ENHANCING PROFESSIONAL COMMUNICATIVE COMPETENCE OF STUDENTS IN TEACHING ENGLISH THROUGH PROBLEM-BASED LEARNING TECHNOLOGY

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Annotation. In the contemporary landscape of education, the emphasis on developing professional communicative competence among students has become increasingly paramount. Particularly in the realm of teaching English as a second language, educators are continuously seeking innovative methodologies to cultivate effective communication skills in their students. One such approach gaining traction is Problem-Based Learning (PBL) technology, which offers a dynamic platform for enhancing linguistic proficiency while addressing real-world challenges. In this article, some key aspects of how Problem-Based Learning technology contributes to improve the professional communicative competence of students in teaching English are discussed.

Key words: Problem-Based Learning, problem-solving, professional communicative competence, collaboration, communication, critical thinking, approach.

In today's interconnected world, mastering English language skills is more crucial than ever. English language learning and teaching in our country have been undergoing significant developments, driven by both government initiatives and societal changes. Our government has recognized the importance of English proficiency for international communication, business, and education. Efforts have been made to integrate English language learning into the national curriculum from primary school onwards. This includes the introduction of English as a compulsory subject in secondary schools and the provision of English language training for teachers. The curriculum for English language teaching has been undergoing revisions to align with modern teaching methodologies and international standards. There's a growing emphasis on communicative competence, critical thinking, and problem-solving skills rather than rote memorization of grammar rules and vocabulary. Technology is increasingly being incorporated into English language teaching in Uzbekistan. This includes the use of interactive multimedia resources, online learning platforms, and digital tools to enhance language learning outcomes and engage students more effectively. Recognizing the importance of well-trained teachers in delivering quality English language education, Uzbekistan has been investing in teacher training programs. These programs focus on equipping teachers with the necessary pedagogical skills, language proficiency, and knowledge of modern teaching methodologies. Our country has been fostering partnerships with

foreign educational institutions and organizations to enrich English language education. This includes collaborative projects, exchange programs for students and teachers, and opportunities for professional development. There have been efforts to promote multilingualism alongside English proficiency, recognizing the importance of preserving and promoting Uzbek language and culture while also embracing English as a global language of communication. With increasing globalization and the growing importance of English in various sectors such as tourism, business, and academia, there's a rising demand for English language proficiency among the country. This has led to a proliferation of private language schools, tutoring services, and self-study resources catering to learners of all ages, while there have been significant strides in English language learning and teaching in our country, challenges remain, including ensuring equitable access to quality education, addressing resource constraints, and sustaining momentum for ongoing improvements. However, the commitment to enhancing English language proficiency bodes well for the country's future engagement in the global arena. As English continues to solidify its position as the global lingua franca, the demand for proficient English speakers rises across various professional fields. Recognizing this demand, educators continually seek innovative approaches to enhance students' communicative competence. One such approach gaining traction is Problem-Based Learning (PBL) technology, which offers a dynamic platform for fostering language proficiency. This article delves into the significance of enhancing professional communicative competence in teaching English through Problem-Based Learning technology. Professional communicative competence plays a pivotal role in teaching English as a second or foreign language. This competence refers to the ability to effectively communicate in English within various professional contexts, such as educational settings, business environments, or academic fields. The importance of professional communicative competence in teaching English can be understood through several key aspects. Teachers with strong communicative competence can deliver instruction clearly and comprehensibly to students of diverse linguistic backgrounds. They can articulate concepts, provide explanations, and facilitate discussions in a manner that promotes understanding and engagement among learners. Effective communication skills enable teachers to create inclusive learning environments where all students feel valued and supported. Teachers who are proficient communicators can adapt their language and teaching strategies to accommodate students with varying proficiency levels, learning styles, and cultural backgrounds. Professional communicative competence empowers teachers to

