

THE ROLE OF COMMUNICATIVE-ACTIVE APPROACH IN DEVELOPING STRATEGIC COMPETENCE OF STUDENTS THROUGH PROBLEM-SOLVING TECHNOLOGY

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Annotation. The Communicative-Active approach is an approach to language teaching that emphasizes communication and activeness as the primary goal of language learning. It emphasizes the use of language in real-life situations and seeks to develop learners' communicative competence, which involves not only knowledge of grammatical rules and vocabulary but also the ability to use language in context to achieve communicative goals. Based on this point of view, in this article we aimed to point out its role in developing the strategic competence of students, and suggest innovative methods.

Key words: Communicative-Active approach, strategic competence, context, innovative methods, problem-solving technology, skills.

Аннотация. Коммуникативно-активный подход — это подход к обучению языку, который подчеркивает общение и активность как основную цель изучения языка. Он делает упор на использование языка в реальных жизненных ситуациях и направлен на развитие коммуникативной компетенции учащихся, которая включает не только знание грамматических правил и словарного запаса, но и способность использовать язык в контексте для достижения коммуникативных целей. Исходя из этой точки зрения, в данной статье мы стремились указать на ее роль в развитии стратегической компетентности студентов и предложить инновационные методы.

Ключевые слова: Коммуникативно-деятельностный подход, стратегическая компетенция, контекст, инновационные методы, Проблемный метод, навыки.

Annotatsiya. Kommunikativ-faol yondashuv chet tilini o'qitishda muloqot va faollikni ta'lim mazmunining asosiy maqsadi sifatida qarashni nazarda tutadi. U real hayotiy vaziyatlarda tildan foydalanishga urg'u beradi va talabalarning kommunikativ kompetensiyasini rivojlantirishga intiladi, bu nafaqat grammatik qoidalar va lug'atni bilish, balki kommunikativ maqsadlarga erishish uchun tildan vaziyatda foydalanish qobiliyatini ham o'z ichiga oladi. Ushbu nuqtai nazardan kelib chiqib, ushbu maqolada biz uning talabalarning strategik kompetensiyasini rivojlantirishdagi rolini ko'rsatib, innovatsion usullarni taklif qilishni maqsad qildik.

Kalit so'zlar: Kommunikativ-faol yondashuv, strategik kompetensiya, vaziyat, innovatsion usullar, Muammoli metod, ko'nikmalar.

In recent years, teaching of foreign languages has been carried out on the basis of a communicative approach, and its uniqueness lies in the fact that lesson processes are turned into real actions; as a result, communication mechanisms are developed through the integral and effective technology of education. Communicative-active approach plays a great role in developing students' critical, logical and creative thinking skills, as well as forming a student-centered atmosphere in the classroom.

The origin of the communicative-activity approach was firstly mentioned in the works of psychologists S.L. Rubinstein, A.N. Leontiev, P.Y. Galperin and these scientists defined it as the basis of human development. In foreign language teaching methodology I.A. Zimnyaya and I.L. Beam extensively defined the term Communicative-Activity approach and its peculiarities in their research works. The essence of this approach means that the organization of foreign language teaching has an active character because real communication in foreign language classes is

carried out through speech activities, with the help of which the participants of the conversation seek to solve real and vital problems.

According to S.I.Lvova, communicative-activity forms the basis of spiritual, intellectual and communicative development of a person through speech activity in teaching a foreign language. With the help of this approach, students not only acquire knowledge within the subject, but also develop the ability to act on the basis of the knowledge obtained in a specific situation. As a result, a close connection is established between language learning, speech formation processes and active use of acquired knowledge, skills and abilities in speech practice [1, 8].

Kujakova believes that the communicative-active approach to teaching language as a means of communication should include the following features:

- teaching language tools (phonetic, morphemic, lexical, morphological, syntactic);
- development of personal speech (lexical, phraseological, grammatical, etc.) skills and abilities;
- teaching different types of speech activity (reading, writing, speaking, listening);
- development of skills and competences in specified types of speech activity;
- development of the skills and abilities of oral communication in the language [2, 88].

