

Using Problem Solving Method in Teaching Speaking to B1 Level Learners

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ABSTRACT

Speaking is a manifestation of speech skills about which there is a need for special communication. The development of coherent speech skills in a monologue, dialogic, polylogical form, an adequate assessment of the formulation of a communicative task, a complex significance that speaks: its general language pragmatic, grammatical, lexical and other competencies. The relevance of using the method of problem solving in the development of conversational speech of students of level B1 emphasized in the article.

The requirements of modern society for a university graduate in the field of foreign language proficiency determine the ultimate goals of language training. From the foregoing, it is obvious that the graduate must not only master the set of language tools necessary for communication, but he must also know the sociocultural rules for their use in specific situations of real communication. The student must have knowledge about the country of the language being studied: its history, geography, culture, political system, economy, science; about the people inhabiting it: its way of life, traditions, customs, views and beliefs, about its mentality. It is not easy to acquire this knowledge without being in the country of the language being studied. Therefore, an important task of the teacher is to create real and imaginary situations of communication in the classroom in a foreign language, using various methods and techniques for this. Taking into account the limited number of classroom hours allocated by the curricula for the study of a foreign language, it becomes necessary to find ways to solve the problem using the latest achievements in the field of foreign language teaching methods, especially colloquial. At the same time, the problem-solving method is considered the most relevant and productive method. The problem-solving method was used in the school of Socrates. For teaching children, this method was proposed by the American scientist and educator John Dewey in 1894. The concept was clearly formulated thanks to the works of the Soviet scientist S. Rubinstein, who proposed a way to develop the consciousness of children through the formulation of cognitive problems.

The features of problem-solving method in universities with the development of colloquial speech are relevant and help to achieve several goals at once:

- Formation of the necessary amount of knowledge, skills and abilities among students.
- Development of creative thinking.
- Development of independent work skills.
- Development of the ability to self-learning.
- Formation of research activity.

Among the shortcomings of the method, the following can be distinguished:

- ✓ problem-solving method strategy is difficult to use for the formation of practical skills;
- ✓ it takes more time to learn new material (compared to other teaching methods);
- ✓ lessons on the methodology of problematic study are possible only on the basis of material that allows for ambiguous decisions, opinions, judgments;

problem-solving method works only when students already have a knowledge base.

Despite these shortcomings, the technology of the problem-solving method has firmly established itself in the modern system of teaching foreign languages, especially when working on the development of conversational speech among B1 level students as one of the most optimal and meeting the requirements of a modern university.

When it is possible to use the method of problem-solving - the essence of the method of problem-solving lies in the art of creating problem situations and finding ways to solve them.

The most difficult thing in this method is to create the right problem situation.

Firstly, the problem offered to students should be accessible to the level of knowledge of a foreign language, in our case, this is level B1.

Secondly, the problem should not be solved with the help of already existing knowledge and skills, that is, it should encourage the promotion of new ideas and the search for new knowledge.

Thirdly, the situation must contain a contradiction.

Fourthly, the situation should arouse interest in its unusualness, non-standard.

Ways to create a problem situation in an English lesson to develop speaking skills, depending on the feelings that students experience when they get acquainted with a problem situation, it is customary to distinguish two ways to create a problem situation in the methodology: with surprise and with difficulty. Let's consider the methods in more detail.

Surprised:

1. The teacher simultaneously offers contradictory facts, theories on the topic. For example, when studying the novel by J. London "White Fang". Problematic question: What will save the world? The teacher offers several sayings of other classics: Byron believes that beauty will save the world, Shakespeare - that a chaste woman, the Bible says that the salvation of the world is in love.
2. Students are offered a question or task, the solution of which reveals conflicting opinions and this contributes to the development of oral speech skills.

Example: At a foreign language lesson, the question is asked: what is the difference between the youth of the XX century and the youth of the XXI century?

3. Offer a task or an example containing an error, insufficient information, an overabundance

of data, conflicting data.

For example, in Shakespeare's novel "Romeo and Juliet" Romeo kills Juliet because of jealousy for Hamlet, and he himself throws himself from the Tower Bridge and dies.

4. Offer to consider the phenomenon, the situation from different points of view (for example, from the position of a lawyer, teacher, scientist, businessman, ecologist, etc.).

With difficulty:

1. A task is given that differs from those already known to students. For example, you studied the topic of *prima* and indirect speech. Now offer a text and a problematic question that cannot be solved without knowing the rules of *prima* and indirect speech.
2. A practical situation is proposed (from life), for the solution of which students do not have a rich enough vocabulary and this will allow them to work independently. For example, a teacher asks the question: "It is known that most rivers flow into the seas and oceans. Why then do the oceans not overflow and flood the land?"

Building a lesson according to the method of problem-solving

1. Statement of a problem situation, a question.
2. Awareness of the problem situation by students and its formulation. To facilitate the process, you can ask leading questions. But! The teacher should not himself point out the contradiction. It is important that the educators themselves understand the origins of the problem.
3. Search for a solution to the problem. Work at this stage can be organized in different ways (depending on the level of knowledge of the language and the general preparedness of students).

Options:

- Collecting hypotheses (techniques Tree of predictions, Basket of ideas).
 - Creating a discussion (in groups).
 - Organization of search activities (in textbooks, reference books, on the Internet).
 - Finding a solution based on observations.
4. "Aha-reaction" the choice of the optimal solution, the birth of new knowledge, its development. After all possible options for resolving the problem situation are discussed, the students jointly decide which option is the most correct.
 5. Application of new knowledge and reflection. In fact, this is the stage of fixing the material. Performing exercises on the use of new knowledge, students are once again convinced that the right solution has been chosen.
 6. Verification, control of knowledge.

Classification of method of problem-solving: In the strategy of learning through the formulation of a cognitive problem and the search for its solution, the following types of methods are used:

Partial search, or heuristic. The teacher himself formulates the problem and, by asking leading questions, involves students in the discussion. The teacher also helps to organize the search for a solution to the problem. The help of the teacher limits the independence of students, so they participate only partially. However, it is the most effective and up-to-date method of organizing a method of problem-solving lesson in classrooms with B1 knowledge levels or in classrooms where method of problem-solving is just beginning to be applied.

Reproductive method. Lessons are built by analogy with samples. For example, when posing a

problem situation, the teacher first gives examples of problem situations and indicates how to find contradictions. The same is true for the search organization form - first, an example is given explaining what needs to be done to find the answer to the question, what materials to access, etc.

The problem presentation method is the most passive method of teaching. The main role belongs to the teacher: he himself poses the problem, points out the contradiction, he organizes the search for a solution and proves the correctness of the chosen solution. Students play only the role of observers. But this method can be used when explaining complex topics in order to demonstrate to students the course of reasoning, the consistency of the presentation of the material, and the course of analysis.

The research method is the most difficult way to organize lessons using method of problem-solving. Here the task of the teacher is reduced only to the formulation of the problem situation. To see a contradiction, to formulate a problem, to find a way to solve it is entirely independent work of students.

Of course, the organization of the educational process according to the method of problem-solving is a rather complicated and time-consuming work. But practice proves that such lessons are effective for the development of creative thinking and colloquial speech. Students memorize the material better, enrich their vocabulary, work more independently, are more actively involved in the process, their motivation to study and learn foreign languages increases.

Thus, the use of such a method in the classroom seems to us extremely important, since they are an example of a modern foreign language and create the illusion of participation in the daily life of the country, which serves as an additional incentive to increase students' motivation in developing conversational skills.

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