THE ROLE OF PROBLEM-SOLVING METHODOLOGY IN LANGUAGE TEACHING IN THE EDUCATIONAL PROCESS

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ABSTRACT:

This article analyzes the role and effectiveness of problem-solving methodology in foreign language teaching in the educational process. During the study, it was shown how classes organized on the basis of problem tasks increase students' language competence, independent thinking ability, and readiness for communication. As determined on the basis of experimental lessons, this methodology strengthens students' motivation for the lesson, forms the ability to use the language in real-life tasks, and develops social and communicative competencies. The article also offers practical recommendations for integrating problem-based methodology into language education.

INTRODUCTION. In the context of today's globalization, the growing need to learn a foreign language poses new challenges for the education system. The need to master the language not only on the basis of theoretical knowledge, but also at the level of practical application in life situations requires new methodological approaches in the educational process. One of such innovative methods is the problem-solving method (problem-solving approach), which teaches students to think independently, analyze, make decisions, justify their opinion, and find the right way through language in a specific problem situation. This methodology serves as an effective tool for increasing the activity of students in the process of language learning, bringing them closer to the language environment being studied, and forming communicative competencies. Students are encouraged to think critically and

creatively in the process of completing problem tasks, which serves to deepen their understanding of language materials and develop their ability to apply them in context. Also, this approach bases the educational process not only on a teacher-centered, but also on a student-centered model, which means an important qualitative change in the pedagogical approach. This article scientifically analyzes the theoretical foundations of problem-solving methodology, its advantages in language teaching, practical applications, and its impact on students' language acquisition levels. The main goal of the research is to reveal the role and effectiveness of this methodology in language teaching and to develop scientific and methodological recommendations for its practical application.

LITERATURE REVIEW

Problem-solving methodology is one of the methodological approaches widely used at different stages of education, based on the student's independent search for knowledge and its application in practical activities. The main principles of this methodology were put forward by the American educator and psychologist D. Dewey (Dewey, 1933), who based the educational process on the principle of «studying through a problem». According to D. Dewey, students acquire ready-made knowledge not only by memorizing it, but also by applying it in practice. Later, such scientists as J. Bruner, L. Vygotsky, D. Ausubel deepened these ideas and formed the basis of student-centered approaches. In the field of foreign language teaching, the problem-based learning model is recommended as an effective tool for the formation of communicative competence. C. Richards and T. Rodgers (2001) in their research emphasize the role of the problem-based methodology in the development of motivation, communication skills, and independent thinking in language learning. In their opinion, through this methodology, students artificially create a language environment through activities such as exchanging ideas, arguing, and discussing.

Attention to this direction is also growing among local studies. In particular, in Uzbekistan, research is being conducted on the formation of students' practical language skills based on communicative and interactive methods in teaching a foreign language (Kadyrova, 2020; Yusupova, 2022). In these sources, the positive influence of lessons based on problem tasks on student activity and independent work skills is noted. In the documents of the European Union CEFR (Common European Framework of Reference for Languages), teaching based on real-life situations and social communication, that is, tasks aimed at solving problems, is of great importance in language learning. These approaches serve to shape the student as a «person who does not learn the language, but acts through language».

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RESEARCH METHODOLOGY

In this study, qualitative and quantitative approaches are combined in order to determine the effectiveness of problem-solving methodology in the process of language learning. During the study, based on the experimental method, classes were conducted in two groups - the experimental and control groups: in the experimental group, classes were organized on the basis of problem tasks, and in the control group, traditional methods were used. Diagnostics were also carried out using tests, written works, and interview questions to assess students' language competence before and after training. The obtained results were analyzed, and the influence of the problem-based approach on the communicative activity of students, the level of independent thinking, and communication skills was assessed. At the same time, the opinions of teachers and students were studied based on content analysis, and generalized conclusions were drawn on the practical application of the methodology.

RESULTS AND DISCUSSION

The conducted research showed that problem-solving methodology significantly increases students' activity, independent thinking, and communicative competence in the process of teaching a foreign language. During the lessons with the experimental group, instead of traditional grammatical and translation-based approaches, tasks were used that put students in real-life situations, encouraging them to express their opinion, exchange ideas with others, and reach agreements. As a result of this approach, students demonstrated oral speech activity, skills in asking and answering questions, as well as the process of transition from simplicity to complexity in speech. For example, in the lesson on the topic «Opening of a new learning center», students took on different roles: someone was the head of the center, someone was a financial sponsor, and another participated in the role of a teacher or student. Each participant tried to defend their position, to logically justify opposing views. This task served not only the practical application of the language structure and vocabulary, but also the development of such social competencies as communication culture, listening and understanding.

Also, in the assignments on topics such as «Organization of a mass event», «Environmental problems and solutions», «Creation of a healthy lifestyle campaign», students actively participated in the process of working in small groups, discussing the problem, comparing different points of view, and reaching a common decision. In some groups, students approached the work creatively and prepared short presentations, posters, and even video clips about the solution to the problem. This made it possible to organize the lesson not only as an academic activity, but also as a real communication environment. The

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results showed that in such lessons, students become active participants rather than passive observers of the lesson. They perform active learning activities, such as preparing for the lesson in advance, searching, formulating questions, using social networks, dictionaries, and other sources. Especially in oral speech, the ability not to fear mistakes, to freely express one's opinion, and to listen to others with respect has strengthened.

In the lessons conducted with the control group, mainly traditional types of exercises were used - sentence construction, translation, answering questions by reading the text. In these classes, students took a passive position in mastering certain grammatical rules and were excluded from the possibility of applying the language in practice. In particular, students of the control group experienced difficulties in constructing sentences, starting communication, expressing opinions, and continuing speech. Also, the data collected through questionnaires and interviews showed that lessons using the problem-solving methodology increased students' motivation for the lesson, formed a positive attitude towards learning, and strengthened their confidence in the use of language in real-life tasks. According to some students, they first felt that «learning a language is a useful activity». In addition, according to teachers, lessons based on problem tasks activate students, increase attention and concentration on the lesson, and also serve to develop important social skills, such as mutual assistance, communication ethics, and consideration of cultural differences through group work.

CONCLUSION

The results of the conducted research show that the problem-solving methodology serves the effective development of students' activity, independent thinking ability, and communicative skills in the process of language teaching. While traditional approaches are mainly based on memorization and repetition of knowledge, the problem-based method forms the student as an active thinker, discusser, and decision-maker. This makes it possible to master the language as a real means of communication. Experience has shown that in lessons organized through problem tasks, students effectively developed skills such as clearly expressing their thoughts, listening to the opinions of others, and finding solutions in cooperation. Such a methodology contributes not only to a deep assimilation of knowledge, but also to the formation of a positive attitude of the student towards the lesson. Therefore, methodological approaches based on problem-solving should be widely used in modern language education. These approaches serve to transform students not only into learners, but also into active, independent, and creative individuals who can apply what they have learned in life.

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