

DEVELOPING STUDENTS PRODUCTIVE SKILLS WITH PROBLEM SOLVING APPROACH

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ANNOTATION

Problem solving is not only a great way to apply language skills, but is one of the key elements in the list of thinking skills and learning competency. When students examine a difficult situation in order to identify both the problem and a meaningful solution, they are learning skills that will serve them well in the workplace, in their communities, at home with their families, and in their daily lives.

The current article discusses the benefits of developing students productive skills with problem solving approach as one of the innovative way in teaching English as a foreign language.

ANNOTATSIYA

Muammoni hal qilish nafaqat til ko'nikmalarini qo'llashning ajoyib usuli, balki fikrlash ko'nikmalari va kompetensiyalarining rivojlantirish ro'yxatidagi asosiy elementlardan biridir. Talabalar muammoni ham, mazmunli yechimini ham aniqlash uchun qiyin vaziyatni ko'rib chiqsalar, ular ish joyida, jamiyatda, uyda oilasi bilan va kundalik hayotlarida ularga yaxshi xizmat qiladigan ko'nikmalarni o'rganadilar. Quyidagi maqolada ingliz tilini chet tili sifatida o'qitishning innovatsion usullaridan biri sifatida muammolarni hal qilish yondashuvi bilan talabalarning ishlab chiqaruvchi ko'nikmalarini rivojlantirishning afzalliklari muhokama qilinadi.

АННОТАЦИЯ

Решение проблем — это не только отличный способ применить языковые навыки, но и один из ключевых элементов в списке развития навыков мышления и компетенции. Когда учащиеся исследуют сложную ситуацию, чтобы определить как проблему, так и значимое решение, они приобретают навыки, которые пригодятся им на работе, в их сообществах, дома с семьей и в повседневной жизни.



В данной статье обсуждаются преимущества развития продуктивных навыков учащихся с подходом к решению проблем как одного из инновационных способов обучения английскому языку как иностранному.

Keywords – problem solving approach, productive skills, benefits

Kalit so'zlar – muammoni hal qilish usuli, ishlab chiqaruvchi(productiv) ko'nikmalar, afzalliklari

Ключевые слова- Решение проблем, продуктивные навыки, преимущества

The ability to solve the problems is a basic life skill and is essential to our day-to-day lives, at home, at school, and at work. People constantly solve problems. Very often there is a definite way of doing something and we follow it in a definite situation, but sometimes, we may feel that the rules are not applicable and we face a new problem and we must then find out our own solution. Doing this, we learn and expand our knowledge. We learn best by solving problems or having personal share in the result.

According to the definition: “Problem solving is a mental process and is part of the larger problem process that includes problem finding and problem shaping. Considered the most complex of all intellectual functions, problem solving has been defined as higher-order cognitive process that requires the modulation and control of more routine or fundamental skills”.

In educational field, the use of traditional approach has been considered old-fashioned since it brings insignificant impact on students' development. The current trend in education is more to student-centered which requires the students to be more active during teaching and learning process (Khalid and Azeem, 2012)

In fact, many teachers may say that problem-solving in their subject is not possible. But this approach can be successfully used at the English classes.

Learning ways to think and resolve issues and complex problems will help students with different facets of life. Problem-solving skills are one of the chief aspects of a strong education.

The Problem solving approach is designed based on two major assumptions. Firstly, through task based learning, language learning happens through meaningful interactions in authentic language situations. Secondly, PBL works on the assumption that learning happens through sharing ideas and knowledge construction



through collaborative problem-solving group work. Ng(2008) supports both these assumptions in his study involving 200 sophomore EFL engineering students from the school of Materials Engineering in Nanyang Technological University who were enrolled in a technical writing class. In his research most of the students reported that collaborative learning through problem solving enabled them to learn the material better and to improve their formal report writing. The PSA's theoretical framework is primarily based on Social Cognitive Learning theory. This theory states that learning happens through social learning, cognitive exploration, scaffolding through the Zone of Proximal Development as well as peer learning. In short Problem Solving Approach creates a learning environment where the teacher is able to scaffold language learning by giving grammar and vocabulary task based activities. The collaborative group problem solving and active teacher monitoring of discussions create the PBL learning environment that fosters knowledge construction.

The main components of the PSA are following:

1. Social cognitive learning theory,
2. Task-based learning- grammar and vocabulary activities,
3. PBL- Collaborative problem solving, teacher monitoring, feedback, reflection.

Problem Solving Characteristics

Actually, in understanding problem solving fully, someone has to know its characteristics. Kolesnik (1976) states that the characteristics of problem solving is the conscious efforts to find out the answers or the conclusions intentionally, or the solutions that individual needs to reach the goal. Besides, Pizzini and Shepardson (1992) say that Problem solving is a technique which encourage the learners to interact. Teaching and learning model which gives the chance to the learners to interact, will help the learners develop their attitude toward learning to improve their prestation. Then, Kalhotra (2014) says that problem solving is a process to find out the way out to the obstacles faced by the students when the students find difficulties to reach the objective.

In more particular application i.e. EFL writing class, the use of problems greatly influences to the development of students' writing skills. It plays prominent role to activate students' prior knowledge toward the topic they should write. In addition, it enables them to develop and grow their imaginations (Dharma, 2014). By having imaginations, they could explore and then convey their ideas into a good writing



composition creatively. From this elaboration, it could be inferred that problems provided in PBL could facilitate the students to generate a high quality writing product.

