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ИНТЕНСИФИКАЦИЯ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА С ПОМОЩЬЮ ТЕХНОЛОГИИ ПРОБЛЕМНОГО ОБУЧЕНИЯ

Аннотация. В статье освещена технология применения на уроках иностранного языка проблемного обучения, направленного на интенсификацию учебной деятельности. Проблемное обучение иностранному языку определяется в статье как деятельность учителя по созданию и использованию проблемных ситуаций, проблемных заданий, направленных на активизацию речемыслительной деятельности учащихся в процессе овладения социокультурными знаниями, развитием речевых умений и формированием коммуникативных навыков. Актуальность нашего исследования определяется наличием противоречия между: недостаточной разработанностью теоретических и практических аспектов использования технологии проблемного обучения в контексте интенсификации учебной деятельности на занятиях по английскому языку. Наличие данного противоречия побудило нас к исследованию в рамках данной проблемы и разработки системы занятий с использованием технологий проблемного обучения. Целью исследования является научно-теоретическое обоснование и разработка системы занятий по английскому языку в рамках существующей программы с использованием технологии проблемного обучения. Для достижения поставленной цели, мы выделили следующие задачи: 1) провести ретроспективный анализ научно-методической литературы по теме нашего исследования; 2) обосновать необходимость использования технологии проблемного обучения на занятиях по английскому языку в неязыковом ВУЗЕ; 3) составить проблемные ситуации по каждой теме в рамках используемой рабочей программы. Для решения поставленных задач были использованы следующие методы: 1) анализ научной литературы по методике обучения иностранным языкам, лингводидактике, педагогике, психологии, лингвистике в рамках исследуемой проблемы; 2) методический анализ существующей практики использования технологии проблемного обучения на занятиях по английскому языку в неязыковых ВУЗАХ; 3) диагностические методы: анкетирование учащихся, наблюдение за учебным процессом. Результатом нашего исследования стала разработка системы занятий, а также упражнений с использованием технологий проблемного обучения, направленных на развитие у студентов иноязычной коммуникативной компетенции.

Ключевые слова: интенсификация учебной деятельности, проблемное обучение, иноязычная деятельность.

INTENSIFICATION OF LEARNING ACTIVITIES IN FOREIGN LANGUAGE LESSONS USING PROBLEM-BASED LEARNING TECHNOLOGIES

Abstract. The article highlights the technology of problem-based learning in foreign language aimed at intensifying educational activities. The problem-based teaching of a foreign language is defined in the article as the activity which teachers create and use in problem situations, problem tasks aimed at enhancing the communicative activity of students in the process of improving socio-cultural knowledge, the development of speech skills and communication skills. The

relevance of our research is determined by the presence of a contradiction between: insufficient development of theoretical and practical aspects of the use of problem-based learning technology in the context of the intensification of educational activities in English classes. The purpose of our research is the scientific and theoretical substantiation and development of a system of English language classes within the existing program using the technology of problem-based learning. To achieve this goal, we have identified the following tasks: 1) to conduct a retrospective analysis of the scientific and methodological literature on the topic of our research; 2) to justify the need to use the technology of problem-based learning in English classes at a non-linguistic university; 3) to make problem situations on each topic within the framework of the work program. To solve the tasks, the following methods were used: analysis of scientific literature on the methodology of teaching foreign languages, linguodidactics, pedagogy, psychology, linguistics within the framework of the problem under study; 2) methodological analysis of the existing practice of using problem-based learning technology in English classes in non-linguistic universities; 3) diagnostic methods: student questionnaires, observation of the educational process. The result of our research was the development of a system of classes, as well as exercises using problem-based learning technologies aimed at developing students' foreign language communicative competence.

Keywords: *intensification of learning activities, problem-based learning*

The goals of the educational process in general and foreign language teaching in particular determine the specifics of the organization of the educational process. In this regard, the teacher should not only transmit information on his/her subject, but also organize and activate the student's educational activities in such a way that he/she becomes an active participant in cognitive activity. In other words, we are talking about the intensification of educational activities. Speaking about the intensification of the educational process when learning a foreign language, it is necessary to highlight, on the one hand, the intensification at the individual psychological level, and on the other – the intensification of educational activities in the collective psychological level.

The intensification of foreign language teaching at the individual psychological level involves:

- construction of educational activities as an organized and controlled by the teacher sequence of actions of students, ensuring the necessary formation of foreign language speech activity and all its components;
- search for the cognitive and communicative activity of students at various stages of learning a foreign language;
- consistent use of the principle of functionality in unity with the principle of consistency;
- psychologically justified use of information and communicative technologies in the process of development and improvement of foreign language communicative competence in all its components.

Intensification of educational activities of students in socio-psychological terms involves the introduction of collective forms of learning into the educational process, which allows us to offer a group of students an interesting and personally significant joint activity that has a meaningful extracurricular goal.

The intensification of educational activities of students at the individual psychological and collective psychological level contributes to the integration of

communicative, socio-cultural and problem-based approaches in the formation of foreign language competence of students. In relation to a foreign language as an academic subject, this integration should manifest itself in the modeling of such foreign language communication, in which the intellectual abilities of students are purposefully and consistently developed. In this perspective, problem-based foreign language teaching can be defined as the activity that a teacher creates and uses problem-based situations, problem tasks aimed at activating the speech activity of students in the process of forming socio-cultural knowledge, the development of speech skills and the formation of communication skills. The problem-based approach is the best choice for teaching the course “foreign language”. It helps students to discover new knowledge, and not to get it ready-made. At the same time, the teacher can use different ways of obtaining this new knowledge in the classroom: both active and passive, educational environment [1]. Problem-based situations are usually classified according to various criteria: by orientation to the search for new knowledge or methods of action, to identify the possibility of applying knowledge and methods in new conditions, etc.; by the level of difficulty, depending on how acutely the contradictions are expressed; in subjects in which the use of certain problem-based situations is permissible, and so on. The most functional and widespread classification is the division of problem-based situations by the nature of the content of contradictions into four types, which, according to M.I. Makhmutov, are common to all academic subjects [2]:

1. Insufficient students' previous knowledge to explain a new fact, previous skills to solve a new problem;
2. The need to use previously acquired knowledge and (or) skills in fundamentally new practical conditions;
3. There is a contradiction between the theoretically possible way of solving the problem and the practical impracticability of the chosen method;
4. There is a contradiction between the practically achieved result of the educational task and the students' lack of knowledge for its theoretical justification.

