



## SOLVING SITUATIONAL AND PRODUCTION PROBLEMS IN EFL CLASSES

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### Annotation

The effectiveness of the educational process largely depends on the teaching methods used. Teaching methods are methods of joint activity between the teacher and students, aimed at achieving their educational goals.

**Key words:** Educational material, lecture, blended learning, conversation, passive teaching method

The essence of teaching methods lies in a complete system of methods, in a complex providing pedagogically expedient organization of educational and cognitive activities students.

Teaching methods are divided into three general groups:

1. passive methods;
2. interactive methods;
3. active methods.

The passive method is a form of interaction between students and the teacher, in which the teacher is the main character and controls the course of the lesson, and the students act as passive listeners ateliers, subordinate to the directives of the teacher [Golant 1957: 26]. Communication between the teacher and students is carried out through surveys, independent work, tests, etc.

From the point of view of the effectiveness of students learning educational material, the passive method is considered the most ineffective, but at the same time it also has certain advantage. This is a relatively small amount of work for the teacher when preparing for a lesson, given the opportunity to deliver a relatively large volume of educational material in a limited time frame. lesson. The lecture is an example of the most common use of the passive teaching method. This type of lesson, well received by mature adults who have goals of deeply studying the subject, is widely used in professional education.



The interactive method is a method focused on dominating the activity of students in the learning process through the interaction of students with the teacher and each other. The concept of “interactive” (“Inter” is mutual, “act” is to act) means to interact, to be in the mode of conversation, dialogue with someone. When using interactive methods, the teacher does not play a central role, he only regulates the process and is involved in its overall organization.

The most common forms of interactive lessons include a round table (discussion, debate), brainstorming, and master class.

The active method is a method focused on dominating the activity of students in the learning process through the interaction of students with the teacher [Golant 1957: 29]. This is a form of interaction between students and teachers, in which the student’s activity is productive, creative, and exploratory in nature.

Interactive methods can be positioned as the most modern form of active methods [Slastenin, Isaev 2002: 204].

Active teaching methods include didactic games, analysis of specific situations, problem solving, algorithm training, etc.

The number of active learning methods is quite large. Therefore, to characterize them, we present some approaches to the classification of active learning methods.

The basis for classification in the presented system of active teaching methods is the presence of imitated activities [Slastenin, Isaev 2004: 151].

1. The authors of the classification include problem lecture, round table, seminar, discussion, and Olympiad as non-imitation methods.
2. Imitation methods are divided into non-game methods (actions according to instructions (algorithm), solving situational and production problems) and game methods (“brainstorming”, business games).

Other authors classify active teaching methods on different grounds, identifying different numbers of groups of methods.

Yu.N. Emelyanov, considering active group methods, conventionally combines them into three main blocks [Emelyanov 1995: 93]:

1. discussion methods (group discussion, analysis of practical situations, analysis of moral choice situations, etc.);
2. gaming methods (didactic and creative games, role-playing games (behavioral learning, play psychotherapy), business games);
3. sensitive training (training of interpersonal sensitivity and perception of oneself as a psychophysical unity).



Along with the previous classifications, there are three main types of active learning methods:

1. Method of analyzing specific situations. Situations can be different in didactic orientation:

a) a situation-illustration, some specific case proposed by the presenter to demonstrate theoretical material;

b) a situation-exercise where participants must highlight and remember some elements;

c) an assessment situation, in which the proposed problem has already been solved, and participants are asked to evaluate it;

d) situation-problem, students are presented with a number of questions that need to be analyzed and solved.

1. Discussion methods (free and directed discussions, meetings of specialists, discussion of life and professional situations, etc.), built on the living and direct communication of participants, with a passive role of the leader, performing the function of organizing interaction, exchange of opinions, and, if necessary, management processes of developing and making group decisions.

2. Game methods (business, organizational-activity, simulation, role-playing games, psychodrama, sociodrama, etc.), using all or several of the most important elements and games (game situation, role, active playback, reconstruction of real events, etc.) and aimed at gaining new experience that is inaccessible to a person for one reason or another.

3. Rating methods that activate the activities of students due to the competitive effect.

4. Training methods aimed at providing a stimulating, corrective, developmental impact on the personality and behavior of participants [Slastenin, Isaev 2002: 214].

