

Practical Skills Acquired by Solving Specific Tasks – Situations

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ABSTRACT

This article discusses topical issues related to the introduction of situational teaching methods into the educational process, gives their characteristics, reveals the specifics in comparison with traditional educational technologies.

The use of the method of situational analysis in the lessons on a foreign language allows you to achieve various tasks related to the acquisition of knowledge, as well as the ability to solve a given problem, to develop a model of practical action, analyze and create with the teacher.

1. The use of problem-based learning helps to create an environment for students to use foreign language as a means of communication.
2. The method of situational analysis perfectly develops students' creative and critical thinking. Consequently, we can set the following objectives:
3. Develop research skills: problem identification, information gathering, experimentation, systems thinking, observation, hypothesis building, generalization and analysis.
4. To develop communication skills, group work, co-creativity with the teacher;
5. Use a variety of resources to gather and process information;
6. Learn to develop and implement actions;
7. To structure information from different sources, analyze and actualize the acquired knowledge;

8. Learn to use their knowledge to model the solution of cognitive and practical problems.

From educational tasks the method of situational analysis helps: to acquire new knowledge and develop general ideas, to learn to think critically and strategically, to be able to listen and consider alternative points of view, to learn to argue and, of course, to get the skill to find the most rational solution to the problem posed.

Applying the method of situational analysis in Russian language classes, we achieve the improvement of linguistic and socio-cultural communicative competence. In the process of acquainting ourselves with the problem we read the text on a particular topic in the original or with minor abbreviations and minor adaptations and then translate it. While searching for a solution on their own, students work through internal monologic speech in a foreign language. Monological and dialogic speech, prepared and spontaneous, is then used in the process of analyzing the situation during the class.

When working on a problem in a situation, classroom communication is also used, including argument, discussion, argumentation, description, comparison, persuasion, and other speech acts. Participants of the method train the skill of working out the correct strategy of speech behavior, observance of norms and rules of Russian-speaking communication.

The teacher evaluates students' oral speech work in the form of comments on the content of the problem on the following skills: analytical, managerial, interpersonal communication skills, decision-making skills, creativity, oral and written communication skills in a foreign language (lexico-grammatical aspect). Works on projects, scientific research, creative works are evaluated a little differently and not always in the point system. Projects with staggered activities that require constant coordination and regulation of activities may involve voting or grading, stimulation simply by phrases and giving out attributes. Game projects accordingly help to master the skills practiced in the role, to gain and activate new abilities and knowledge.

Thus, we see that the problem or situation is a kind of tool through which real-life tasks are brought into the learning process. Consequently, it must contain various aspects, such as: maximum realism, concrete data, problem to solve, events, role performances, as well as temporal and spatial.

As a result, students gain confidence to act in real life situations, after graduation from institutes, universities and professional activities. Training helps in getting answers, orientation in the outlined situation, development of the system of values in the students and professional positions.

In the aspect of speech activity, situational analysis works through all kinds of speech activities, teaches how to debate and argue, to master new tasks arising from the development of technology and resources.

The method of analysis helps deepen knowledge in a variety of areas, learning how to find solutions and information independently. It is also the most appropriate to the objectives of management education, promoting the development of problem-solving skills in the presence of different conditions and the availability of information or resources to obtain it. It develops such qualification characteristics as the ability to analyze and diagnose problems, the ability to clearly formulate and express one's position, the ability to communicate, discuss, perceive and evaluate information that comes in verbal and non-verbal form. The analysis of various situations influences the professional orientation of students in linguistic classes, forms the skills of cooperation, polemics, hypothesis building, research, and searching for information in various

resources. Additional skills gained through teamwork are the ability to debate, analyze and compare, monitor the activities of others, make presentations, and many others depending on the type of situation, activity, and end result.

The method of problems or situations is recognized as an effective means of "fighting" problem areas, because the need to argue one's own opinion on the proposed problem reveals multiple problems with independent thinking and often insufficiently formed critical thinking. When working with the method, students develop the necessary skills of critical and strategic thinking, learn to clearly perform the assigned tasks, formulate an opposing opinion, argue and defend their own point of view, and solve the problem under time pressure.

Work on focus group situations to teach process control, camaraderie, facilitation management skills when working with an individual, group, class, teacher, counselors, and other independent facilitators.

Game as a form of problem-based learning has its own amazing possibilities and is a powerful means of awakening interest in the content of professional activity. In role-playing activities used in the modules of various projects or directly in the game project the student gets an opportunity to model "adult" job roles, develops his creativity in the process of working through them and even activates his new roles. The business game teaches students professional skills in a role-based manner, serving as the most effective means of achieving solid, in-depth knowledge, skills, and abilities.

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