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TEACHING SPEAKING THROUGH PROBLEM SOLVING ACTIVITIES

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Annotation. This article is devoted to the issue of the concept of address. The notion of address illustrates the analysis and understanding of CLT approach how it is implemented in the foreign language-teaching context in Uzbekistan. The author of the work specifies her view and focuses on teaching ESL learners in the country.

Key words: mastering speaking skill, teaching strategies, problem solving, meaningful communication, critical thinking

Speaking is one of important skills to be mastered. Speaking is very important because by mastering speaking skill, students are able to make conversation with others, to give the ideas and to exchange the information with others. Learning English means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language components. Among the four skills, speaking is often considered as the most difficult skill to be learned by the students. Teaching English for Uzbek students has had limited success for many years. Numerous attempts were made by the Ministry of Education of Uzbekistan to develop a curriculum that will help students improve their English skills. However, most Uzbek students are not competent in using the English language skills. English teacher should have teaching strategies to solve the problems faced by the students. The teacher must be able to manage their assignments effectively. They are demanded to motivate the students in order to learn English well. Related to that statement, teaching technique becomes one of the important points on the teaching learning activities.

To teach speaking is not an easy job. There are many problems in teaching speaking. First, students have poor of vocabulary. Second, students who use English to speak are students with Uzbek language as native. Third, they rarely practice English to communicate with others. When the teacher asked students to make conversation with their friends in front of class, they would refuse it. Another problem related to the students is that they are not interested with the material given to them. This situation caused them bored and they do not want to continue studying.

Based on the explanation above, I tried to use problem solving activities to improve speaking skills for students in my university. Problem solving method which ensures individuals participation in group of any size. Materials which focus on problem solving offer further opportunities for students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them. Problem-Solving method is a way of presenting the lesson by presenting the material as a starting point the discussion of issues to be analyzed and synthesized in an attempt to find a solution or answer by the students.

Learning activity is not only focused on getting as much knowledge but also how to use all the knowledge gained to solve problems associated with the material being studied, it is the goal of applied learning model problem solving. Students who can door can solve the problem given by the teacher to the students well, then the students are considered to have learned the lesson well. Besides other purpose applied learning model of problem solving are as follows:

a. Produce students who have knowledge and skills in solving problems that will be encountered later in the community. Experts argue that the "problem-solving abilities within certain limits can be established through a field of study and disciplines are taught", Olii, Helena. 2008[1]

b. Using the knowledge gained to solve problems associated with the material.

c. Students become skills edit selecting relevant information and then analyze them and eventually re-examine the results.

d. Potential increased intellectual

[1] Olii, Helena. 2008. Public Speaking. Jakarta: PT.Indeks

e. Students learn how discoveries through the process conduct discovery.

And the purpose of this study was to develop students' English using problem solving activities and video materials, and evaluate students' attitudes toward the use of vocabulary and video materials in teaching integrated skills. The objectives of the study were to develop integrated skills for students learning English using vocabulary and video materials and assess students' attitudes toward the use of vocabulary and materials in teaching integrated skills. The strengths of learning problem solving are as follows:

a. Educating students to think systematically
b. Being able to find a way out of the situation in face
c. Learning to analyze a problem from various aspects
d. Educating students believe themselves
e. Think and act creatively
f. Solve problems faced realistically
g. Can make school education more relevant to early life, especially the world of work
h. Stimulate the development of student thinking progress to complete problems encountered with the right.

The weakness learning problem solving are:

a) It takes quite a lot, because the students need the much time to think and analyze the problems
b) The ability of students in solving different problems, sometimes students can not to solve the problems because they difficult to think and analyze the problems.

What Is Problem-Based Learning?

Problem-based learning (PBL) is a teaching approach that combines critical thinking, problem-solving skills, and inquiry as students explore real-world problems. It is based on unstructured, complex, and authentic problems that are often presented as part of a project. PBL addresses many of the learning goals presented in this text and across the standards, including communication, creativity, and often production.

The PBL literature points out that both content knowledge and problem-solving skills are necessary to arrive at solutions, but individual differences among students affect their success, too. For example, field-independent students in general do better than field-dependent students in tasks. In addition, students from some cultures will not be familiar with this kind of learning, and others may not have the language to work with it. Teachers must consider all of these ideas and challenges in supporting student problem-solving.

Characteristics of effective technology-enhanced problem-based learning tasks

PBL tasks share many of the same characteristics of other tasks in this book, but some are specific to PBL. Generally, PBL tasks:

- ✓ Involve learners in gaining and organizing knowledge of content. Inspiration and other concept-mapping tools like the app Popplet are useful for this.
- ✓ Help learners link school activities to life, providing the "why" for doing the activity.
- ✓ Give students control of their learning.
- ✓ Have built-in and just-in-time scaffolding to help students. Tutorials are available all over the Web for content, language, and technology help.
- ✓ Are fun and interesting.
- ✓ Contain specific objectives for students to meet along the way to a larger goal.
- ✓ Have guidance for the use of tools, especially computer technologies.
- ✓ Include communication and collaboration (described in chapter 3).
- ✓ Emphasize the process and the content.
- ✓ Are central to the curriculum, not peripheral or time fillers.
- ✓ Lead to additional content learning.
- ✓ Have a measurable, although not necessarily correct, outcome.
- ✓ More specifically, PBL tasks:

✓ Use a problem that "appeals to human desire for resolution/stasis/harmony" and "sets up need for and context of learning which follows" (IMSA, 2005, p. 2).