Each group of active teaching methods presupposes a specific organization of student interaction. Thus, at present there is no single classification of teaching methods [Bespalko 1995: 108].

Organization of the educational process using active teaching methods is based on a set of general didactic principles.

teaching and includes its own specific principles, which are proposed by A.A. Balaev [Balaev 1986: 84]:

1. The principle of balance between the content and method of teaching, taking into account the preparedness of students and the topic of the lesson.

2. The principle of modeling. The model of the educational process is the curriculum, which reflects the goals and objectives, means and methods of teaching, the course



and mode of classes, the final result, planned activities. knowledge and skills achieved by students.

3. The principle of input control. It is planned to prepare the educational process in accordance with the real level of preparedness of students, to establish the presence or need for obtaining and improving knowledge ny. Input control makes it possible to clarify the content of the training course with maximum efficiency, review the selected teaching methods and thereby create a desire to learn.

4. The principle of matching content and methods to learning goals. To effectively achieve the educational goal, the teacher needs to choose the types of educational activities of students that are most suitable for studying a specific topic or solving a problem chi.

5. The principle of problematic. An organization of the lesson is required in which students learn new things, acquire knowledge and skills through overcoming difficulties, obstacles created by posing problems.

6. The principle of “negative experience”. In practical activities, along with success, mistakes are also made, so it is necessary to teach a person to avoid mistakes. For this purpose, two new educational elements are introduced into the educational process, built on active learning methods:

a) study, analysis and evaluation of errors made in specific situations;

b) ensuring errors on the part of the students.

7. The principle “from simple to complex.” The lesson is organized taking into account the increasing complexity of the educational material: individual work on primary sources, collective development of conclusions and generalizations, etc.

8. The principle of continuous renewal. One of the sources of cognitive activity is the novelty of the educational material and the method of conducting the lesson. The information content of the educational process attracts and sharpens the attention of students, encourages them to study the topic, master new ways and techniques of educational activities.

9. The principle of organizing collective activity. Students often have to face the need to solve problems or make decisions in a group, collectively. The task arises of developing the ability to take collective action.

10. The principle of advanced learning. It implies mastery of practical knowledge in the learning environment and the ability to put it into practice, to build student confidence in their abilities, to ensure a high level of no results in future activities.

11. The principle of diagnosis. This principle involves checking the effectiveness of classes. Analysis of students’ independent work will show whether the topic fits well



into the context of the course, whether the method of conducting classes has been chosen correctly, whether students have a good orientation we are aware of the problems being studied, something can be changed for the next lesson, etc.

12. The principle of saving study time. Active learning methods allow you to reduce the time spent on acquiring knowledge and developing skills, such as acquiring knowledge, mastering practical techniques of work and growth. Both of skills are realized simultaneously, in the same process of problem solving, situation analysis or business game.

13. The principle of output control. For final control, active teaching methods are successfully used - a series of control practical tasks, problem tasks and situations. They can be individual and group.

Thus, the term “active teaching methods” is a kind of generic concept that unites specific group teaching methods that have become widespread in the second half of the twentieth century and complementary traditional, primarily explanatory and illustrative methods, through changing the position of students from passive consumer to actively transformative and reliance on socio-psychological phenomena that arise in small groups [Kodzhaspirova 2004: 87].

The choice of method is primarily determined by the didactic purpose of the lesson. To select a specific active method, which establishes the correspondence between didactic goals and active learning methods.

#### Correspondence between didactic goals and active learning methods

№	Didactic goals of the lesson	Active learning method
1	Summary of previously studied material	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Brainstorming</li> <li>• Business game</li> </ul>
2	Practicing the material being studied	<ul style="list-style-type: none"> <li>• Training</li> </ul>
3	Development of self-learning ability	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Business game</li> <li>• Project method self-learning ability</li> </ul>



1	2	3
4	Development of interpersonal communication skills	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Business game</li> <li>• Discussion</li> </ul>
5	Development of group work skills	<ul style="list-style-type: none"> <li>• Project method</li> </ul>
6	Development of self-regulation	<ul style="list-style-type: none"> <li>• Project method</li> <li>• Discussion</li> </ul>
7	Development of decision-making skills	<ul style="list-style-type: none"> <li>• Business game</li> </ul>
8	Development of active listening skills	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>

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