

## Developing Key Competencies of Foreign Language Learners Using a Problem-Based Teaching Method

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**Abstract** *The article discusses the main points in the development of key competencies of foreign language learners using the problem-based teaching method. The goal of problem-based learning is to assimilate not only the results of scientific knowledge, but also the formation and development of the student's intellectual, motivational, and emotional spheres, with an emphasis on the student's overall development.*

**Key words:** *A foreign language, professional, skills and the ability, communicative situation, problem based method.*

### Introduction

The modern concept of education is based on three main principles: deep professionalism, broad intelligence and high spiritual morality of a graduate of any university. A foreign language is organically included in this system of training specialists. Currently, in the context of the integration of the world cultural community and globalization, the importance of studying a foreign language at a technical university is realized. More and more students have the opportunity to communicate with representatives of different cultures - a trip to the country of the language they are studying during the holidays as a tourist or for further learning the language. There are also international academic mobility programs that generate students' interest in learning foreign languages and necessitate their study. Proficiency in a foreign language is one of the selection criteria for employment. Students increasingly feel the importance of speaking a foreign language to achieve professional and educational goals, as well as a means of improving their cultural level. The opportunity to obtain new scientific and technical information from primary sources or to conduct electronic correspondence with colleagues from foreign countries, to discuss one's professional interests at international conferences and seminars contributes to better professional training of a future specialist, which is possible with good command of a foreign language.

A system of problem-based methods of teaching a foreign language The university acts as a conductor of innovative impulses and their source, starting from the formation of the basic, main "element" of the industry to a specialist with a range of competencies in the implementation of production, management, innovative technologies, a professional with "new" thinking, motivated for high results, mobile, ready for international cooperation. Foreign language teachers face a difficult task - developing communication skills and the ability to understand foreign language information. It is necessary to master new methods of teaching a foreign language, aimed at the formation of sociolinguistic, pragmatic and linguistic competencies, at the simultaneous development of all types of speech activity; create and

introduce new educational complexes into the educational process, with the help of which teachers can teach people real live communication.

With a new formulation of the content and goals of teaching foreign languages in changed conditions, the presence of a sociocultural component in the training program is assumed as a consequence of the formation of communicative competence and intercultural communication. New methods promote interpenetration and mutual enrichment at the interdisciplinary level - a foreign language contributes to a better understanding and mastery of the subject of the chosen profession, and professional knowledge, in turn, stimulates interest in a foreign language [1,152].

Today, there are requirements for the mandatory minimum content of the basic educational program for training a specialist in a particular area of training, which provide for the mastery of dialogic and monologue speech in the teaching of a foreign language with the most commonly used and relatively simple lexical and grammatical means in the main foreign language communicative situations of official and unofficial communication, knowledge of the rules of speech etiquette, culture and traditions of the countries of the language being studied, understanding of monologue and dialogic speech in the field of professional and everyday communication. This variety of requirements forces one to resort to a sequential allocation of tasks corresponding to each stage of learning. The formation of sociocultural and linguistic competencies, of course, unites all stages, but at later stages, the need for communicative and professional competence arises. Considering that in technical universities there is, as a rule, a two-year course in teaching the “Foreign Language” discipline, the above-mentioned need arises approximately at the end of the third semester. It is during this period that textbooks in a foreign language, which provide training on the material of general scientific and general technical disciplines, cannot contribute to solving problems of communicative and professional competence and force teachers to look for their own ways to optimize educational literature. Typically, such searches lead to interdisciplinary connections with professional departments, to the selection of foreign texts in areas of student training, to the study of methodological possibilities for mastering specialized interlingual communication [6, 1790].

Problem-based methods of teaching a foreign language can make the learning process more effective.

Problem-based learning today is understood as such an organization of training sessions, which involves the creation of problem situations under the guidance of a teacher and active independent activities of students to resolve them, as a result of which the creative mastery of professional knowledge, skills, abilities and the development of thinking abilities occurs. The goal of problem-based technology is the acquisition of educational actions, the assimilation of methods of independent activity, the development of cognitive and creative abilities. 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. Problem situations can be different in the content of the unknown, in the level of problem, in the type of information mismatch, and in other methodological features [35, 1800].

The technology of problem-based learning involves processes of generating creative search and thinking. They will not arise if the teacher sets students tasks that are impossible at this stage of learning, if it turns out that the students are not yet ready for this type of activity [12,133]. This must be taken into account so that students do not lose faith in their abilities, and so that they do not lose the desire to comprehend new things and learn. Long-term research confirms that problem-based learning technology consists of the following stages: – understanding the

problem situation that has arisen; – analysis of this situation and identification of a specific problem; – its solution by making assumptions, systematic testing of hypotheses; – analysis and verification of the correctness of the decision made.

In the modern theory of problem-based learning, two types of problem situations are distinguished: psychological and pedagogical. The first concerns the activities of students, the second represents the organization of the educational process. A pedagogical problem situation is created with the help of activating actions, questions from the teacher, emphasizing the novelty, importance, beauty and other distinctive qualities of the object of knowledge [23,859]. The creation of a psychological problem situation is purely individual. Neither a cognitive task that is too difficult nor a cognitive task that is too easy creates a problematic situation for children. Problem situations can be created at all stages of the learning process: during explanation, reinforcement, control. Problem-based methods of teaching a foreign language are effective strategies for developing key competencies in students. Here are some aspects of using problematic methods:

1. Problem presentation:

- The teacher creates a problematic situation, and students independently look for ways to solve it.
- Develops critical thinking, the ability to analyze and draw conclusions.

2. Project method:

- Students work on a project related to solving a practical or research problem.
- Develops skills in planning, teamwork, and presentation of results.

3. Case-study:

- Analysis of specific situations, cases requiring decision-making.
- Promotes the development of analytical, communication and presentation skills.

4. Discussion methods:

- Organizing group discussions of problematic issues.
- Develops the ability to argue, conduct dialogue, listen to others.

5. Research method:

- Students independently conduct mini-research on problems that interest them.
- Forms the skills of searching, analyzing and interpreting information.

Key advantages of problem-based methods:

- Activation of cognitive activity of students
- Development of critical and creative thinking
- Formation of skills to acquire knowledge independently
- Increasing motivation to learn a foreign language
- Development of communication and presentation skills

Using problem-based methods in combination with other teaching strategies is the most effective approach for developing key competencies in students. Let us look at a few examples of such integration:

1. Problem-based learning + Interactive methods:

- Use of case-study, role-playing games, discussions to solve problem problems
- Development of critical thinking skills, communication, teamwork

2. Project activity + Research approach:

- Involving students in the development of interdisciplinary projects
- Search, analysis and integration of information to solve design problems
- Formation of research competencies

3. Independent work + Mentoring:

- Creation of problem situations for independent study
- Support from a teacher-mentor in the process of independent work
- Development of skills of self-organization, self-control, reflection

#### 4. Contextual learning + Simulation methods:

- Using business games and simulations to immerse yourself in professional situations
- Formation of practical competencies in the context of future professional activities

The key is to create the optimal combination of different strategies that complement and reinforce each other. This allows for the comprehensive development of student competencies, including cognitive, communication, social and professional skills. It is also important to ensure continuity between the various stages and forms of learning for the integrity of the educational process.

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