In our opinion, the communicative-activity approach is that the student does not receive new knowledge as a ready-made material, but implements it in the course of his activities aimed at «discovering new knowledge» through his actions, attempts and searches. As the Chinese proverb says, «When I hear, I forget, when I see, I remember, when I do, I learn.» The «problem-solving» technology of the activity approach includes the creation of special conditions for the student to discover and understand the educational problem independently based on the knowledge he has received.

Researcher Lindsay identified the following principles in the activity approach:

- the principle of activity - the student acquires new knowledge through his activity;
- the principle of continuity - the teaching process is carried out under the connection of the topic, skills, knowledge and experience;
- the principle of psychological comfort - keeping the student away from the stress factors that occur during the education process and creating a friendly environment;
- the principle of variability - to develop the ability of students to develop alternative thinking, to consider different options for solving a problem, to present options in a systematic way, and to choose the most reasonable option according to the situation;
- the principle of creativity - development and practical application of creative feelings [3, 123].

In addition, E.I Matveeva and Patrikeeva presented the principles of communication aimed at the development of cognitive and communicative competences embodying cognitive and intellectual abilities [4, 34].

The Communicative- active approach includes several methods based on the initial purposes of the training studies and we intend to numerate some of them as main tools for developing students' strategic competence.

A problematic method. The problem-based method of teaching belongs to the type of active methods. It is carried out in accordance with modern psychological and pedagogical theories and is based on the principle of problematization, in which it is aimed at managing intellectual activity and developing pedagogical interests and thinking that allow the development of students. There are two types of problematic situations: psychological and pedagogical. The first refers to the activity of students, and the second is expressed by the organization of the educational process.

Project method.

A project is work which is planned and carried out independently by students, in which oral communication is connected with the intellectual and emotional context of

other activities (games, trips, journal publishing, etc.).

The project is an opportunity for students to express their ideas in a creative way that is convenient for them: creating posters and announcements, conducting interviews and research, displaying models with the necessary annotations, creative work with pictures, maps, etc. The main feature of this method is that the responsibility for learning in the process of implementation is placed on the student himself as an individual and as a member of the project team. Most importantly, it is not the teacher, but the students who determine what the project will contain, in what form and how it will be presented.

During the implementation of the project, students independently learn, gain experience in cognitive and educational activities. It allows students to combine their knowledge in different areas while solving one problem in the project method, and to apply the acquired knowledge in practice when creating new ideas. This method helps to optimize the process of higher education, to develop students' independent work skills.

The main goals of introducing the project method into the educational process in organizing students' independent work are as follows:

1. to demonstrate students' ability to use the research experience gained during the educational process;
2. to realize interest in the research topic, increasing knowledge about it and conveying it to audience;
3. to demonstrate the level of knowledge of a foreign language;
4. to improve the ability to participate in collective forms of practice (cooperation),
5. to create opportunities for comprehensive development of the student because the project develops active independent thinking and teaches practical application of knowledge;
6. to teach the ways of acquiring new knowledge independently, to systematize and process information, to draw independent conclusions about completed work [5, 88].

«Disconnected information» method.

Students are divided into groups, each of whom is provided with only a part of the information necessary to complete any educational task. Students take turns reading each other's information and finding the logical continuation.

The method of «learning together».

In groups, students discuss the information, analyze it, compare answers and make changes.

The activity approach is connected with various modern educational technologies, for example: ICT, game technologies, critical thinking technology, debate technology, research and project activity technology, problem-solving technology.

Based on the characteristics, goals and functions of strategic competence, as well as the types of communicative strategies, we found «problem-solving» technology effective for developing strategic competence of students, and we explain it as follows:

The real essence of solving the problems that students face in the educational process means, first of all, overcoming difficulties during the independent acquisition of new knowledge based on existing knowledge and skills. It seems that this approach and its role in preparing students for the future real events is great because the use of problem-based tasks is manifested through critical thinking abilities, which includes research skills that embodies the skills of identifying a problem and finding a solution to it.

