [8].

The following are the stages that trainees go through in the process of solving a problem situation [9].

Trainee:

- studies issues related to the problem situation, reads, discusses and analyzes the problem in the group, highlighting its main parts;
- makes a list of what he/she knows about the problem, discusses his/her knowledge in the team and

the experience relevant to the problem being solved determines the strengths and abilities of each team member and, finally, suggests a possible solution with the participation of other team members;

- develops and prescribes the problem statement in his own words: it should be based on what the learner knows about the problem and what needs to be learned to solve the task (problem);

- makes a list of possible solutions to the problem, which may include ideas, reflections and hypotheses. The trainee should explain that these solutions need to be prescribed from the most likely to the least likely and then select from the list the one that, in the opinion of the team, can be successful;

- makes a list of actions to be taken according to the schedule, answering the following questions:

a) what we need to know and do to solve the problem;

b) how to prioritize these actions;
c) how do these actions relate to the list of possible solutions to the problem;
d) does the team agree with such actions and, if not, how to come to a consensus;

- makes a list of what the team still needs to learn to solve the problem, and discusses with team members possible sources of search for such knowledge: the Internet, textbooks, interviews, a teacher, i.e. both primary and secondary sources of information;

- writes a report or essay containing a description of the solution to the problem, which includes supporting material, or prepares a presentation about the proposed solution of the problem by the team (the content of the presentation includes the problem statement, the information collected and its analysis, justification of the proposed solution and recommendations);

Summing up the results of the application of a problem-oriented approach to teaching professional communication at foreign language lessons, we note that this experience shows its relevance, the potential to increase the motivation of students of non-linguistic specialties (in particular economic) to study a foreign language, increases the level of their professional competence in the use of a foreign language when performing everyday professional tasks. This in turn increases their competitiveness in the labor market.

CONCLUSION

In addition, we consider it important that this approach allows students to rely on the information and data received or found in order to form their own position on the professional issues being discussed and after comparing this own position with the position of other students to form their own opinion. The analyzed approach has a huge potential for use in foreign language lessons. It has both linguistic advantages, as shown in the study on the role of natural, meaning-oriented interaction of the class in learning a foreign language, as well as affective advantages in the form of increasing students' motivation and encouraging students' autonomy in independent learning outside the classroom [11]. However, in order to take advantage of these advantages, teachers and management must be sure that students understand the principles underlying problem-oriented learning, realize that they are participants in an effective learning process. Then the application of the above approach can significantly improve the quality acquired knowledge and skills. But at the same time, the educational



process using this approach becomes more complex and requires high professionalism and additional efforts on the part of the teacher.

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