

Using Problem-Based Approach Technologies in Developing Speaking Skills in a Foreign Language

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Abstract. detailed information on the use of problem-based approach technologies in the development of speaking skills in a foreign language. Opinions were given on the importance of the formation of lexical skills and the level of importance of teaching speech in the development of speech skills.

Key words: Features of oral speech skills, psychophysiological mechanisms, innovative methods, lexical skills, level of importance of learning speech.

INTRODUCTION

The principles of socio-economic development of our republic in the present period require further increase of our spiritual potential and economic power, and their reconstruction in a way that meets the requirements of scientific and technical development of the 21st century, in order to take a worthy place among the developed countries of the world. For this, it is necessary to change the outlook of our youth, to raise their knowledge and spirituality to the level of world standards.

Today, society has set a task for the school: to develop their special ability, their independent knowledge, according to the purpose. Problem-based learning technology takes a leading place in solving these tasks.

In our country today, the attitude towards foreign languages is developing very rapidly. The need for foreign languages is increasing not only in higher education, in schools and colleges, lyceums, but also in pre-school education. According to the theoretical opinions of foreign language teaching psychologists, speech is not a process of communication, it is not speaking or talking, speaking is a way of realizing and expressing thoughts during activity.

In the process of teaching English in general secondary schools, methods of effective use of intensive educational technologies, development of criteria for measuring the level of development of speaking skills and ensuring its compatibility with modern educational requirements are of great importance. .

LITERATURE ANALYSIS AND METHODOLOGY

In the Republic of Uzbekistan, a number of reforms are being carried out in order to educate young people in order to learn foreign languages and become educated and independent-

minded people in all respects. Tasks such as "the need to train modern personnel who know several foreign languages, to conduct scientific work on foreign languages, and to improve the methodology of language teaching" have been defined. That is, improving the methodology of teaching a foreign language based on an integrative approach aimed at communicative activity, individual-oriented acquisition of competence; studying foreign experiences; Implementation of innovative pedagogical technologies in teaching English in general secondary education is of great importance.

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In the current educational literature, there are various definitions and descriptions of the use of problem-based approach technologies in the development of speaking skills in a foreign language. A relatively complete and clear definition was given by M.I.Makhmutova, in which the problem-based approach to the development of speaking skills in a foreign language, the rules of applying methods of teaching and learning that take into account the activities of logical thinking (analysis, generalization) and the rules of students' research activities (problematic situation, interest and demand for knowledge...) is interpreted as a system.

The essence of problem-based teaching is the teacher's management of students' cognitive activities to acquire new knowledge by creating a problem situation in their educational work and solving educational tasks, problems and questions. This creates a scientific-research method of acquiring knowledge.

ANALYSIS AND RESULTS

Problem-based education is a logical thinking operation (analysis, generalization) and rules of application of previously known methods of education and training, which are structured taking into account the laws of research activity of students (problem situation, interest in learning, need). is a new system. That is why problem-based education ensures the development of the student's ability to think, the formation of his general development and belief. Not excluding all achievements of didactics, but making use of them, problem-based education remains education that develops scientific knowledge and concepts, formation of worldview, comprehensive development of a person and his intellectual activity.

Problem-based teaching is based on the theoretical rules of the American philosopher, psychologist and pedagogue Dj. Dion and began to spread in the 20s and 30s of the 20th century.

Today, the use of problem-based approach technologies in the development of speaking skills in a foreign language means the problem situations created by the pedagogue in the classes and the active independent activity of students aimed at solving them. As a result, students acquire professional knowledge, skills and competencies and develop thinking skills.

Problem-based learning is the most effective method of teaching. The teacher creates a problem situation, directs the student to solve it, organizes the search for a solution. Management of problematic teaching requires pedagogical skills, because the emergence of a problematic situation is an individual situation and requires a differentiated and

individualized approach.

The exercises and operations used are important tools in the development of speech. Therefore, the correct direction of operations is one of the main problems in oral speech. Not only lexical skills, but also grammatical and methodical skills provide relevance in the development of the level of oral speech in the language, in the formation of its features.

In order to be free from some shortcomings in the use of lexical, grammatical and methodical units, fluent and clear expression of higher language units in oral speech eliminates existing problems. The application and expression of these skills and psychophysiological mechanisms in oral speech skills, which are shown as the main features of the development of oral speech skills, serve as a solution to many problems.

It is important to use innovative methods in the development of problem-based education in the development of speaking skills, and to apply them actively in the course of the lesson. The main goal of using these innovative methods is to make students think logically, independently answer questions within the scope of the given topic, and focus on independent self-evaluation.

The success of using problem-based approach technologies in the development of speaking skills in a foreign language depends on the following factors:

1. Problematization of educational material;
2. Activation of cognitive activity of students;
3. Harmonizing the educational process with play and work;
4. Having the ability to effectively use problematic methods by the teacher (pedagogue);
5. Compile a chain of problematic questions about solving a problem situation and explain to students in a logical sequence.

Several types of problematic situations in the educational process are distinguished:

1. Students do not know how to solve the task, they cannot answer the problematic question.
2. Students are faced with the need to use previously acquired knowledge in a new situation.
3. There is a conflict between the way the task can be solved theoretically and the difficulty of applying the chosen method in practice.
4. In the performance of the task, there is a conflict between the practical achievement of the result and the students' lack of knowledge to justify it theoretically.

In the article, the following tasks were performed in order to improve the methodology of teaching English to schoolchildren based on the communicative approach:

- Analysis of foreign language teaching concepts, didactic, psycholinguistic, methodical and pedagogical principles, theories of foreign language acquisition and foreign language learning in general secondary education;
- analysis of the content of English language teaching (speech topics, skills and language material);

- use of innovative pedagogical technologies to determine the level of interlingual interference in teaching English at A1 level, prevent mistakes, ensure communication and interaction during classes;
- organization and conduct of experiments on teaching English as a means of communication and interaction and development of methodical recommendations based on research results.

SUGGESTIONS AND RECOMMENDATIONS

In elucidating the essence of the principles of methodology, work was done based on psychological and linguistic laws and the following psycholinguistic principles were summarized:

1. Increasing students' motivation (internal drive) to learn and master a foreign language.
2. Encouraging age-appropriate physical activity of students during classes.
3. To inform students about the similarities between the mother tongue and the foreign language being studied.
4. Development of intermediate language (metalanguage) experiences of students.
5. To teach students to use the relationship between the native language and the studied foreign language.
6. General familiarization of students with the structure of the studied foreign language.
7. Individual approach, that is, conducting psycho-pedagogical activities taking into account the characteristics of students (the nature of each student, what he is capable of, what he is interested in, who he makes friends with, what he has a negative attitude towards).

CONCLUSION

In the process of using problem-based approach technologies in the development of speaking skills in a foreign language, an important stage of students' mental activity is to come up with a way to solve it or make a hypothesis and justify the hypothesis.

A learning problem is developed sequentially with problem questions, and each question serves as a step in its solution. The components of the problem, the nature of the relationship between the known and the unknown, create the need for knowledge and encourage the search for active knowledge.

It should be noted that a prerequisite for problem-based teaching based on problem-based approach technologies in the development of speaking skills in a foreign language is to create a positive attitude in students to the process of searching for the truth and its results. Creative and investigative cognitive activity of students in problem-based learning consists of expressing the problem in the lesson when a problem situation arises, that is, expressing in words the essence of the emergence of cognitive difficulties (that is, what is known to him at this moment), and then the problem looks for solutions and makes different guesses, the student takes one of the guesses that is true as a hypothesis and proves it, the search is completed after the problem or task is completed.

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