✓ Help students understand the range of problem-solving mechanisms available.

✓ Focus on the merits of the question, the concepts involved, and student research plans.

✓ Provide opportunities for students to examine the process of getting the answer (for example, looking back at the arguments).

✓ Lead to additional "transfer" problems that use the knowledge gained in a different context.

Not every task necessarily exhibits all of these characteristics completely, but these lists can serve as guidelines for creating and evaluating tasks.

Student benefits of problem-solving

There are many potential benefits of using PBL in classrooms at all levels; however, the benefits depend on how well this strategy is employed. With effective PBL, students can become more engaged in their learning and empowered to become more autonomous in classroom work. This, in turn, may lead to improved attitudes about the classroom and thus to other gains such as increased abilities for social-problem solving. Students can gain a deeper understanding of concepts, acquire skills necessary in the real world, and transfer skills to become independent and self-directed learners and thinkers outside of school. For example, when students are encouraged to practice using problem-solving skills across a variety of situations, they gain experience in discovering not only different methods but which method to apply to what kind of problem. Furthermore, students can become more confident when their self-esteem and grade does not depend only on the specific answer that the teacher wants. In addition, during the problem-solving process students can develop better critical and creative thinking skills.

Students can also develop better language skills (both knowledge and communication) through problems that require a high level of interaction with others (McIntosh, Thomas G.2000)[1]. This is important for all learners, but especially for ELLs and others who do not have grade-level language skills. For students who may not understand the language or content or a specific question, the focus on process gives them more opportunities to access information and express their knowledge.

The problem-solving process

The use of PBL requires different processes for students and teachers. The teacher's process involves careful planning. There are many ways for this to happen, but a general outline that can be adapted includes the following steps:

After students bring up a question,

➢ put it in the greater context of a problem to solve (using the format of an essential question; see chapter 4) and decide what the outcome should be–a recommendation, a summary, a process?

➢ Develop objectives that represent both the goal and the specific content, language, and skills toward which students will work.

➢ List background information and possible materials and content that will need to be addressed.

➢ Get access to materials and tools and prepare resource lists if necessary.

➢ Write the specific problem. Make sure students know what their role is and what they are expected to do. Then go back and check that the problem and task meet the objectives and characteristics of effective PBL and the relevant standards. Reevaluate materials and tools.

➢ Develop scaffolds that will be needed.

➢ Evaluate and prepare to meet individual students' needs for language, assistive tools, content review, and thinking skills and strategies

➢ Present the problem to students, assess their understanding, and provide appropriate feedback as they plan and carry out their process.

Problem-solving strategies that teachers can demonstrate, model, and teach directly include trial and error, process of elimination, making a model, using a formula, acting out the problem, using graphics or drawing the problem, discovering patterns, and simplifying the problem (e.g., rewording,

[1] McIntosh, Thomas G. Problem Solving Processes. TheScienceTeacher, 62 (4): 16-19. 1995

changing the setting, dividing it into simpler tasks). Even the popular KWL (Know, Want to Know, Learned) chart can help students frame questions. A KWL for a project asking whether a superstore should be built in the community might look like the one in.

Teaching problem-solving in groups involves the use of planning and other technologies. Using these tools, students post, discuss, and reflect on their joint problem-solving process using visual cues that they create. This helps students focus on both their process and the content. Throughout the teacher and student processes, participants should continue to examine cultural, emotional, intellectual, and other possible barriers to problem-solving. During the teacher's process of creating the problem context, the teacher must consider what levels of authenticity, complexity, uncertainty, and self-direction students can access and work within. Gordon (1998) broke loosely structured problems into three general types with increasing levels of these aspects.

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РОЛЬ УЧЕБНЫХ ДЕБАТОВ В РАЗВИТИИ МОНОЛОГИЧЕСКОЙ РЕЧИ СТУДЕНТОВ-ЮРИСТОВ

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Аннотация: статья посвящена раскрытию роли учебных дебатов и дискуссий в развитии монологической речи и совершенствовании культуры речи у студентов-юристов. Особое внимание в данной статье уделено развитию коммуникативно-речевых умений, прежде всего умениям формулировать свою позицию, слушать и учитывать точку зрения партнеров по общению, строить аргументативные тексты, убеждать в своей правоте, соблюдать требования к правильному поведению во время спора и обсуждения. В статье анализируются и сопоставляются с точки зрения их значимости для формирования общекультурных компетенций полемика, дискуссия и дебаты. При этом автор определяет полемику и дискуссию как разновидности спора, а дебаты как разновидность обсуждения.

Ключевые слова: культура речи, культура речевой деятельности, дебаты, дискуссия, полемика, спор, обсуждение, общекультурные компетенции, коммуникативно-речевые умения.

Annotation. The article is devoted to the role of educational debates and discussions in improving the speech culture of law students. Special attention is paid to the development of communication and speech skills, first of all, the ability to formulate their position, listen to and take into account the point of view of communication partners, build argumentative texts, convince them of their rightness, and comply with the

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