The implementation of PSA can provide positive learning experiences for the students. Students are into PBL activities since they find it more enjoyable rather than conventional learning activities (Weimer, 2009). Even though the process of learning is triggered by problems, the majority of students do not feel bored or stressful. In fact, problem-solving activities make them excited and challenged to solve the assigned problems. Problem solving activities in the English teaching and learning process give learners more challenges. As one of the most important features of PSA, collaborative working brings enjoyable learning experience for the students. Working collaboratively with their team-mates enable them to learn with joy.

PBL activities provides opportunities for students to be actively involved and engaged in interactive inquiry and group learning (Tan, 2003).

This active learning, during collaborative working, helps students build better understanding and develop their knowledge effectively. The majority of them believe that learning within the group promotes their understanding toward the learning material as they can exchange and share the ideas or knowledge with each other without excessively relying on the teacher.

Effective collaboration can lead to knowledge construction as students construct joint explanations (Surif, Ibrahim, and Mokhtar, 2013; Hmelo-Silver, 2004). They are able to develop knowledge from various contributions of each member within the group.

Problem-solving skills are one of the chief aspects of a strong education. Learning ways to think and resolve issues and complex problems will help students with different facets of life. Here are a few cognitive learning activities for teachers to use in the classroom.

Objectives Of Cognitive Learning Activities

All cognitive learning activities are geared towards pushing students to work through different problems and stimuli. The goal is to get them thinking and applying problem-solving strategies without the use of preparation or steps that lead to an answer. You want to craft activities that will make your student apply logic, creativity, and close examination on the spot to produce an answer. Cognitive learning essentially relies on five principles: remembering, understanding, applying,



evaluating, and creating. Below is a breakdown of each principle and some activities students can do that correspond to each.

Remembering

Activities that rely on remembering ask for the student to recall previously learned information to complete the task at hand. This might be a great review for the beginning of class to see if students are comprehending previous lessons. A couple of activities might be:

1. Creating a timeline of important events from memory
2. Make a game of reciting poetry or important writings
3. Writing a paragraph or blurb detailing what they remember from last class

Understanding

Understanding activities directly engage students to see how they interpret information. This is a particularly broad category that draws on students being able to analyze information from different angles and to recognize, interpret, and classify it. Here are a few activity ideas:

1. Defending a point of view, or debate
2. Creating a list of examples
3. Classifying types of processes or events

Applying

Part of problem-solving has to do with applying specific skills and knowledge to produce the proper result. Push your students to rely on what they have learned and figure out ways to succeed through fun activities:

1. Have the students create an effective learning game themselves
2. Solve problems or answer questions listed on the board
3. Have students demonstrate procedures in front of class

Evaluating

This principle focuses on analyzing information and making judgments based on it. Students will weigh information based on criteria previously learned. A few activities for your students can include:

1. Constructing a graph to illustrate certain information
2. Having students develop a questionnaire to group or gather information at hand
3. Creating a pros and cons list



Creating

Cognitive learning is centered on adapting to new stimuli and constructing methods to solve problems or address needs. Creative activities rely on students to produce original ideas to address prompts, organize thoughts, and devise a means of their own invention that will help them answer problems. These are just a few creating activities:

1. Write an original poem
2. Perform or write a scenario demonstrating themes or illustrating specific ideas
3. Write a manual or guidebook demonstrating important information

Multilevel tips for problem solving lessons

Tip #1- Provide different levels of the problem scenario for beginners and intermediate/advanced learners. In some cases, you may prefer to have beginners work from pictures or picture sequences that depict the problem.

Tip #2- For low-level classes or low-level like-ability groups, provide learners with a list of possible solutions to the problem for them and let them choose from the list. Be sure to let learners know that they can come up with their own solutions, too!

Tip #3- If you have learners work in mixed-level groups to brainstorm solutions, expect some first language use as lower-level learners may not be able to express themselves to their satisfaction. You can encourage higher-level learners to restate lower-level learners' first language statements into English. You can also provide a "translation corner" in the room where learners can use bilingual dictionaries, ask classmates, or (if Internet is available) use a translation program to help them express their ideas.

Tip #4- If the lesson includes a follow-up writing activity, such as writing an email, note card or letter with suggestions on how to solve the problem, provide sentence frames for lower-level learners to fill in. You can also pair higher- and lower-level learners and have the higher level learner elicit ideas from his/her partner and write them accurately into the letter.

To sum up, Problem-Solving Approach brings significant impact on students' productive skills and the teaching and learning process. The use of problems is an opportunity to stimulate students' creative ideas so that they could provide broader elaboration in their writing composition. In term of teaching and learning process, the implementation of PSA brings the students into a new distinctive experience of learning. It provides an enjoyable classroom learning environment in which the English teaching and learning process is no longer boring, but highly challenging.



In addition, PSA provides students with an active and interactive learning atmosphere. They are encouraged to actively explore and find any available resources, and then work collaboratively with the others in order to solve the assigned problems or tasks. The process of working collaboratively is noticed to help them build better understanding toward the learning materials and develop their knowledge effectively.

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