

«**METHODOLOGICAL IMPLICATIONS OF PROBLEM BASED LEARNING IN
FOREIGN AND DOMESTIC PEDAGOGY**»

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Foreign language teaching is mainly focused on active communicative interaction of students in the classroom. And the success of mastering foreign language depends on the capacity of students to apply the acquired information in practice, i.e. in real life and professional situations.

Consequently, before modern pedagogical science and methodology teaching foreign languages as her private discipline, there is a problem search for such teaching methods that would fully correspond to educational goals.

In light of this, it is essential for teachers to not only be knowledgeable in their field of expertise but also capable of planning, organizing, and overseeing the learning process, with the aim of stimulating students' cognitive abilities. The goal is not only to help them acquire a body of knowledge, skills, and abilities but also to foster the development of original thinking through structured and collaborative discussions. This objective can be achieved through the application of problem-based learning methodologies in foreign language instruction, which serves as an alternative to traditional approaches that emphasize the rote acquisition of pre-existing knowledge [1].

It is problematization that is the main condition for the formation of creative students' thinking. It is created through problem situations, in the process work with which students will have to solve a number of problematic tasks. The central mechanism of problem-based learning is problematization, which involves presenting and resolving educational problems through a collaborative and purposeful search for new knowledge. It is important to emphasize that a crucial element of problem-based learning is not only the acquisition of scientific knowledge outcomes but also the understanding of the process through which these outcomes were achieved. This approach aims to foster the development of students' cognitive independence and enhance their creative abilities.

Various elements of problem-based learning can be used as linguistic level, where problem tasks are aimed at mastering a new lexical and grammatical material, as well as communicative speech, where problem tasks pursue the goal of forming and improving communicative competence of students.

There are five types of problematic tasks:

1) search-game problem tasks are often used at the initial stage of learning a FL and are issued at developing the acuity of observation, speed of reaction, different types of thinking, creative imagination of students. In addition, the element of the game always acts as a motivating factor for implementation of cognitive activity;

2) communicative-search problem tasks are based on work with texts of various content and genre orientation. They have its goal is to develop the skills of searching for the necessary information in the text, its analysis and interpretation with the subsequent use of new lexical units in speech in within the framework of a monologue, dialogue;

3) communication-oriented problem tasks are aimed at improving oral communication skills in a foreign language in situations educational, social and professional communication. Thus a performance of such tasks enriches the vocabulary of students and development of dialogic speech;

4) cognitive-search cultural tasks are used as a rule, at an advanced stage of learning and have as their goal the connection communicative practice with cognitive and value-oriented activities by replenishing the linguistic and cultural knowledge of students;

5) linguistic search tasks form purely linguistic and philological skills related to the interpretation of the meaning of unfamiliar language units and an analysis of their use in the relevant context, defining genre affiliation of texts and identifying their stylistic features and etc. These tasks contribute to the development of language observation and philological abilities of students [2].

The ways of problematizing educational tasks, according to L.I. Kolesnik, are: 1) changing the wording; 2) adding problematic questions - Why? How? Which? etc.; 3) changing the wording and adding problematic questions at the same time. As an example, we will show ways of problematizing non-problem learning tasks and ways how to add additional questions and develop it further during the conversation in the Table 1[3].

Table 1. Non-problematic tasks

Tasks	Ways of problematization	Problematic study tasks
<p>Underline the rules that are breached during the class while you listen to the dialogue between a journalist and a singer.</p> <p>Answer the following questions while you listen to a teacher speak with her class:</p> <p>1. that is the name of the friend that was there for him when he needed it?</p> <p>What time of year was it? ?</p> <p>Listen to the dialogue between a journalist and a vocalist, and mark any queries that start with "can" or "could."</p>	<p>Change of formulation</p>	<p>Listen to the conversation between a journalist and singer and <i>decide</i> which of the rule above are broken during the lesson.</p>
<p>Adding problematic part– Why? How? Which?</p>	<p>Listen to the conversation between a teacher and her class and <i>find out the answers</i>:</p> <p>1. Which of the friend did help to singer? Why?</p> <p>2. What season of the year was it? Is it important? Why?</p>	
<p>Listen to the conversation between a journalist and singer and <i>underline</i> the questions beginning with can/could.</p>	<p>Changing the formulation and adding a problematic touch at the same time</p>	<p>Listen to the conversation between a journalist and singer and <i>find out the rules</i> that are followed by friends; <i>Why</i> is singer's mom getting annoyed?</p>

Shahad Hatim Kadhim created a five-stage PBL teaching technique that starts with confronting the problem, then looks at it, looks at it again, and then reviews the problem by providing

the solutions. Small groups focus on the cycle of problem-solving. At each stage, smaller groups are formed.

