

THE KEY CONCEPTS OF PBL (PROBLEM-BASED LEARNING) IN TEACHING LANGUAGES

X. T. Turayeva

Bukhara State Pedagogical Institute

English Language and Literature Department Senior Teacher

Abstract

There are several reasons driving the shift towards problem-based learning (PBL) in curriculum design. The traditional education system is increasingly viewed as inadequate for contemporary needs. Students frequently experience dissatisfaction and boredom with their learning experiences. They are often required to memorize large volumes of information, much of which appears irrelevant to their future lives beyond the classroom. This lack of perceived relevance leads to a decline in motivation. Unmotivated students tend to exhibit disruptive behaviors and increased absenteeism. Furthermore, they retain little of what they have learned, and even the knowledge they do retain is not easily applied to real-world challenges and tasks they encounter later.

Keywords: learning, problem based, traditional, contemporary, learning process.

Introduction

Problem-based learning (PBL) differs significantly from the traditional education model. In the conventional system, teachers typically begin by delivering information and then expect students to apply it to solve problems. In contrast, PBL places the problem at the forefront of the learning process. Students are responsible for defining the problem and gathering relevant information to investigate it. By working in self-directed groups, they adopt an active and systematic approach to identifying and examining research problems. The goal is not necessarily to find a 'correct' answer, as there may not always be one.

The technique is characterized by the juxtaposition of individual and collective analytical work, combining team-based exploration and synthesis with individual research and analysis. What makes problem-based learning unique is its core focus on learning through solving real, open-ended problems to which there are no fixed solutions. Students work alone or in groups first to understand a particular problem and then to find possible solutions to it.

Problem-based learning is the program of learning and teaching process which has so many advantages in usage. They will be motivated. One of the primary motivating influences of PBL is derived from the fact that problems are based on real-world situations and/or events. This relevance stimulates high levels of student interest and engagement.

A significant benefit of PBL includes the opportunity for solving problems according to an individual's learning style (visual, auditory or kinesthetic) as well as their own multiple intelligences. Multiple Intelligences, or MIs, are different ways to develop intellectual ability.



The diagram to the left reflects the 7 most common intelligences. Knowing our own learning style helps us develop coping strategies to compensate for our weaknesses and capitalize on our strengths. Knowing someone else's learning style helps us adjust our approach to that individual.

The students also will be empowered. In the PBL classroom, students determine the direction in which their research will take them based on the details provided in carefully crafted problem scenarios. Their instructor facilitates and guides, rather than directs, the learning process. Moreover, PBL empowers students with a variety of learning styles and skill levels.

Another benefit of PBL is the development of critical thinking skills. The learner employs a process to work through the problem. This process, known as the PBL Stages, can be used to address any problem the employee faces.

PBL emphasizes skill development in multiple intelligence, emotional intelligence and conflict resolution. These skills will aid any law enforcement employee throughout their entire career. One of the main virtues of PBL is that it displays a significant advantage over traditional methods in how the communicative skills of the students are improved. The general ability of social interaction is also positively affected. These are, most will agree, two central factors in language learning. By building a language course around assignments that require students to act, interact and communicate it is hopefully possible to mimic some of the aspects of learning a language "on site", i.e. in a country where it is actually spoken. Seeing how learning a language in such an environment is generally much more effective than teaching the language exclusively as a foreign language, this is something that would hopefully be beneficial.

To further increase these effects, one could employ the practice of letting senior students, who have attended the course before and have good command of the language, act as peer tutors to the students. This method has for a number of years been employed in a number of PBL courses at the University of Delaware, USA, where it was rated very highly by both students and tutors.¹

Another large advantage of PBL is that it encourages students to gain a deeper sense of understanding. Superficial learning is often a problem in language education, for example when students, instead of acquiring a sense of when and how to use which vocabulary, learn all the words they will need for the exam next week and then promptly forget them.

In a PBL classroom this is combated by always introducing the vocabulary in a real-world situation, rather than as words on a list, and by activating the student; students are not passive receivers of knowledge, but are instead required to actively acquire the knowledge. The feeling of being an integral part of their group also motivates students to learn in a way that the prospect of a final examination rarely manages to do.

In Problem - Based Learning (PBL),

1. Students develop substantially more positive attitudes toward the learning.
2. Students develop deeper understanding on the subject.
3. Students' knowledge and skills are more likely to be transferred later.

¹ D. Allen et al. Teaching with tutors (article & student and tutor comments). *About Teaching*, 1(50), Spring 1996.



4. Students tend to study for meaning rather than to reproduce assigned materials.

These outcomes stem from

- Increased students motivation
- Collaborative teamwork
- Teacher's coaching or tutoring
- Inherent benefits of using real - world problems

Lim and Lew's² article, "Does Academic Performance Affect the Challenges Faced by Students in their Initial Adaptation to a Problem-Based Learning Environment?", follows 1019 students in their first year at an unnamed local polytechnic school which uses PBL as its sole method in diploma programs. A quantitative survey conducted at the end of the first year questioned the challenges they faced in adapting to PBL pedagogy. The first result demonstrated that previous academic performance had no significant effect on the challenges faced by students and that PBL was not detrimental to weaker students but did show that weaker students outperformed stronger students in problem-solving skills. The second result demonstrated a strong correlation between teamwork and performance supporting the claim that good, positive interaction with others in the team leads to better performance, which is one of the core concepts of PBL pedagogy.

