



Problem-Based Learning - As One of The Innovative Technologies for Teaching Idiomatic Expressions of The English Language to Philology Students

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Abstract: Today, problem-based learning technology is actively used in solving a fairly wide range of issues of teaching foreign languages, although there is no experience of its use for the formation and improvement of idiomatic competence in the modern linguodidactic paradigm.

Keywords: philology, foreign languages, linguodidactics, problem based learning, linguoculturology, motivation, methodology.

Introduction

In the era of a new technology, educators are exposed to constant seek of innovative ways of teaching foreign languages in order to keep the rapid pace of world development. Thus, the language acquisition goes along with enhancement of all skills, the most important of which critical, analytical, interpersonal and other skills needed to requirements of a modern society. Taking into account the peculiarities of the practical tasks facing us, as well as taking into account our chosen principle of grouping the language material to be studied into linguocultural fields and educational concentrations, we see the most optimal use of problem-based learning technology. In this regard, we consider it necessary to turn to the characteristics of this technology presented in modern sources on linguodidactics.

First of all, it should be noted that problem-based learning is one of the technologies based on the activation and intensification of students' activities. This in itself presupposes a high degree of consciousness and motivation in the process of acquiring knowledge.

Regarding the features of the content of the problematic technology G.K. Selevko points out: "Problem-based learning is based on the creation of a special type of motivation - problem-based, and therefore requires adequate construction of the didactic content of the material, which should be presented as a chain of problem situations. The very logic of scientific knowledge in its genesis represents the logic of problematic situations, therefore some of the educational material contains historically plausible collisions from the history of science. However, such a path of knowledge would be too uneconomical; the optimal structure of the material will be a combination of traditional presentation with the inclusion of problem situations (which is called problem-based learning)" [8.p. 141]

Thus, problem-based learning is designed to imitate independent scientific research, which ultimately leads to the formation of scientific thinking and a scientific view of reality (in our case, the reality of the English language). The idea of problem-based learning belongs to the American psychologist and teacher, pragmatist philosopher Dewey John (1859-1952), who based his concept



on the following premise: “A child learns material not just by listening or perceiving with his senses, but as a result of satisfying a need that has arisen in him.” in knowledge, being an active subject of one’s learning” (Quote from [8.p. 141]). This means that in the process of problem-based learning, special reliance is placed on a person’s innate rational cognitive ability.

The categorical apparatus of problem-based learning technology finds its largely exhaustive description in the book of Professor L.T. Akhmedova, where the essence of such concepts as problem-based learning, problem-solving as a principle of learning, problem-based methods, problematic task, problematic question, problematic task, problematic situation is revealed. Taking into account the fact that we fully accept the definitions of these categories proposed in the book by Professor L.T. Akhmedova, we consider it necessary to teach with application of problem based learning. Consequently, we assume that problem-based learning technology can serve as the basis for developing our own methodology for teaching idiomatic expressions of the English language for philology students receiving education in the Karakalpak language. It is harmoniously combined with elements of linguoculturology, since in the minds of students, in the course of mastering a foreign language picture of the world, it is inevitably compared with the picture of the world reflected in their native language, due to which the process of their “enculturation” occurs. And it is here, as we see it, that an almost limitless field arises for the application of the problem method.

It is no coincidence that today the technology of problem-based learning is actively used in solving a fairly wide range of issues in the methodology of teaching foreign languages, although there is no experience of its use for the formation and improvement of idiomatic competence in the modern linguodidactic paradigm. At the same time, a number of dissertation studies have developed some auxiliary terms and concepts that may be useful in the implementation of a problem-based approach to teaching idioms. Thus, in the dissertation of L.I. Kolesnik introduces the concept of problematization of educational material, which is important for us, which is defined as “a mechanism or way of identifying/revealing an obvious or non-obvious problem in educational content by subjects of problematic interaction, a new aspect is considered” [3. With. 12]. We accept this definition as working.

In the dissertation research of G.M. Makhutova built a system of problem situations for teaching foreign language communication, and developed a linguistic-pedagogical model for their resolution [4.p.25]. The term linguistic-pedagogical model is also found in the works [5.p.28] [3.p.28], as well as in the collective monograph [Problem-based learning, 2019, p. 113-114]. In some of these works, the concept of a linguistic-pedagogical model of using educational problems in teaching a foreign language is understood broadly - as a designation of an educational model. However, we are somewhat closer to the narrow understanding that is presented in the work of E.A. Khokhlova: “In the linguo-pedagogical model, “linguo” correlates with the subject content (problematic approach), and “pedagogical” with the learning process <...> The linguo-pedagogical model includes three planes: the plane of the problem approach (the subject content of training), the plane of the personal- activity approach (learning process) and the level of a differentiated approach (relationship between content and learning process)” [5. With. 28]. Thus, the problematic method of teaching foreign languages is not only in demand in modern linguodidactics, but even has a full-fledged categorical apparatus, which, however, needs to be improved in relation



to the problem of teaching idiomatic expressions of the English language to philology students receiving education in the Karakalpak language.

Solving the problems posed by this study requires a detailed consideration of the current state of teaching idiomatic expressions in the English language to students of philological universities.

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