Teaching university students to read in English and fostering a love of learning are essential in the EFL context. Based on the results of this study, several instructional suggestions for incorporating PBL into English teaching are provided. The class should first be divided up into more manageable groups.

Small group interaction was a component of the PBL teaching strategy employed in this study. The students were urged to interact with one another both within and outside of the classroom. Each group can be assigned a task to complete thanks to small group scaffolding, which enables every student to take part in collaborative learning with their peers. This small-group setting seems to develop strong bonds between students, which motivates them to succeed.

Second, the pupil needs to be taught independent learning techniques. As part of the PBL methodology, students are taught to be accountable for their own learning. To motivate students to engage in active English learning, the teacher might design a problem-solving exercise.

Third, the group facilitator/leader plays an important role and has a lot of power over the members of his or her group. The group facilitator can serve as a role model for the group members, encouraging them to learn and engage in reciprocal engagement.

Based on the analysis of foreign researchers in the field of activity structure and communication models, it was found that lecture-based teaching and passive listening were the most frequently employed instructional strategies in both traditional and problem-based learning classes in all three modules. This finding is consistent with our observation of passive student learning, particularly in the context of language instruction. Notably, the utilization of these pedagogical approaches was most prevalent in problem-based learning classes.

For instance, in the lecture/listen modules for warm-up, vocabulary, and essay structure, 50% of the class period was spent observing instructor activity structures, whilst listening was observed (in the context of student communication method). The aforementioned findings were consecutive with the observation made in a previous PBL study that teachers found it challenging to cede control [4].

Due to Kazakhstan scholars' technology of constructing a problem situation-starting the organization of problem-based learning, it is necessary, first of all, to determine the feasibility of changing this learning material within the framework of this technology. This expediency is determined by both internal and external factors, their inseparable unity. Under internal factors understands everything related to the content of the educational material and its functions, under the external ones - everything that concerns students, for which it is intended. It is known that from the point of view of the content of educational material, it is problematic to organize a fairly large list of materials of different nature. First of all, it is educational material that has a certain historical basis, containing worldview issues, having methodological and theoretical significance, being final and generalizing, including the core, leading ideas of the course, inextricably linked with previously studied, containing cause-and-effect relationships [5]. In the Appendix 1 illustrated algorithm for organizing work on a problem task. This algorithm correlates with the socio-dramatic approach to performing a problem task developed by R. Scarsell, who proposes the following steps: 1.warm-up;

2. presentation of new vocabulary;
3. presentation of the problem;
4. discussion of the problem and choice of roles;
5. preparation for staging;
6. staging a solution to the problem;
7. Discussion of the proposed solution to the problem, selection of new roles;
8. re-enactment;
- 9.debriefing [6].

When evaluating the results of performing problematic tasks aimed at improving and controlling the formation of productive foreign language speech skills, it is necessary for the teacher to clearly understand the evaluation criteria and their preliminary explanation to students. The main

criteria are the degree of problem solving, text organization, interaction with the interlocutor, lexical design of speech, grammatical design of speech, spelling and punctuation, and pronunciation [7].

Problematic assignments in a foreign language class can be presented to students with different didactic goals. If the problematic task is aimed at familiarizing with new material or developing language skills and speech skills, then, as a rule, students are not given a separate mark for completing this task. The place of problem-based learning in the educational process is closely related to its functions. And from this point of view it is advisable to present the educational material in a problematic way if it makes it possible to: simulate the conditions of scientific creativity; show students the methods of science available to them; form at students skills in generalized methods of creative activities. Most often, the teacher focuses on a textbook, educational or reference manual, which for the most part contain explanatory and illustrative texts. The task is to reconstruct the existing text into a problematic one, presentation, which will be the basis of the problem lesson. We draw your attention to the fact that if the teacher masters the technology of constructing a problematic presentation, then later he will easily organize both the second and third levels of problem. In other words, this technology is the basis for formation of the ability to organize problem-based learning. [8].

Since the limits of applicability of problem-based learning are quite wide, to say the least, almost any educational material can be subjected to problem recoding. And this means that contradictions can be found in any explanatory and illustrative text, since they are there, but in a hidden, implicitly expressed for.

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