According to Ormond problem solving technology is the use of existing knowledge and the ability to overcome difficult situations and challenges in the external world through new knowledge and skills.

We agree with the opinion of many scientists and psychologists that the «problem-

solving» approach is one of the most effective approaches in the higher education system because it helps to form the ability of students to think independently and critically, evaluate the problem from their own point of view, and find a solution to it.

As L.T. Akhmedova noted, problem-solving technology is the most effective means of developing a student's worldview because in the process of problem-based education, critical and creative thinking characteristics are formed. Unlike the traditional education system, students form the skills independently through the analysis of the processes and events, and they search for methods and ways to solve the problem through a creative approach.

There are different interpretations of the use of problem-solving technology in foreign language teaching in the modern education system. Therefore, we agree with Natela D. and should emphasize that this technology is a set of mental activities which includes features such as analysis, discussion, research, understanding, and decision making [7, 56].

At the same time, based on the following characteristics of the problem-solving approach in teaching a foreign language in the educational process, we consider its leading position in developing the strategic competence:

- avoiding to provide ready answers during speech activity;
- forming students' ability to overcome difficulties independently;
- assessing and eliminating problems that are based on real-life situations;
- discussing and assessing of problematic situations;
- identifying ways to solve problems by discussing them;
- forming a student's worldview as critical, creative, logical thinking features are formed in the process of problem-based education;
- strengthening the student's ability of self-management [6,78];

Problem-solving technology is determined by the didactic principle of an individual approach. Individualization in problem-based education is associated with the existence of educational problems of different complexity, which are perceived differently by each student. Individual perception of the problem causes differences in formulating it, putting forward different hypotheses and finding certain ways to prove them.

The features of the technology in the educational process are closely related and have similarities with the metacognitive aspects of strategic competence, which are basis of formulating strategic competence in real life situations. Moreover, the problem-based approach is manifested in solving problems by applying strategies to the real situation. In particular, a comprehensive assessment of the situation, planning and implementation of methods of finding a solution to the problem means that the role of the problem-based approach is valuable in developing the strategic competence of students.

I. Ya. Lerner emphasizes that the problem-solving technology is reflected in the following five main stages:

- 1) understanding the problem with an unknown solution;
- 2) defining the task (fully understanding of the problem);
- 3) determining the relationship between data and questions (often it is necessary to put forward a hypothesis and partially plan it);
- 4) making a decision;
- 5) applying to reach communicative goal [8].

From the examples given above, we can conclude that the stages given by Lerner are closely related to the metacognitive features of strategic competence highlighted by Bachman. In this matter, the problem-based approach itself has a single basic view of solving a cognitive task. This, in turn, shows that students' strategic competence takes an effective place in the improvement of the problem-solving approach. As L.G.Peterson noted, problem-solving technology is «the way of thinking forces

students to think critically and search for solutions» [5,88].

We agree with Peterson's opinion, with the help of this approach that students' participation is ensured, and teachers are not in the center of the learning process. Students work in groups and exchange opinions with each other and try to find solutions based on discussions. In addition, we can emphasize that students' critical thinking skills are developed by expressing and proving individual opinions.

Within the framework of improving strategic competence, the communicative-active approach in lessons is implemented through:

1. Modeling and analysis of life situations.

2. Using active and interactive techniques.

3. Enabling students to think, evaluate and discuss the situation, as well as to freely search for an effective approach to solve a problem.

Students:

- work alone, in pairs and in groups

- think critically based on presenting one's own conclusions, solutions and suggestions;

- solve cognitive and practical tasks reflecting specific situations;

- analyze modern social events and phenomena;

- master social roles by participating in educational games simulating real-life situations;

- defend one's position by participating in discussions on social problems and oppose other opinions;

- fulfill research projects.

All in all, the use of the problem-solving technology of the communicative-activity approach in teaching foreign languages allows students to solve the problems successively, and plays a great role in the development of the strategic competence of students. Furthermore, it helps to be viewed as individuals in teaching process and each student applies the acquired knowledge by participating in a real event.

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