facilitate student learning effectively. They can employ a variety of communicative strategies, such as asking questions, providing feedback, and giving clear instructions, to scaffold students' understanding and foster active participation in the learning process. Teachers serve as role models for language use in the classroom. By demonstrating proficient communication skills, including accurate pronunciation, appropriate vocabulary usage, and grammatical accuracy, teachers provide students with valuable linguistic input and set examples for language acquisition. Effective communication involves not only transmitting information but also engaging in critical thinking and problem-solving. Teachers with professional communicative competence can facilitate discussions, debates, and collaborative activities that encourage students to analyze information critically, evaluate arguments, and develop independent thinking skills. Problem-Based Learning (PBL) technology is an instructional methodology that places learners at the center of the learning process, presenting them with authentic, real-world problems or scenarios to solve collaboratively. Unlike traditional approaches that rely heavily on teacher-led instruction and rote memorization, PBL technology empowers students to actively engage with content, apply their knowledge in context, and develop essential 21st-century skills. At the heart of PBL technology lies the principle of authentic learning. By immersing students in meaningful, relevant problems or tasks, PBL technology creates opportunities for students to connect theory with practice, bridge the gap between classroom learning and real-world application, and develop a deeper understanding of language concepts and skills. Moreover, PBL technology promotes interdisciplinary learning, allowing students to draw upon knowledge and skills from various disciplines to solve complex problems. Problem-Based Learning (PBL) technology represents a transformative approach to language education, providing learners with opportunities to engage authentically with language, develop essential skills, and prepare for success in a rapidly changing world. By embracing PBL technology, educators can cultivate lifelong learners who are equipped to navigate the complexities of language and communication in diverse professional and social contexts. If we look at its history, the PBL process was developed for medical education and has since been broadened in applications for other programs of learning. The process allows for learners to develop skills used for their future practice. It enhances critical appraisal, literature retrieval and encourages ongoing learning within a team environment. The PBL tutorial process often involves working in small groups of learners. Each student takes on a role within the group that may be formal or informal and the role often alternates. It is focused on the student's

reflection and reasoning to construct their own learning. The role of the tutor is to facilitate learning by supporting, guiding, and monitoring the learning process. The teacher aims to build students' confidence when addressing problems, while also expanding their understanding. This process is based on constructivism. PBL represents a paradigm shift from traditional teaching and learning philosophy, which is more often lecture-based. The constructs for teaching PBL are very different from traditional classroom or lecture teaching and often require more preparation time and resources to support small group learning. Alignment of Problem-Based Learning (PBL) with Communicative Language Teaching principles and the Communicative Competence Model underscores a shared focus on promoting meaningful communication, authentic language use, and learner-centered instruction. Both PBL and CLT prioritize authentic communication as the primary goal of language learning. In CLT, learners engage in communicative tasks that mirror real-life situations, emphasizing the use of language for genuine purposes. Similarly, PBL presents learners with authentic problems or scenarios that require them to communicate, collaborate, and negotiate meaning to arrive at solutions. By immersing learners in meaningful contexts, both approaches facilitate the development of communicative competence. CLT emphasizes interactive and collaborative learning environments where learners engage in communicative activities with peers. Likewise, PBL fosters collaboration among learners as they work together to analyze problems, generate solutions, and communicate their ideas. Both approaches recognize the value of interaction, negotiation of meaning, and peer collaboration in language learning. Problem-Based Learning (PBL) aligns closely with Communicative Language Teaching principles and the Communicative Competence Model by promoting authentic communication, task-based learning, interactive and collaborative learning environments, integrated language skills development, learner autonomy, and cultural awareness. By integrating PBL with CLT principles, educators can create rich and engaging language learning experiences that prepare learners to communicate effectively in real-world contexts.

PBL technology exposes students to authentic language use situations, mirroring real-life teaching scenarios. Through interactive tasks and simulations, students engage in meaningful communication, honing their language production and comprehension skills. By contextualizing language learning within relevant, real-world problems, PBL technology enhances students' ability to apply linguistic knowledge in practical contexts. This approach fosters a deeper understanding of language use and cultivates adaptability in diverse communicative settings. This

approach encourages collaborative problem-solving, promoting peer interaction and communication. Working in teams, students exchange ideas, negotiate meaning, and construct shared understanding, thereby refining their interpersonal and communicative skills. PBL technology stimulates critical thinking by prompting students to analyze problems, evaluate solutions, and reflect on their learning processes. Through structured reflection activities, students develop metacognitive awareness and refine their communicative strategies, fostering continuous improvement in language proficiency. Leveraging digital tools and multimedia resources, PBL technology offers a rich learning environment that caters to diverse learning styles and preferences. Students engage with audiovisual materials, online simulations, and interactive platforms, enhancing their multimodal literacy and communicative repertoire. Emphasizing the transformative potential of Problem-Based Learning (PBL) technology in enhancing students' professional communicative competence in teaching English underscores the significant impact this innovative approach can have on language education. By leveraging PBL technology effectively, educators can cultivate a range of essential skills and competencies that are crucial for success in teaching English as a second or foreign language. Problem-Based Learning technology holds immense transformative potential in enhancing students' professional communicative competence in teaching English. By providing authentic language practice, fostering critical thinking and problem-solving skills, promoting collaborative learning environments, incorporating multimodal communication, facilitating authentic assessment, and promoting cultural competence, PBL technology empowers students to become effective communicators and educators capable of navigating the complexities of teaching English in today's globalized world.

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