# PROBLEM-BASED LEARNING AS ONE OF THE MOST EFFECTIVE WAYS TO IMPROVE FOREIGN LANGUAGE EDUCATION

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**Abstract**
However, due to the difficulties of introducing problem-based learning into the practice of all types of educational institutions, associated with the lack of development of its methodology and the complexity of preparing educational material in the form of problematic cognitive tasks, the issue remained almost at the level of formulation, especially in the field of teaching foreign languages.

**Keywords**: Foreign language, problem-based learning, modern education, effectiveness, practice.

## Introduction

At the same time, the student, being the object of influence, perceives information, often without comprehending it, remembers and learns using various types of memory. In problem-based learning, the leading role is played by the thought process in the process of extracurricular and independent work. As you know, in traditional or "explanatory-illustrative" teaching, the teacher provides the student with ready-made linguistic and regional knowledge by explaining new material, consolidating it in exercises with appropriate reinforcement with visual material. Currently, one of the most important sources of information are online resources, virtual scientific journals and encyclopedias, which are of interest to students and allow students to accumulate new knowledge and improve the mechanisms of their application.

Problem-based learning differs from non-problem-based learning not only in its goal setting, but also in the way it is organized. Problem-based learning is based on the subject-subject relationship between the teacher and the student, based on the creation of a favorable psychological climate in the process of teaching foreign languages. This provides a reason to consider problem-based learning within the framework of a "personal-activity approach. The main characteristics of problem-based learning of foreign languages and the improvement of foreign language cognitive activity in the process of language education include:

– high internal motivation and interest of students in foreign language speech activity;

– setting the task by the teacher with the subsequent formulation of the problem;

– search for ways and means of solving a problem or problem that can be carried out: under the direct supervision and management of the teacher;

- under the supervision of a teacher; independently in extracurricular activities in order to obtain their own results.

In the context of the application of problem-based learning in foreign language lessons, we consider the most important principles for constructing a classification of problematic tasks proposed by:

– level-by-level creation of problematic tasks, taking into account language material, speech skills, professional knowledge;

– differentiation of tasks in accordance with cognitive, cognitive-communicative, communicative nature;

– varying tasks according to the level of problem, depending on which component is known or unknown;

– accounting for interdisciplinary connections in the psychological and pedagogical unit. These principles can be used as the basis for the classification of problematic tasks. When learning a foreign language in a non-linguistic university, a kind of double problem opens up. Firstly, there are problems in the future specialist's activities related to obtaining and processing information in a foreign language.

Secondly, the combination of speech, language, on the one hand, and professional, on the other, makes it possible to implement in foreign language teaching such mandatory principles of problem—based learning as the lack of knowledge to solve a particular problem in a ready-made form. Problematic tasks are solved most effectively in the process of extracurricular creative activity, which involves a high degree of activity and independence of the University of economics student in choosing a topic, a convenient mode, and the necessary time for preparation. In our opinion, gradually such activities can be of a research nature, which represents the highest level of development of foreign language cognitive activity. For example, such technologies as project and "case-study" can be attributed to this type of activity:

1) A project, individual or group, is a work independently planned and implemented by students, in which speech communication is interwoven into the intellectual and emotional context of another type of activity. The preparation and implementation of one's own projects can be used as the final stage of a certain cycle of work on the development and improvement of skills in all types of speech activity. The project topics are chosen by the trainees themselves or suggested by the teacher. In the process of teaching foreign languages at an economic university, in the absence of a natural language environment, the main sources of information for creative projects can be printed materials, audio and video recordings, CDs and the Internet. A creative project can be designed for long-term or short-term execution. It can be implemented individually, but it is more often focused on a small group. The main part of the work on the project is carried out by students independently, extracurricular. The classes go through the initial and final stages with the participation of the teacher. The role of the teacher is to create the most favorable conditions for the disclosure and manifestation of the creative and research potential of students, coordinate their work, and help overcome difficulties that may arise. The project activity is divided into several stages:

1. Project initiative. A sketch of the actions is being developed — no more than a sketch in terms of content (it can come from a teacher, from a member of the group).

2. Critical analysis of the initiative. Rejection or acceptance of an initiative.

3. The project plan. Planning who will do what, how, and when.

4. Project implementation. Working out the previously planned steps. As the project progresses, intermediate steps are built in, if necessary.

5. The end of the project. Depending on the purpose of the project, conscious completion in connection with the implementation of;

− it can be realized in reality;

− it can end by introducing an initiative that provides feedback, for example, comparing past and acquired abilities.

