

# PROBLEMS IN TEACHING FOREIGN LANGUAGE

Elena A. Veliyeva,

Azerbaijan State University of Oil and Industry, Azerbaijan

DOI: [https://doi.org/10.31435/rsglobal\\_ws/28022020/6935](https://doi.org/10.31435/rsglobal_ws/28022020/6935)

## ARTICLE INFO

**Received:** 20 December 2019

**Accepted:** 11 February 2020

**Published:** 28 February 2020

## KEYWORDS

cognitive,  
creativity,  
activity,  
perceive,  
allow,  
distinguish,  
interaction,  
relevant.

## ABSTRACT

This article discusses the problems of teaching a foreign language at a technical university at the present stage. The problem of deepening cognitive activity, strengthening the independence and creativity of students is one of the stimulating tasks in pedagogy. The modern orientation of education towards the formation of a person's competence in activities and communication presupposes the creation of didactic and psychological conditions in which a student can show a personal position, individuality, express himself as a subject of training. And, namely, the student is involved in the process of educational activity with varying degrees of activity.

The article also describes three levels of cognitive activity of students: reproducing, interpreting and creative. The first level, reproducing, is characterized by the desire of students to understand, remember, reproduce the acquired skills, mastering the ways of performing actions on the model. The interpretation level implies a desire to comprehend the meaning of what is being studied, to apply knowledge and mastered methods of activity in new educational conditions. The creative level, on the other hand, provides students with a readiness for a theoretical understanding of knowledge, an understanding of the connections between objects and phenomena, an independent search for solutions to problems. The article analyzes passive and active learning, depending on the level of cognitive activity of students in the educational process. With passive learning, the student acts as an object of educational activity (monologue lectures, reading literature, demonstrations) and does not perform any problematic, search tasks. With active learning, the student becomes the subject of educational activity, enters into a dialogue with the teacher, actively participates in the cognitive process, performs creative, search, problem tasks.

Moreover, in this article, based on the objective laws of the process of cognitive activity of a person, information on problem education is given. And, namely, the basis of the theory of problem-based education is: 1. purposefulness (i.e. not one goal is to study the material, but several - educational, educational, developing); 2. The problematic structure of educational material; 3. A combination of creative and reproductive teaching methods; 4. duality of the learning process (the listener is not a passive object of pedagogical activity, but an active subject of the learning process); 5. The corresponding structure of knowledge; 6. systematic motivation for learning (the formation of students' cognitive needs and interest in knowledge).

It is also noted that when implementing the principle of problem-based learning, a whole series of psychological and related problems arise, primarily with the creation of a problematic situation corresponding tasks to be solved. This article provides solutions to these problems.

**Citation:** Elena A. Veliyeva. (2020) Problems in Teaching Foreign Language. *World Science*. 2(54), Vol.2. doi: 10.31435/rsglobal\_ws/28022020/6935

**Copyright:** © 2020 Elena A. Veliyeva. This is an open-access article distributed under the terms of the **Creative Commons Attribution License (CC BY)**. The use, distribution or reproduction in other forums is permitted, provided the original author(s) or licensor are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.

Problems in foreign language teaching are deserved to be submitted as the samples in students' cognitive activity at technical university in modern conditions.

The problem of cognitive activity enhancement, students' independent strengthening and creativity is one of the forcing tasks in pedagogy. Up-to-date coordination of education to construct the competence is the readiness and ability of the person to activity and communication. It assumes to create the suitable conditions in which the student can conduct not only mental and educational activity, but also have an individual position and distinctly original abilities to express itself as the subject of training.

The trainee is included into educational process with different levels of activity. There indicates reproductive-imitative, search-and-perform and creative levels of students' activity in pedagogy, which correlates with one of the objectives in teaching techniques. There also distinguish three types of comprehensive activity: reproducing, interpreting and creative. **The reproducing** level is characterized by the students' abilities to understand, remember, reproduce the acquired knowledge, and improve the ways of display their actions on the pattern. **The interpreting** level admits the aim to understand the meaning of the learned material, to gain knowledge and to use the applied activity methods in the new educational conditions. **The creative** level ensures the students' readiness to understand language theory, to perceive the link between themes and phenomena in individual searching for problem solving. Passive and active study are distinguished in an educational process depending on the level of students' cognitive activity. In passive study, the trainee acts as the main object of educational activity (lectures-monologues, home reading literature, demo-presentations) and does not solve any issue or find tasks. In active learning, the trainee becomes a center of educational process, both in teacher-centered and student-centered activities. A student actively participates in the cognitive process. The problem training theory consists of many characteristics of individual and total training (for example, subject-subject principle of interaction between a teacher and students that motivates teaching, etc.) and reflects the achievement of the general goal in any educational system - development of students' personality.

Speaking about problem in teaching foreign languages as a natural integral component of this process, it is necessary, first of all, to create a psychological installation of the teacher on a new type of teaching - a "holistic type of training". Let us give a complete definition of this type of training in this paper. The most important categories of a problem training theory, internally connected with other categories of didactics, are considered to be: a problematic situation, an educational problem, a hypothesis, a proof, and a cognitive autonomy. The problem is based due to the objective regularities of person's cognitive activity process and a didactic principle. The basis of problematic learning theory is:

1. Goal-setting (i.e. not one purpose material study, but educational, developing);
2. Problem structure of educational material;
3. Combining creative and reproductive learning methods;
4. Binariness of the learning process (the listener is not a passive object of pedagogical influence, but an active subject of the learning process), student-centered
5. Relevant structure of knowledge;
6. Systematic motivation of teaching process (formation of students' cognitive need and interest in knowledge).