Egidius suggests that working with PBL prepares the student for work life and focuses on group processes between peers instead of the individual, which is advocated in today's modern workplace. PBL teaches from reality to knowledge, not the opposite which is common in lecture teaching, and solves the problem of connecting facts and issues associated with theory as well as assisting in long-term retention. In today's results-driven workplace, the ability to problem solve is a requirement for students entering the workforce and PBL has been shown to develop these essential skills. Egidius³ further suggests that the teacher's role is to provide the students not only with knowledge but to ensure that they have the ability to acquire it on their own. "We can thus very roughly distinguish between two types of training. One follows the PBL philosophy fully. The second type is a course where PBL is used as one of many forms of work in a teacher-guided instruction where PBL exercises can be a valuable complement to the teachers 'teaching'". Breton's⁴ article Some empirical evidence on the superiority of the problem-based learning (PBL) method supports the claim that PBL produces better results than lecturing in terms of students' perceptions of acquisition and retained knowledge, long-term problem-solving skills and grades. This study compares these parameters between traditional lecturing, exams, and assignments with a class taught using an approach. The case study material involved two accounting classes at the University of Montreal over a period of 15 weeks taught by the same teacher using the two different methods. This study shows that

² Lim, L.-A., & Lew, M. "Does Academic Performance Affect the Challenges Faced by Students in their Initial Adaptation to a Problem-Based Learning Environment?" Reflections on Problem-based Learning. 2012, p. 7

³ Egidius, H. Problembaserat Lärande- en introduktion för lärare och lärande. Stockholm: Studentlitteratur. 1999, p. 16

⁴ Breton, G. Some empirical evidence on the superiority of the problem-based learning (PBL) method. Accounting Education: An International Journal, 2010, p. 10-11



students from the experimental group have significantly better results in case-study questions as well as theory-based questions and considered the method to be useful over time.

Second language acquisition research and practice have long recognized the value of classroom interactions—among learners, between learners and teachers, and between learners and texts—for promoting language acquisition, particularly when these interactions involve negotiation of meaning. Such conclusions were reflected in the major shift toward communicative approaches in language teaching that began in earnest in the late 1970s (Brumfit and Johnson, 1979). More recently, some researchers and practitioners have turned to problem-based learning as a way to promote meaningful interaction in the second language classroom. When there is a focus on real-world issues and problems, the interactions that take place have been found to be more meaningful and authentic than interactions produced during activities such as assigned role plays or repetition of dialogues, and the expectation is that such interactions promote second language acquisition (Mackey, 1999; Nakahama, Tyler, and Van Lier, 2001). Because problem-based learning shifts the emphasis on learning activity from teachers to students, it can also help students become more autonomous learners who will transfer the skills learned in the classroom to their lives outside of the classroom. For adult English language learners in particular, carefully chosen problems directly related to their everyday lives can be not only highly motivating but also practical for them to work on.

Problem-based learning (PBL) stands out as it tackles problems using strategies reflective of real-life experiences and professional careers. While students acquire both language and subject-specific knowledge, they simultaneously develop strong problem-solving skills. Self-directed learning and collaboration equip students to be effective professionals upon entering the workforce. Those with experience in group dynamics, exploring multiple solutions, and applying critical thinking beyond simple recall hold a competitive edge, possessing skills essential for future success. Through independent study, research, and teamwork, language learning is invigorated, and creativity is nurtured. PBL encourages students to adopt the role of stakeholders, aiming to resolve a pre-defined problem and its associated conditions, all while advancing their language skills. In PBL, the path of inquiry is not fixed; instead, it emerges from students' own beliefs and questions, with one investigation inspiring further inquiries that may not have been initially apparent.

REFERENCES

1. D. Allen et al. Teaching with tutors (article & student and tutor comments). *About Teaching*, 1(50), Spring 1996.
2. Lim, L.-A., & Lew, M. "Does Academic Performance Affect the Challenges Faced by Students in their Initial Adaptation to a Problem-Based Learning Environment?" *Reflections on Problem-based Learning*. 2012, p. 7
3. Egidius, H. *Problembaserat Lärande- en introduktion för lärare och lärande*. Stockholm: Studentlitteratur. 1999, p. 16
4. Breton, G. Some empirical evidence on the superiority of the problem-based learning (PBL) method. *Accounting Education: An International Journal*, 2010, p. 10-11



5. Baxronova, M. . (2024). UNVEILING DYSPHEMISM: EXPLORING NEGATIVE CONNOTATIONS IN LITERARY LANGUAGE. *Current Approaches and New Research in Modern Sciences*, 3(7), 37–41. извлечено от <http://www.econferences.ru/index.php/canrms/article/view/17153>
6. Matluba Baxronova Axmedovna. (2024). THE USAGE OF THE WORD “PLAGUE” IN ENGLISH LITERARY TEXTS. *Web of Medicine: Journal of Medicine, Practice and Nursing*, 2(6), 1–10. Retrieved from <https://webofjournals.com/index.php/5/article/view/1490>
7. Temirovna M. P. THE ANALYSES OF MAIN CHARACTER IN CHRISTOPHER MARLOWE’S TRAGEDY “TAMBURLAINE THE GREAT” //Yosh Tadqiqotchi Jurnal. – 2022. – Т. 1. – №. 2. – С. 230-234.
8. Temirovna M. P. The correlation of historical truth and imagination in Christopher marlowe’s tragedy “tamburlaine the great”. – 2021.
9. R.Z. Gafurovna, DETECTIVE GENRE AND ITS PECULIARITIES. *International Engineering Journal For Research & Development*, 2021, https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=ifolPZsAAA AJ&citation_for_view=ifolPZsAAAAJ:u-x6o8ySG0sC
10. 2. Z.Ro'zimurodova, Description of youth problem in the novel" Martin Eden". ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 2021, pp. 206-210. https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=ifolPZsAAA AJ&citation_for_view=ifolPZsAAAAJ:d1gkVwhDpl0C