In the course of classroom activities, students are invited to prepare and present the results of the project in the form of an oral presentation in the classroom (presentation preparation also refers to one of the types of extracurricular creative activities). In such a lesson, the presentation stimulates a subsequent discussion of the problem by all participants in the communication, which often develops into a discussion. Mastering the technique of organizing the project method contributes to the formation of foreign language cognitive activity among students of an economic university, promotes the development of intellectual skills of critical thinking, the ability to work with information, as well as the ability to work in collaboration. These skills form the basis of students' successful project activities on the global Internet. The use of project technology provides an opportunity for students to participate in international telecommunication projects. International telecommunication projects, which are organized on the global Internet and include an urgent problem that is significant for young people around the world, are an incentive for cognitive activity, interest in mastering a foreign language in order to understand and be understood, and the acquisition of skills to work with reference and other additional literature that makes up the resource of the Internet environment.

2) "Case-study" is also one of the main technologies for activating foreign language cognitive activity of students of an economic university. The problem of introducing the case method into the practice of higher professional education is currently very relevant, due to two trends:

− the first one follows from the general orientation of the development of education, its orientation not so much towards obtaining specific knowledge, but rather towards the formation of professional competence, thinking skills, and the development of personal abilities, among which special attention is paid to the ability to learn, change the paradigm of thinking, and the ability to process huge amounts of information;

− the second follows from the development of quality requirements for a specialist who, in addition to meeting the requirements of the first trend, must also have the ability to behave optimally in various situations, be consistent and effective in dealing with a crisis. The "case study" consists of several stages: at the first stage, the text describing the situation is studied. The students' task is to independently find out the essence of the problem and determine their own position in assessing the situation, think through the answers to the questions and find specific solutions to the problem. At the second stage, students work extracurricular in small groups, exchanging opinions on a range of issues. There is a selection of intellectual leaders who are able to suggest ways to solve problems after a group discussion. At the third stage of this technology, students present the results of their extracurricular work in a group discussion of the problem under the guidance of a teacher, already as part of classroom work. The group expresses its point of view, and the task of the teacher is to skillfully direct the process of analyzing the situation, while involving as many students as possible in the discussion. The

peculiarity of discussing a problematic situation is that the teacher does not give a qualitative assessment of the answers — any statement is perceived as acceptable. The situations considered in the framework of the "case-study" method can be used as teaching material so that students of an economics university can learn how to analyze and systematize information. The main focus is on evaluating the results of the project work and the case study. It checks to what extent it was possible to carry out the project work and solve the case, what problems have arisen, what is the reason for their occurrence and what conclusions need to be drawn for new projects and solutions to new cases. The implementation of the project method and the "case study" requires an understanding of each stage of learning, where problematic tasks are set and solved. The presence of a problem is the main condition for project technology and "case—study".

At the creative level of development of foreign language cognitive activity in extracurricular activities, the role of Internet technologies performing an information function is significantly increasing due to the use of project and "case study" methods. In this context, the idea of the necessity and irreversibility of problematizing teaching methods in connection with the expansion of their space of action is fruitful. We believe that the computerization of the educational process in extracurricular activities and the use of online resources are the most important factors in improving the effectiveness of language education in an economic university, the formation of a student's foreign language cognitive activity. In modern methodological and pedagogical literature, the question of the need for a detailed study of the possibilities of computer and information technologies in the field of foreign language training of students is increasingly being raised. At the same time, a number of advantages of the computer and the main problems that arise when using it are highlighted. Internet technologies and computerization of foreign language teaching make it easier to access new lessons, exercises, and reduces time spent learning a language.

Currently, there is a huge selection of multimedia products, Internet sites containing information necessary for learning a foreign language, electronic textbooks, databases with thematic texts and exercises. At the same time, the variety of sources can make it difficult to find the necessary information, and students should learn how to navigate existing multimedia programs and online resources. Learning a language is also a complex and complex task that cannot be solved by completing or completing one multimedia course on a computer. When learning a foreign language in extracurricular work, a computer must be used in a complex — it is the Internet, free reference materials and programs, multimedia courses, the ability to provide students with their own educational material based on computer technology, various types of testing.

Problem-based foreign language teaching should focus students on the development of creative abilities, setting them thinking, cognitive tasks, organizing search activities, thus giving students the opportunity to update their knowledge of a foreign language. The ability of students to effectively acquire foreign language knowledge is formed, first of all, in the process of independent search for solutions to the set problematic tasks.

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