

## **PROBLEM EDUCATION AND THE LEARNER'S COGNITIVE ACTIVITY**

Zhunisbekova D.A., Kusherbaev T.A. (IP-20-6R), Babakhan A.M. (ZhT-20-1R)

*M. Auezov South-Kazakhstan state university  
Shymkent, Kazakhstan*

The contemporary requirements demand preparation of learners for individual creative thinking, based on self-evaluation, self-perception and self-regulation, which constitute the ground of the non-stop cognitive activity so necessary in performing the future academic functions.

The present requirements to training teachers are aimed at developing the innovation culture of future specialists. In the context of the present day challenges, facing the system of education, the potential of problem-based learning seems to be the most promising due to the fact that it has the best capacity in organizing the self motivated continuous improvement of learner's cognitive activity by means of problem solving of tasks, encountered in the course of learning. Together with the knowledge increase the learner improves motivation and especially, thinking, thinking skills being the aim of problem-solving process.

All types of thinking are supported by the necessity of using more and less detailed discourse, accompanied by intentions of speech-moving impulses, and usually repeated thinking. There is some definite level of intensive speech activating variations, which enhances thinking operations, providing them with maximum of speed, exactness and success of performance. So, the lack of appropriate lexis slows down the process of thinking, which also provokes the inexpressiveness of speech.

The creative language learners should be able to combine responses or ideas in the new ways, and to use elaborate, intricate, and complex ideas and thinking patterns. As for the critical language learners, they must be able to

carefully and deliberately determine to accept, reject or suspend judgment about a claim. Critical language learners must also be able to identify and cite good reasons for their opinions and answers, correct themselves and others' methods and procedures, and adapt to uniformities, regularities, irregular circumstances, special limitations, constraints and over-generalizations.

The roles of the teachers have an enormous amount of responsibilities in classrooms. They determine and dictate the content, activities and processes of teaching and learning in classrooms. It is the teachers who decide on the aims, goals, and strategies of teaching to be implemented in classrooms. If teachers decide to produce learners who would obtain good results in their examinations, their contents, activities and strategies of teaching would greatly differ from the ones who decided to develop creative and critical language learners.

So the conclusion is that the only element needed to address this issue is the change of teachers' attitudes towards of students, pedagogy, and themselves as teachers. Some teachers tend to assume that the learners do not have any or little prior knowledge and experiences regarding the subject matter that is going to be taught in classrooms.

Such teachers do not appreciate the learners' own unique experiences, and concepts, notions and views of the world. Teaching, which does not acknowledge each learner's individuality, will often lead a boring and unimaginative language classroom because of the minimal participation and involvement of learners. The learners will feel left out and assume their opinions and beliefs as not relevant or important enough to be heard in the classroom. Eventually, this would pave the way to a molding process of passive language learners, and be a cause to the detriment of creative and critical thinking.

Teachers could gain much by listening to the learners' opinions and beliefs. The obvious one being the enrichment of experience, ideas and thoughts in a discussion of an issue. For this to flow without hindrance,

teachers should develop a mutual relationship with their learners. This means that teachers need to consider learners as individuals who are equals in a situation of genuine two-way communication. Besides that, it must also involve respect and characterizes the communication in a manner which is humble, open and focused on collaborative learning, More importantly, the learners learn from the teacher, and the teacher learns from the learners.

Teachers tend to adopt the pedagogy of answers because they are sometimes afraid of questions to which they are unsure to answer, and also because the questions often do not correspond to the answers they already have. Thus, it is extremely vital that teachers have positive beliefs and attitudes towards questions. They should also be prepared to ask questions in different ways in order to enhance the cognitive development of learners by using specific terminology, posing critical questions and creating new conclusions to structure perceptions.

Teachers need to believe that their major roles are to think, guide, initiate, facilitate and encourage the learners. This will put them in a right frame of mind and lead the learners into becoming a community of collaborative inquirers.

The best problem-posing methodology is to develop critical and creative language learners. This is based on the life situations and realities of learners whereby their life situations are made into problem-solving situations. It concentrates on showing learners that they have the right to ask questions. The process of problem-solving begins when the teacher listens to learners' issues. The learners should use the following steps of the problem-posing methodology: description of the problem, personalization the problem, discussion of the problem, discussion of the alternatives of the problem.

### **Literature**

1.Galskaya N.D. Modern methods of teaching foreign language. – N., 2000. – 280 p.