

## General Functions of Problem-Based Foreign Language Learning

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**Abstract:** This article discusses the general tasks of problem-based learning of a foreign language. Recommendations have been developed regarding the application of problem-based learning in the activities of pedagogues.

**Keywords:** education, problem-based education, pedagogical activity, educational technologies, method, methodology, innovative technologies.

Innovation and development are always the need of the hour in teaching foreign languages, as in any other subject. Considering the high attention paid to a foreign language today, this becomes even more important. Technologies of problematic foreign language teaching are developing based on this need. Problem-based learning, as in all subjects, makes students more interested in the subject. It is necessary to pay attention to the following aspects in problem teaching.

- Improving the intellectual response and productivity of students. In other words, special attention is paid to independence in cognition and creativity of students;
- Formation of a developed personality in a comprehensive aspect of its understanding;
- Assimilation by students of methods of practical and mental activity and a system of knowledge in the field of a foreign language;
- Formation of the dialectical directive of thinking of students of a foreign language.
- In addition to general (basic) functions, the method of problem-based teaching of a foreign language implies the presence of so-called special functions.

Problem-based learning is one of the modern learning technologies. Its use during lessons leads to great success in language acquisition. The main features of problematic learning technologies are as follows:

- Education of abilities to creative application of the received knowledge. This functional point implies the use of a system of both individual manifestations of creative activity and logical techniques;
- Formation and accumulation of certain experience in the activity of a creative orientation (display of artistic reality, solving the practical aspects of the problem and mastering the methodology of scientific research);
- Developing the skills to apply creative knowledge (applying the acquired knowledge in a new or non-standard situation) and the direct ability to solve emerging educational problems;
- Formation of motives for moral, social and cognitive needs, as well as motivation for learning.

All the above functions are carried out in a variety of theoretical and practical activities of the student.

To achieve this goal, the main provisions of the problematic method were established, its types and types characterizing the formation of dialogic skills were considered. An important fact that we managed to find out was that it is necessary to take into account the age and psychological characteristics of students. All of the above allows us to conclude that the problematic method of teaching a foreign language helps to increase the independence of students, develops the cognitive component of motivation for learning, differentiates and individualizes learning, forms theoretical, logical and intuitive thinking; is able to stimulate the education and further progress of creative abilities and develop in students the ability to independently come to a solution to a speech-thinking problem. It became known that interpersonal communication embodies the leading interest of students, and the solution of problematic tasks while teaching a foreign language acts as an incentive for children to communicate and makes it possible to manifest itself. In conclusion, it should be noted that it was possible to prove the main thing: the use of certain types of problematic tasks in the process of teaching a foreign language, which are aimed at the development of dialogic speech, contributes to the successful formation of a different plan of speaking skills in different dialog types.

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