In the modern theory of problem-based learning, there are ten didactic ways of creating problem situations that can be taken by a teacher as the basis for creating a variable program of problem-based learning. In our article we will look at some of them:

1. Encouraging students to compare, and contrast facts, theories that generate problem-based situations.
2. Encouraging students to preliminary generalization of new facts based on existing knowledge, which helps to illustrate the insufficiency of the latter to explain all the features of the generalized facts.
3. Organization of interdisciplinary relations in order to expand the range of possible problem-based situations.

The following rules for creating problem-based situations are formulated in the psychological and pedagogical literature.

Firstly, problematic situations must necessarily contain a cognitive difficulty. Solving a problem that does not contain cognitive difficulties contributes only to reproductive thinking and does not allow achieving the goals that problem-

based learning sets for itself. On the other hand, a problem-based situation that is very complex for students does not have significant positive consequences for their development, in the long term reduces their independence and leads to demotivation of students [3].

Secondly, although the problem situation has an abstract value - for the development of students' creative abilities, but the best choice is to combine it with material development: the assimilation of new knowledge and skills. On the one hand, this directly serves educational purposes, and on the other hand, it also increases the motivation of students.

And thirdly, a problem-based situation should arouse the interest in students. Such positive emotions as surprise, interest would be good for learning.

V.V. Safonova proposed the following ways of organizing foreign language activities of students with elements of problem-based learning [4]:

- searching and game tasks;
- communication and searching tasks;
- communicative – oriented speech games;
- cognitive – searching cultural studies tasks.

In this article we will consider examples of searching–game and communicative–searching tasks.

1. “Personal problems”

You are a journalist of the youth magazine. You’ve received such a letter:

“Last year, my girlfriend wanted to take a business course, but she didn’t have enough money. Her parents couldn’t help, so I lent her the money. Now she’s finished the course, and has found a good job, but she hasn’t offered to pay me back any of the money. I’ve mentioned once or twice, but she just laughs and talks about something else. I love my girlfriend, but I want my money back too”. Now think over this problem and give a writing answer of this problem in your magazine to this young man.

2. Look at this advertisement in the newspaper. Imagine that you want to apply for this position.

**THE BEST
JOB IN THE
WORLD.**

**Island Caretaker:
Islands of the Great Barrier Reef,
Australia.**

Full-time, live-in position with flexible hours. AUD\$150,000 for a six-month contract. Accommodation provided – luxury home on Hamilton Island, over-looking Australia's famous Great Barrier Reef.

Responsibilities: • Explore the islands and report back • Clean the pool • Feed the fish • Collect the mail. Apply to Tourism Queensland at islandreefjob.com

Anyone can apply.*

*Refer to the Terms and Conditions at islandreefjob.com

**TOURISM
QUEENSLAND**

Write a letter of application

3. *All of us have some wishes. We wish about new things, feelings, position, etc. I tried to write a rhyme about my dreams, using a grammar structure: “I wish I had...” Here it is:*

*I wish I had a gold fish,
A parrot and a hamster,
I wish I had a walkman,
And bicycle one.*

I wish I had a computer and a cassette-recorder...

But I’m press for money, and nothing can be done!

Use this grammar structure “I wish I had” and create your own rhyme about your dreams.

4. **“Ten the most intelligent animals”**

Do animals think, or do they act merely from instinct? These questions have been debated by many people. Dr. Blair has worked with animals for many years. What does he think? “It is my judgement that all animals think”, said Dr. Blair, formerly director of the New York Zoological Park, who has spent many years as a companion of animals. “When we see animals showing affection, sympathy, jealousy or anger can we doubt that there are thoughts accompanying these feelings?” Dr. Blair believes that the ten most intelligent animals are:

the chimpanzee;

the orangutan;

the elephant;

the gorilla;

the dog;

the beaver;

the horse;

the sea lion;

the bear;

the cat.

Imagine that you are speaking at the scientific conference. Choose one animal from this list. Try to give many arguments as you can, proving the idea that this animal is really the most intelligent.

5. *Look at the photo. Imagine one day from the life of this girl.*

Remember to mention

Her name, age, occupation;

Her interests, hobbies;

Traits of character;

Attitude to animals



The result of our research was the development of a system of classes, as well as exercises using problem-based learning technologies aimed at developing students' foreign language communicative competence. Developing the system of classes and exercises, practical and theoretical aspects of the formation of foreign language communicative competence among students, age characteristics of trainees were taken into account, as well as potential difficulties associated with the integration of problem-based learning technologies into the educational process. Also the additional methodological materials have been developed which can be used by teachers in the course of teaching English to students of non-linguistic universities. Summing up, we would like to note that this problem has an interdisciplinary nature, therefore it remains extremely relevant and requires further targeted research. The disclosure of the linguodidactic and cognitive potential of using the technology of problem-based English language teaching should become one of the most priority tasks of the methodology of teaching foreign languages in future.

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