

SOLUTIONS TO SOME PROBLEMS IN LEARNING ENGLISH

Muqimova Durdona Bakhtiyor kizi

Samarkand State Pedagogical Institute

Annotation. *This article analyzes the main problems encountered in the process of learning English and their causes. In particular, problems such as increasing vocabulary, developing speaking skills, mastering grammar, listening comprehension, lack of motivation and practice are widely covered.*

Keywords: *problem-based learning, approach, competence, experimental research, hypothesis, role-playing mono project, verbalization, polylogue.*

РЕШЕНИЯ НЕКОТОРЫХ ПРОБЛЕМ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

Мукимова Дурдона Бахтиёр кизи

Самаркандский государственный педагогический институт

Аннотация. *В данной статье анализируются основные проблемы, возникающие в процессе изучения английского языка, и их причины. В частности, широко освещаются такие проблемы, как увеличение словарного запаса, развитие навыков устной речи, овладение грамматикой, понимание на слух, отсутствие мотивации и практики.*

Ключевые слова: *проблемно-ориентированное обучение, подход, компетентность, экспериментальное исследование, гипотеза, ролевой моно проект, вербализация, полилог.*

INGLIZ TILINI O'RGANISHDA AYRIM MUAMMOLARNING YECHIMLARI

Muqimova Durdona Bakhtiyor qizi

Samarqand davlat pedagogika instituti

***Annotatsiya.** Ushbu maqolada ingliz tilini o'rganish jarayonida yuzaga keladigan asosiy muammolar va ularning sabablari tahlil qilinadi. Xususan, so'z boyligini oshirish, og'zaki nutq ko'nikmalarini rivojlantirish, grammatikani o'zlashtirish, tinglab tushunish, motivatsiya va amaliyot etishmasligi kabi muammolar keng yoritilgan.*

***Kalit so'zlar:** muammoga yo'naltirilgan o'qitish, yondashuv, kompetensiya, eksperimental tadqiqot, gipoteza, rolli mono loyiha, verbalizatsiya, polilog.*

In the problematic teaching of English in the countries of the world, the development of teacher thinking and the effective use of modern educational methods in improving the learning process are considered as one of the main issues, and many research works are being carried out on them. Particular attention is paid to the improvement of problematic teaching technologies by using a competency approach in problem teaching of English, applying interactive methods to English education, creating a methodological-didactic provision for the development of student logical thinking. In the educational system of our country, several reforms have been carried out in recent years on the use of modern educational technologies in the problem teaching of the English language. The organization of problem situations in the English language based on foreign experiences, the regulatory framework for the development of competencies on the English language in students and the development of the Resolution of the President of the Republic of Uzbekistan dated December 10, 2012 "On measures to further improve the system of learning foreign languages". The Cabinet of Ministers of the Republic of Uzbekistan on May 19, 2021 "measures to effectively organize the popularization of foreign languages" on January 19, 2022 "additional measures to improve the study of foreign languages" decisions of the Cabinet of Ministers of the Republic of Uzbekistan on organizing systematic work to bring the popularization of foreign languages in our country to a new level and, Improving the quality of foreign language teaching has been identified as a priority in order to create all the conditions for this.

As a result, the use of modern educational technologies aimed at developing students' listening, reading, writing, and speaking competencies in teaching foreign languages in the education system has become increasingly important. In this regard, the effective use of interactive learning technologies in teaching foreign languages requires teachers not only to have in-depth knowledge, but also a creative, innovative approach to the lesson process. Especially nowadays, the improvement of English teaching based on problem-based learning technology has become an important scientific research object.

In English lessons, students independent thinking activities can be organized by creating problem situations and solving them positively, asking problem questions, organizing students' independent work, using role-playing elements, creating an opportunity for students to independently solve certain mistakes made in the course of the lesson themselves. "Problem" means a difficult question, issue, or task that requires a solution. "Problem" as one of the logical principles of didactics is "knowledge of ignorance" or a variety of questions, the solution of which is not contained in previously acquired knowledge, and therefore requires certain creative activity to acquire new knowledge. Although the concept of "problem" is somewhat clear, in practice it is not defined. Although methodologists and psychologists on "problem-based learning have conducted some research" it has not yet been given a clear definition. For Example, V.Ocon writes, the reader trying to solve the problem covers the entire structure with his or her opinion, reflects on the relationship of its individual elements, and then discovers and thus fills in the missing elements or unknown connections between them. "A constant return to the structure helps not only to solve the problem, but also to firmly master the knowledge associated with it". There are different interpretations of this concept. Problem-based learning can be considered as a type of education that aims to form the student's thinking ability and cognitive needs through the study of the foundations of science, which leads to general and special development. Psychologist S.L.Rubinstein writes that thinking comes from being influenced by something like any human activity. Where there is no exposure, there is no activity. For this process to occur there must be some basis that forces the reader to

think. The theoretical basis of problem-based learning is the law of creative cognition of the student. O. In his research, Selts emphasizes the main direction of problem-based learning as “the field of human creative thinking, the main method of experimental research - the method of solving creative problem tasks”.

Problem-based learning involves organizing student activities through creative learning. Problem-based learning can be organized as follows:

1. In the process of creating problem situations and analyzing it, the student acquires new theoretical knowledge, practical skills, qualifications and competencies.
2. Actively engages the student in solving the problem through previously acquired theoretical knowledge, practical skills, qualifications and competencies. Theoretical knowledge should be organized in such a way that it helps the reader to solve the problem and analyze the hypothesis being advanced in order to find a suitable solution.

