

EFFECTIVENESS OF PROBLEM-SOLVING METHOD AT B1 LEVEL

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Abstract

At present, a new education system is being established in Uzbekistan. There is a change in the educational paradigm, a new content of education is being introduced. The task of improving, developing and optimizing the methods of teaching foreign languages has always been and remains one of the urgent problems of education in Uzbekistan. The effectiveness of the problem-solving method for B1 level students, together with the Storyline method, attracts close attention of researchers and practitioners. Learning a foreign language has become a requirement of the time. One of the main goals of teaching English at the level of primary general education is the formation of the ability to communicate in a foreign language, taking into account the speech capabilities and needs of students.

Key words: B1 level students, education in Uzbekistan, problem solving method, Efficiency, jointly, Storyline method, teaching English.

One of the main goals of the effectiveness of the problem-solving method for B1 level students is the Storyline Method, which has been used in many foreign countries since 1980, and has become known in Uzbekistan since 2017.

In 1965, the Scottish Department of Education published a seminal document entitled The Primary School of Scotland, which provided advice to teachers on how they should teach and develop [1]:

- personality-oriented approaches;
- active teaching methods;
- work in groups;
- association of subject areas;
- A skills-based approach.

Storyline, being a kind of answer to this request, was developed by Scottish educators Sally Harkness and Steve Bell. Falkenberg notes the influence of the ideas of Dewey, Vygotsky and Piaget on the Storyline method, which is based on constructivism, and gives the following key features of this method [2]:

1. Learning is a subjective process. Only the student can start it, and the teacher can only help the activity.

2. Learning is an active process. The learner needs to carry out activities, especially those that have not been performed before. The teacher should set difficult tasks for the students and give them the opportunity to find a solution on their own.

3. Learning is thinking. The activity of the learner is not just an action as such, but also a mental activity.

4. Learning is a social phenomenon. It occurs in society and is realized in society. Students must work together, communicate in the learning process.

5. Training - the development of new competencies: new skills, abilities and knowledge. Education creates new opportunities for student activity. New competencies can only be developed within existing ones.

6. Reflective learning involves the manifestation of the initiative of the student. The student must want to learn. The teacher needs to support the existing interest, the desire to study and learn about the world.

The Storyline method differs from the well-known problem-solving method, although it includes elements of tasks, experiential learning and the problem-based learning method in that it integrates different approaches, allowing you to model a linguodidactic environment. Sally Harkness succinctly describes Storyline: "Learners are encouraged to create settings, create characters, and simulate situations. The logical sequence of ideas presented in the form of a story provides a structure for exploring a variety of topics. One important, defining feature that distinguishes Storyline from other methods is the central role of characters - the "animated", "humanized" element. Characters allow learners to get acquainted with facts and emotions, enabling the teacher to raise questions regarding moral values, and students to consider the proposed topics during the development of the story" [3].

The foundational elements of a Storyline are the setting, characters, plot, and key questions. The inclusion of these communication parameters in the educational process, thanks to the Storyline method, makes it possible to model authentic situations, which positively affects the adequacy of understanding the context [4].

According to D. Craswell, key questions create the context of the story, and the combination of initial knowledge and ideas allows students to supplement their narrative with those elements that they will need to master according to the curriculum [1].

D. Craswell lists the main principles of Storyline [1], which stand out for the effectiveness of problem solving among B1 level students among many other methods:

1. Narrative Principle: Stories are an integral part of a person's experience. Storyline uses this principle to ensure that the educational material reflects reality, real life.

2. The expectation principle: An interesting, good story engages the learner, who is looking forward to what will happen next. Learners are involved in the process and expectation of subsequent events, which makes them constantly think about the course of history; thus, learning takes place both in and out of the classroom.

3. The principle of the thread of the story: the teacher and the student become partners, and there is a balancing act between the teacher's control and the student's control over the course of history. The teacher "holds in his hands" the thread of the story, which directs the course of history, but the students, exercising control over the development of events, can take the thread of the story aside, supplementing it with details that are of interest and important to them. Following the thread of the story, the trainees study the planned educational material.

4. The principle of ownership: "ownership", according to Craswell, "is a powerful motivation"; in the implementation of projects, students feel their significant role, in connection with which responsibility, pride and enthusiasm grow.

5. The principle of context: understanding the topic provided for assimilation begins with what students already know, and gradually there is a transition to learning new material. Thus, the context is set, about which they have an initial idea, and then the students develop it and comprehend what they did not know before.

6. The principle of structuring activities: when discussing with the teacher issues in the

development of history, students find out what they do not know by formulating what they already know, and thereby they understand what knowledge they need to acquire. The story, which develops according to the structure planned by the teacher, gives the students the opportunity to find out what exactly they do not know, what they want to know and present to the group what they have learned.

Basically, this method is used in foreign pedagogy to teach children their native language. The Storyline method became known in Uzbekistan thanks to the efforts of P.J. Mitchell. A group of teachers of the Samarkand State Institute of Foreign Languages is currently actively using this method in teaching a foreign language, especially for B1 level students [4].

The problem is seen in establishing the didactic potential of this method in teaching a foreign language to adults of various levels of foreign language competence and the scope of their professional activities. Depending on the age group, the level of language proficiency and the academic discipline within which the application of this method is planned, the goal-setting and context of foreign language activity change.

We came to the conclusion that the Storyline method can be used as an effective method for effective foreign language acquisition for B1 level students, in addition, the method can be used in teaching a foreign language for professional purposes as an alternative to less effective traditional methods [5].

This method provides students with the opportunity to develop language and speaking skills, presentation skills, problem solving, and verbal and non-verbal communication in accordance with communicative situations.

The Storyline method allows students to apply conversational formulas inherent in the English language in standard communication situations and in various life circumstances, thus bringing the student closer to the real conditions of using the language [4]. Students, feeling free and able to use the knowledge they already have, are inspired and motivated to learn a foreign language, and the emotions and feelings experienced during the Storyline remain with the students for a long time [3].

The described method contributes to the development of reflection among students, which allows them to bring their own meaningful idea of their own learning, and also enhances their sense of ownership of their work and increases the possibility of establishing a dialogue between students and teachers [2].

The Storyline method has established itself as a democratic method of teaching, during which the teacher draws up a lesson plan, and the students fill it with content and details. This method is aimed at the joint work of students and their fruitful interaction, which has a positive effect on the development of the communicative competence of students [3].

Thus, in order to solve this problem, foreign and domestic literature in the field of methods of teaching the method of solving problems for students of level B1 reading was analyzed. With the effectiveness of the method of solving problems, it is important not only to develop in students the necessary skills and abilities that provide the opportunity to analyze the information received as an indirect means of learning, but also to instill an interest in independent work.

After analyzing the methodological literature, we can conclude that teaching the method of solving problems for students of level B1 must be formed and developed at the initial stage, since without this further teaching of the English language is impossible.

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