

**FORMATION OF THE COMMUNICATIVE COMPETENCE OF STUDENTS OF
NON-LINGUISTIC FACULTIES BASED ON THE SOLVING OF PROBLEMATIC
SITUATIONS.**

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Abstract: *The growth of cross-cultural interactions and the growing demand for communicative foreign language proficiency among specialists of diverse profiles describe the current stage of social development. Foreign language instruction should be professionally and communicatively oriented as a fundamental part of any specialist's professional development. Thus, the primary focus of the educational system should be the student, his actual requirements and issues, while setting the goals of teaching foreign language communication.*

Keywords: *problem-based learning, communicative competence, speech development, educational content, monologue, dialogue, polylogue, problematization.*

In problem-based learning, students collaborate with one another throughout the educational process. Problem-based communication learning is applied during interaction: Through the process of expressing perspectives, assessing, and resolving a shared issue, the parties discover novel approaches to problem-solving. The issue formulation makes two assumptions: first, that the student's prior knowledge is insufficient, and second, that the best way to close this gap will be identified. The processing of instructional content into a system of challenging conflict situations and assignments, as well as the creation of each student's unique inquiry as a puzzle, challenge, or awakening thought, are the characteristics of problem-based learning.

Scientists claim that the first instant of thought is a problematic state that arises from a challenging task. This provision can be used to teach foreign languages by using "stepwise" problematic activities (also known as "chains" of problematic tasks) and problematic situations where "... the goal is complicated not by one, but by a series of consistently proposed obstacles" [1]. In other words, a difficult scenario is made up of numerous difficult jobs, each of which needs to be solved through the collaborative effort of the students in order to reach the desired outcome.

Simultaneously, students can acquire the knowledge required for effective communication through collaborative problem-solving and self-directed information retrieval exercises. This enables you to establish the ideal environment for the student's full potential realization, the growth of his independence and inner independence, and the inspiration to express himself creatively in both speech and non-speaking activities.

The intersection of direct communication processes and absorption of communication experience results in the formation of foreign language communicative ability. Students have intellectual problems because communicative problem scenarios involve components of the unknown and new knowledge that must be acquired through a deliberate mental process.

"If a problematic situation arises as a mental state of intellectual, communicative or spiritual difficulty, the processes of thinking and speech development lead to the functions of management, assimilation, control and education" [3].

The lesson is dialogical in the framework of problem-based learning. The instructor promotes group thinking, discussion, and problem-solving among the students by using the proper methodological strategies (asking clarifying and challenging questions, presenting theories and seeking confirmation or refutation, etc.).

Using communicative problem situations in the classroom encourages participation from all parties as they work together to find solutions.

In addition to teaching speaking activities, teaching foreign languages in a problem-based learning setting fosters students' creative communicative skills, which are developed through problem-solving interactions. Addressing a series of interconnected difficult chores should be the first step toward resolving an unhappy scenario. Simultaneously, every "link" in the chain can comprise a monologue, dialogue, or polylogue, the utilization of which fosters both individual and collective thought processes [4].

All of these processes can be activated when teaching communication through the use of communicative problem situations. This, in turn, gives students a unique perspective on the world, enables them to apply their knowledge creatively in their activities, and develops high-caliber communicative skills in foreign languages within the framework of the competence paradigm that has shaped modern education. It is well established that problem-based learning techniques can improve the effectiveness of the process of learning a foreign language. Consequently, taking into account the personal-activity method of teaching a foreign language, In order to teach speaking as a fruitful kind of speech activity, O.S. Vinogradova employs problematic teaching techniques. These techniques include a variety of research and search techniques, with a focus on the project method, the discussion method, and the method of using role-playing games with a problem orientation. [6, p. 10]. It should be mentioned that these problem-based learning techniques are applicable to all other forms of learning as well as problem-based learning.

Therefore, the first type of learning approach that is characteristic for problem-based learning is problem-based learning. E.V. Kovalevskaya and L.I. Kolenik refer to this approach as the problematization method.

The problematization of education was taken into consideration in the writings of scientists like L.I. Kolesnik, S.V. Yutkina, I.A. Zimnaya, V.T. Kudryavtsev, and E.V.

Kovalevskaya. Many publications have addressed the problems surrounding the problematization of problem-based learning and its content in the context of teaching foreign languages. I.A. Zimnaya defines problematization as the disclosure of a problem, whether it be apparent or not, in the course material. "The disclosure of a problem in educational material by subjects of problematic interaction in the process of joint social and professional activities" is how E.V. Kovalevskaya defines problematization, carrying on the concepts of I.A. Zimnaya and applying them to problematic foreign language instruction. [5, p. 4]. The methods of problematization presented in L.I. Kolesnik's book "Problematization of the educational text and tasks to it" include the following mechanisms for opening a problem:

- 1) text;
- 2) assignments related to the text;
- 3) text

"The subject of reading as a specific type of human activity and as a receptive type of speaking activity is someone else's thought, and the goal is the perception of someone else's given thought," observes L.I. Kolesnik, drawing on the ideas of I.A. Zimnaya. Reading leads to inference, which in turn results in comprehension—or misinterpretation of the text [7, p. 70]

Similar to reading, which is a receptive form of speaking, listening involves perceiving and understanding speech by ear. The goal of listening is to perceive another person's given thought; the outcome of listening is inference, which leads to an understanding or misunderstanding of the sounding message.

Thus, the foregoing enables us to ascertain the following: As receptive speech activities, listening and reading share the same objectives, output, and outcome—that is, the ability to perceive and comprehend another person's ideas. However, they differ in the information source—reading comes from written messages, while listening comes from spoken messages.

Therefore, it can be said that when teaching a speaking activity like reading in a foreign language, the problematization approach can be extended broadly to listening training tasks and tasks to the text.

Consequently, the problematization strategies listed above serve as a problem method, which we initially defined as a means of achieving an objective, a collection of methods and operations with pedagogical influence in the process of teaching foreign languages, and a method of problem-based learning.

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