

About Problem Approach in Teaching Non-Native Languages

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Abstract

Language teaching is impossible without the development of students' cognitive activity, it is necessary to develop a problem approach to the content of textual and lexico-grammatical material, to its selection and organization. It is recommended to lead problem-searching tasks in stages, gradually increasing their complexity, remembering that the degree of complexity of the tasks depends on the level of language proficiency of students, mastery of textual material; the tasks should be accessible; carry new, interesting information; provide access to communication. Problem-based learning is effectively realized in joint collective activity, which is the basis of communication learning.

Keywords: Problem Approach, Teaching Non-Native Languages, Theoretical and Practical Solution, Learning Activity, Lexico-Grammatical Material.

Introduction

The issues of the problem approach in teaching non-native languages were actively discussed in the 80s of the last century. The interest of specialists in the theoretical and practical solution of these issues has never weakened.

In recent years, in scientific and methodological literature, problem-based learning has received increased attention: the use of such teaching methods in the classroom contributes to the formation of students' professional communicative competence - the ultimate goal of language learning in higher education.

Methodologists believe that problem classes should be given more space than the so-called traditional ones.

In order to build a full-fledged problem class, it is necessary to use the methods of active modern methods, which are based on problem situations, the solution of which arouses the interest of students.

At the same time, one should not forget about the necessity to find out and define lexico-grammatical constructions, without mastering which it is impossible to have competent, professional communication.

Formation of skills of speech activity provides the development of students' ability to put and solve new problems in accordance with the situations, circumstances of communication.

At the same time, we should not forget about the need to clarify and define lexico-grammatical constructions, without mastering which literate, professional communication is impossible.

Formation of skills of speech activity provides the development of students' ability to set and solve new problems in accordance with the situations and circumstances of communication.

Due to the fact that language teaching is impossible without the development of students' cognitive activity, it is necessary to develop a problem approach to the content of textual and lexico-grammatical material, to its selection and organization.

Problem tasks are more and more often of search character. The fulfillment of problem-searching tasks arouses great interest in students, develops their independence, which is defined as a property of the psyche, allowing to act intuitively, creatively.

Selecting (or composing) such tasks, the teacher has the opportunity to take into account the personal cognitive needs of students, and students, performing the proposed tasks, realize the appropriateness of their learning activities, begin to understand the studied lexico-grammatical material more deeply.

It is recommended to lead problem-searching tasks in stages, gradually increasing their complexity, remembering that the degree of complexity of tasks depends on the level of language proficiency of students, mastery of textual material; the tasks should be accessible; carry new, interesting information; provide access to communication.

Problem-based learning is effectively realized in joint collective activity, which is the basis of communication training.

In connection with the abovementioned, when developing the problem approach, methodologists give an important place to business games, the organization of which should be taken seriously enough.

It is difficult to organize a business game: this work requires a lot of effort on the part of both teachers and students.

Experience shows that it takes more than a month of active work to prepare a real business game: it is necessary to define the theme of the game, select and process the appropriate textual material, to think over the visual support of the game, with the help of lexical exercises to accumulate a certain vocabulary of students, etc.

The teacher should announce the goals and objectives of the game in advance; develop a script and describe the roles in it (in groups with sufficient language training it is necessary to involve students in this work); think over the design of the classroom; realize the obligatory condition of the business game - all students of the group should participate in it.

Students, in turn, working with texts, familiarize themselves with the problem; accumulate the necessary vocabulary; through a system of exercises learn to use in speech the studied grammatical constructions, etc.

Teaching is an organized process that affects the mental processes of the learners.

In this regard, in the process of language teaching it is necessary to take into account certain extramethodological factors, which are manifested in connection with the inclusion of memory, thinking, will in the learning process; students should be instilled with the ability to listen to speech partners, to respect other people's point of view; to instill in them the skills of argument culture. In addition, preparing to participate in the game, students should independently select additional material.

Thus, we note that organizing and conducting a business game requires serious and careful work, so it can be used once a semester.

Abstract writing is also considered to be one of the types of problem-solving tasks. Abstracts improve the skills of monologic expression, the ability to keep in front of the audience, formulate

and ask questions, answer them. However, often this productive type of problem-search assignment is formal in nature. Writing an abstract, speaking with it (its defense) should develop skills of research work.

The topics of essays should interest students; the teacher should help in selecting the necessary material; explain the structure of the essay; offer a list of linking words, constructions that are used in essays.

Students should write essays on their own, not download them from the Internet. It is necessary to think over such a discussion of the prepared abstracts, in which there would be elements of competitiveness; formal hearing of abstracts does not cause a lively discussion in the group, and this means that precious teaching time is lost.

In using the problem-based approach in language teaching, there should be clear cooperation between the teacher and the learners - this is one of the advantages of this approach.

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