When implementing the principle of problems in training, a number of psychological and related problems arise with the creation of a problematic situation to be solved. In order to create and solve the problematic situation, it is necessary to observe three conditions: the subject has a cognitive need. There are certain physical, intelligent, operational possibilities for solving the problem. In other words, the subject, namely, the student, must be put in a situation of intellectual difficulty from which they themselves must find the way out. With this approach, students are not given ready-made rules and structures. Students are only assisted in developing these rules for themselves. The creative work on the problem is performed on the basis of solving problems in analysis, comparison, generalization and systematization. It is successful when there is a problematic situation. However, the problem is not always raised. This happens in cases where problems are not interesting for students, and they are not related to their lives, and when students have too low level of knowledge to solve this problem. Moreover, on the contrary, they quickly find a solution and they are not interested in further course of reasoning. There are various options for setting and solving the problem.

Solving the problem in the educational problematic situation involves several stages. The first is the task understanding formulated in a ready form by the teacher or determined by the student himself. The second is the "acceptance" of the task by the student, which must be solved by him individually. It must be understood and accepted. The third is its solution, which should cause emotional experience (better satisfaction than frustration, dissatisfaction with itself) and desire to set

and solve one's own task. The mandatory component is the control of decision correctness. Here, it is essential to note the role of task formulation for its correct understanding and acceptance.

For example, if students read the text on a new type of drilling rigs developed and used abroad and were given the task of expressing their opinion on whether such rigs could be applied in a particular region of the country, then to formulate that opinion (to demonstrate your erudition, ability to analyze, that is, to express yourself as a person) will need to solve a rather complex technical problem.

Speaking about the problem of teaching a foreign language, it is necessary to pay attention to the fact that the solution of the problem can relate to all components of the psychological content of foreign language speech activity: its subject matter - meaning content; facilities - language vocabulary and grammatical units; methods of forming and formulating an idea. Accordingly, different levels of a problem and problematic situations can be determined depending on the greater or lesser complexity of the problem being solved. The first of them can be the level of creation in a problematic situation on a well-known subject of speech by familiar means, i.e. language units (for identification, updating of new unknown methods in idea formation and formulation). The second may be the level at which the student knows the methods worked out in advance to form and formulate an idea by means of familiar language, new meaning content, thought, topic of speech. At this level, the problematic situation may also involve finding more complex ways to form and formulate thought at more complex levels in foreign language speech. At the third level of this hierarchy, the solution of substantive tasks is set by the problematic situation and understood by students as their own personal problems that can be carried out and searched.

The following methods of creating problematic situations are identified: encouraging students to theoretical explanation of phenomena, facts, external mismatch between them. They are:

- using educational and life situations that arise when students perform practical tasks in educational or scientific activities;
- setting educational problematic tasks aimed at explaining phenomena or finding ways of their practical application;
- encouraging students to analyze facts and phenomena of reality that create a contradiction between life and scientific concepts about these facts;
- hypothesizing, formulating conclusions and testing them; motivation of students to comparison, comparison and opposition of the facts, phenomena, rules of actions as a result of which there is a problematic situation;
- familiarizing students with facts that seem inexplicable and have led in the history of science to the presentation of a scientific problem;
- organization of interactive subject communications;
- varying tasks, reformulating the question.

Examples of problematic situations are:

1. You are a process engineer at the oil refinery, explain why hydrogen and carbon should be cracked into fractions in the chambers.
2. There are different methods of interview during employment, select the best one suggested when taking into account the described production conditions.
3. You are the HR manager, select the best applicant for the work center, taking into account the specifics of production.
4. Write CV, indicating your strengths and weaknesses.
5. Develop your way of conquering the European oil market.
6. Improve safety instructions for oil production.
7. Prepare an alternative fuel presentation.

Problem learning as a way to enhance students' cognitive activities has an additional optimization principle depending on it, which is best called the incorporation principle. The latter implies to teach a foreign language at a technical university on the purpose that can improve its effectiveness, out of the general system potential, regardless of whether the borrowing element has been created. Furthermore, we take into account the objectives and conditions of teaching in these educational institutions or for completely different purposes. That is, if the task involves the personal students' importance and reflects a problem and the issues of narrow specialization, then such a task will always be problematic.

Thus, among the main characteristics of the modern learning process, a problem is one of the leading causes. It is the problematic learning that contributes not only to the activation of students' cognitive abilities in the context of the education development, but also the realization of the tasks

outlined in the Concept of Modernization in Azerbaijan Education. That is, the focus is not so much on students' learning a certain amount of knowledge, but also to the development of their personality, cognitive and creative abilities, experience acquisition of independent activity and personal responsibility, formation of modern key competences in the professional sphere.

#### REFERENCES

1. Maksimova V.N. Problematic approach to training. SPb., 2012.
2. Mahmoud M.I. Problem Learning. M.: Pedagogy, 2007.
3. Mochalova N.M. Methods of problem training and limits of their application. M.: Pedagogics, 2000.
4. Lebedeva I.S. Theses, St. Petersburg Mining Institute, Russia, 2017