The predicted solution to the problem is sometimes investigated theoretically, in most cases experimentally. The problem is solved and a scientific conclusion is made on the basis of this solution. Based on the scientific conclusion, the student acquires new knowledge about the object under study. Studying the problem-solving process in this way, A.M.Matyushkin outlined the following five stages:

- 1) The emergence of a problematic situation;
- 2) The stage of “closed” solution of the problem;
- 3) The stage of “open” problem solving;
- 4) Implementation of the found principle;
- 5) Checking the correctness of the obtained solution.

In this respect, in the process of solving the problem, it is also necessary to study other aspects of the object being studied. As a result, the reader will have a certain system of knowledge. Polish pedagogue V.Ocon explains problem teaching as follows: by problem teaching, we understand a type of activity that consists in organizing problem situations, shaping the problem, helping the student to solve the problem, checking the result, ultimately, strengthening and systematizing the theoretical knowledge acquired in practice, in the process of solving the problem, it is also

necessary to study other aspects of the object being studied. As a result, the reader will have a certain system of knowledge. Polish pedagogue V.Ocon explains problem teaching as follows: by problem teaching, we understand a type of activity that consists in organizing problem situations, shaping the problem, helping the student to solve the problem, checking the result, ultimately, strengthening and systematizing the theoretical knowledge acquired in practice. Based on this, based on this, students' problem-solving skills can be divided into the following:

- 1) The ability to see problems and set them independently;
- 2) The ability to create a solution hypothesis, evaluate it, and switch to a new one if the original hypothesis is ineffective:
- 3) The ability to direct and change the decision-making process in accordance with one's own interests”
- 4) The ability to evaluate your own decisions and the decisions of your interlocutors.

Effective use of unknown components:

- 3) The ability to select problem situations in accordance with the thinking process of the problem solvers;
- 4) The ability to objectively evaluate students' decisions, even if the views of the students and the teacher do not coincide.

Organizing a problem-based conference lesson in English lessons is a positive way to develop students' creativity and thinking. Conference classes with problematic content are organized and held taking into account classroom conditions, student interests. In the organization of such classes, the teacher has more difficulty than in traditional classes.

Nevertheless, the effectiveness of such lessons will be higher than that of traditional lessons. Organizing and conducting conference lessons in a problematic context requires experience and skill from the teacher. Organizing conference classes with problematic content in English teaches solving problems such as reading additional literature on English, lecturing, debating. The project approach in problem-

based learning represents one possible way to implement a problem-based approach, taking into account the levels of problem-based tasks.

The stages of work on a role-playing mono-project correspond to the stages of work on a problem in a problem-solving assignment. The problematic nature of such a mono-project is realized through the organization of problematic tasks, in which students solve problematic tasks, demonstrating a practical solution to the problem. A problem-based approach to teaching helps not only to develop communicative speaking skills in English lessons, but also to develop search skills for organizing problem-solving tasks. Problem tasks in teaching monologue and dialogic speech should precede the project, so when organizing problem tasks, the teacher should take into account: the level of development of students' communicative skills at this stage of training; the level of the problem; areas of public life. This is because speech, as a type of speech activity, is I.A.Zimnaya, is characterized by a certain psychological content, which includes the subject, that is, the semantic content of the statement; linguistic means of verbalization; the method of forming and forming an opinion - speech; State - situation; unknown in the problematic task and presents certain difficulties in drawing up the statement. The ability to conduct a monologue, dialogue, is considered a necessary condition for students to successfully work with problem tasks, including in the context of unprepared speech, which is characterized by a high level of problem solving. Project-based teaching of foreign languages involves relying on the creativity of teachers, introducing them to research activities, allows you to truly combine various educational disciplines, use different methods of work for students and organize collaborative teaching.

In conclusion, it can be said that in problem-based learning, it is important to emphasize that thinking arises when faced with a problem situation, and to determine the place and role of the problem task in the thinking process. If, when setting a problematic task, a person needs to understand something unknown, then the problematic situation arises as a stimulus for the mental state of mental difficulty - the process of thinking and producing speech. In this regard, problem-based learning technologies are an organizational framework of problem-based tasks aimed at

optimizing the individual's self-awareness and his or her educational activities. In the context of this study, the possibility of organizing problem-solving tasks from teacher to student is updated as such a condition for teaching students to speak a common foreign language, in particular English. Problem-based learning, as an organizational framework for problem-based tasks, serves to direct this process by students themselves to the formation and solution of cognitive, research, communicative, problem solving, and project tasks.

References:

1. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 19, 2021 No. 312" on effective Tashkent measures for the study of foreign languages", dated May 19, 2021, lex.uz
2. olution of the Cabinet of Ministers of the Republic of Uzbekistan dated January 19,2022 "On additional measures for the study of foreign languages" dated January 19, 2022, lex.uz
3. Okon V. Fundamentals of Problem-Based Learning. -M.: Education, 1968. -145 p, p. 222.
4. Dunker K. Samaraliev (performance) psychology of thought // psychology of thought. - M., 1965. 38-119, pp. 118.
5. Matyushkin A.M. Problem situations in thinking and learning. -M.: Pedagogy, 972.-282s Page 51.
6. Kovalevskaya E. V. Problem-based learning: approach, method, type, system. - M.:MNPI, 2000-134 p.
7. Bakhronova Z.R. Specific features of the use of problem-based learning in teaching a foreign language. Excellencia: our international multidisciplinary journal of education. - M.:MNPI, 2000-134 p.
8. Bakhronova Z.R. Specific features of using problem-based learning in teaching a foreign language. Excellencia: International Multidisciplinary Journal of Education

<https://multiournals.org/index.php/excellencia/imie/article/view/2392>