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DEVELOPING LANGUAGE SKILLS THROUGH PROBLEM-BASED LEARNING TECHNOLOGIES

Abstract. The development of language skills in modern education requires innovative pedagogical approaches that promote active learning, critical thinking, and meaningful communication. Problem-Based Learning (PBL) has emerged as an effective learner-centered methodology that integrates real-life problems into the educational process, encouraging students to use language as a tool for inquiry, collaboration, and solution-building. This article explores the theoretical foundations of problem-based learning technologies and analyzes their role in developing key language skills, including speaking, listening, reading, and writing.

Keywords: problem-based learning, language skills, communicative competence, learner-centered education, educational technologies.

Аннотация. Развитие языковых навыков в современном образовании требует инновационных педагогических подходов, способствующих активному обучению, критическому мышлению и содержательному общению. Проблемно-ориентированное обучение (ПОО) стало эффективной методологией, ориентированной на учащегося, которая интегрирует реальные проблемы в образовательный процесс, побуждая студентов использовать язык как инструмент для исследования, сотрудничества и поиска решений. В данной статье рассматриваются теоретические основы технологий проблемно-ориентированного обучения и анализируется их роль в развитии ключевых языковых навыков, включая говорение, слушание, чтение и письмо.

Ключевые слова: проблемно-ориентированное обучение, языковые навыки, коммуникативная компетентность, образование, ориентированное на учащегося, образовательные технологии

Introduction. In the context of globalization and digital transformation, language education is increasingly expected to go beyond memorization of grammatical rules and vocabulary. Modern learners must develop functional language skills that enable them to communicate effectively in academic, professional, and social environments. Traditional teacher-centered approaches often fail to provide sufficient opportunities for meaningful language use, resulting in passive learning and limited communicative competence.

Problem-Based Learning (PBL) offers an alternative pedagogical model that aligns with contemporary educational goals. Originally developed in medical education, PBL has been widely adopted across disciplines, including language teaching. By engaging learners in solving authentic and complex problems, PBL transforms language from an object of study into a medium of communication and cognitive activity. This article examines how problem-based learning technologies contribute to the systematic development of language skills.

Problem-Based Learning is grounded in constructivist learning theory, which emphasizes knowledge construction through active engagement and social interaction. According to this approach, learning occurs most effectively when students are confronted with meaningful problems that require inquiry, discussion, and reflection.

Key principles of PBL include:

➢ learner-centered instruction;

➢ learning through real-world or simulated problems;

➢ collaborative work in small groups;

➢ the teacher's role as facilitator rather than information provider;

➢ integration of knowledge and skills across disciplines.

In language education, these principles support the development of communicative competence by encouraging learners to negotiate meaning, express ideas, and interpret information in authentic contexts.

PBL naturally promotes oral communication, as learners must discuss problems, share perspectives, and present solutions. Group discussions, debates, and oral reports require students to use language spontaneously and purposefully. Listening skills are simultaneously developed through peer interaction, as learners must comprehend different viewpoints and respond appropriately [2, 84].

Problem-based tasks require learners to work with a variety of texts, including academic articles, case studies, instructional materials, and data sources, in order to understand a given problem and develop appropriate solutions. In this process, reading is not an isolated activity but a purposeful and goal-oriented skill closely connected to problem solving. Learners read texts with a clear objective: to identify key information, recognize relationships between ideas, and evaluate the relevance of the content to the problem at hand.

Such tasks promote the development of advanced reading strategies. Skimming enables learners to grasp the general meaning and structure of a text, while scanning helps them locate specific facts, figures, or arguments efficiently. At the same time, critical reading skills are strengthened as learners assess the credibility of sources, interpret implicit meanings, and compare different perspectives. As a result, problem-based reading activities foster deeper text comprehension and encourage learners to use reading as an active cognitive tool rather than a passive process.

Writing in PBL contexts is goal-oriented and contextualized. Learners may be required to produce reports, proposals, reflections, or summaries. Such tasks develop not only grammatical accuracy but also coherence, argumentation, and genre awareness.

The integration of PBL technologies in language education offers several advantages:

✓ increased learner motivation through meaningful tasks;

✓ development of critical and analytical thinking skills;

✓ improvement of collaborative and social communication abilities;

✓ enhancement of learner autonomy and responsibility for learning;

✓ contextualized and functional use of language.

Furthermore, digital PBL technologies, such as online collaborative platforms, virtual simulations, and multimedia resources, expand opportunities for interaction and access to authentic materials.

Despite its benefits, implementing PBL in language classrooms presents certain challenges. These include increased preparation time for teachers, the need for well-designed problem scenarios, and difficulties in assessing individual language performance in group work. Additionally, learners with lower language proficiency may initially experience anxiety or cognitive overload.

To address these challenges, teachers should provide scaffolding, clear task instructions, and appropriate language support. Assessment strategies should combine formative and summative methods, focusing on both process and outcomes.

Conclusion. Problem-Based Learning technologies represent a powerful approach to developing language skills in modern educational contexts. By placing learners in active problem-solving situations, PBL fosters meaningful language use, communicative competence, and higher-order thinking skills. The integration of PBL into language education not only enhances linguistic development but also prepares learners for real-world communication and lifelong learning. Future research may focus on empirical studies examining the long-term impact of PBL on language proficiency across different educational levels.

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