TEACHING PRODUCTIVE SKILLS TO ESP STUDENTS IN HIGHER EDUCATION THROUGH PROBLEM SOLVING TASKS

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ABSTRACT

The article offers an analysis of theoretical views on teaching productive skill – speaking, writing with problem solving tasks to students of non-linguistic specialties. It is known that problem solving is a teaching methodology that develops critical thinking and communication, contributes to the development of written and oral communication skills, and improves skills cooperation and teamwork. The author draws attention to the fact that classes using problem solving techniques put students in real life situations by teaching them productive skills such as the ability to conduct a business meeting, writing report to the company, negotiate, prepare and deliver presentations.

KEYWORDS: *Teaching Productive Skills, Interactive Learning, ESP Students, ESP Classes, Foreign Languages, Problem Solving Tasks, Real Life Situation, And Problem Solving Situations, Teacher, Written And Oral Communication.*

INTRODUCTION

Teaching productive skill in interactive learning is a special form organization of educational and cognitive activities. The goal is to create conditions of learning which ESP students feel their successes, intellectual growth, it makes the learning process is productive. During teaching productive skill in the interactive lesson, the teacher should use the following interactive forms: round table (discussion, debate), brainstorming, business and role-playing games, writing different tasks, problem solving, master class, project method [2], answer to the question, case-study (analysis of specific situations, situational analysis). Problem solving is one of the most effective methods of interactive learning in teaching productive skills... The essence of the method consists in the independent activity of students in foreign language that combines theoretical training and practical skills, necessary for the creative activities of the ESP specialists. In the scientific literature, it can be found various definitions of the problem solving.

So, A.P. Panfilova considers problem solving is the method of situational learning and it highlights the method of problem solving analysis [5, p. 43-53]. T.N. Gorbatov and S.V. Rybushkina notes: "In the absence of a linguistic environment, this method provides a real opportunity to use active oral and written practice, which is needed by future ESP specialists to form a professional communicative competence in a foreign language" [3, p. 741]. M.V. Zolotova believes that "this method is an integrated professional approach that develops writing and speaking and listening skills"   [7, p. 3]. M. Dolgorukov defines the problem solving as an "advanced" teaching method and highlights its strengths:

- the ability to work in groups on a single problem area;

  Using the principles of problem learning;

- the opportunity for students to obtain not only knowledge, but also a deep understanding of theoretical concepts;

- The ability to create your own models of activity, development of skills for simple generalization of information [1].

The problem solving is an interactive teaching method using real social, economic and business situations for ESP learners. Students must independently investigate the situation, understand the problem, suggest possible solutions and choose the best one in writing and speaking tasks. The usage of the problem solving in foreign language learning for ESP students is as follows [4]:

- the usage of this method improves knowledge of a foreign language;

- apply it in the professional field especially secondary purpose learning;

- develop creative thinking, teaches students to think in language;

- conduct presentations (the ability to present work in a foreign language);

- formulate questions;

- lead discussion, reasoning answers;

- improve the skills of productive professional sources in a foreign language and processing information on the specialty;

- work as a team and develop a collective solution;

- Carry out individual and group independent work of students.

Teaching productive skills with problem solving in ESP classes.The method is excellent for studying productive skills and is aimed not only so much on the development of specific knowledge or skills, but also it develop general intellectual, oral and written communicative potential of ESP students and teachers. The essence of the method consists of teaching of productive skill activities in the artificial creating professional environment and makes it is possible to combine theoretical training. Furthermore, studying productive skills with problem solving is necessary for creative work of ESP learners in the professional field.

Problem solving is not universal and it is used successfully only in combination with other methods of teaching productive skills, because it does not provide for mandatory normative knowledge language in itself. The problem is to choose topics for the problem solving that are

not too difficult to understand and level of ESP students. Thus, ESP students consider independently the problem that given in the situation, delves into it, they can predict and demonstrate their decisions, which are submitted for discussion.

Two different types of problem solving can be distinguished in the study:

1. The problem solving help ESP students to acquire based on the content of the materials which given problem solving with productive skills.

2. Conducting skills negotiations, interviews, writing different tasks, problem solving or decision-making and those that allow the teacher to independently choose methodology and training strategy in ESP group of students [6].

Goal setting in the teaching productive skills before choosing a problem solving topic, it is necessary to determine the purpose of the ESP lesson. The most interesting problem solving activities are those that allow for several different estimates of the same situation, leading to several equal conclusions, each of solutions assumes different algorithms for subsequent actions. The problem solving activities are detailed stories about a specific situation with data sampling or unresolved, provocative problems, situations or questions. Information should be complete sufficiently and the situations should not complete as not to allow students to discuss or research it. Problem solving studies focus on one problem and have a clear statement of the given question. Usually those problem solving are chosen the objectives of the ESP lessons, allowing ESP students apply what they learn in practice.

Preparatory stage for teaching productive skills ESP students may not be familiar with problem solving or may not be ready for teamwork. To conduct successfully speaking and writing classes with problem solving, it is necessary to identify the knowledge, abilities, the level of linguistic and social competences of ESP students. If ESP students have not experience in conducting problem solving, teacher recommends starting with a simple problem solving, discuss goals and methods for choosing a specific topic for the lesson. The problem solving should be written or spoken in understandable language, using familiar terminology. First of all, a problem solving is drawn up: it is indicated the situation, the goals and objectives, the actors are indicated, their characteristics are given; describing activities of each participant; links are given to sources of information. The teacher who draws up or chooses the type of problem solving should analyze the material, while remembering audience for which the problem solving was compiled. Thus, the student needs to consider independently the problem given in the situation, collect information, develop and present the result of their work for discussion.

Teaching productive skills with using problem solving are divided into three parts.

a) Introductory lesson - preparation of a problem solving, introduction to problem solving analysis and preliminary study.

b) The lesson itself using problem solving is divided into sections, which include meetings (meetings), presentations, conclusions are drawn, written and recommendations are discussed, students interact in their group.

c) Analysis of the lesson - the teacher analyzes language speech and errors in oral and written speech, mistakes in writing, management skills and the correctness of the preparation of written documents.

1.   **Introductory lesson** - It is very important that problem solving is prepared in advance so that each student knew what his role was. It is not enough to give

Problem solving situation to students and hope they will understand how to work with it. This is a mistake of many educators unfamiliar with situation. Here is a list of steps that should be done during the introductory session.

A)   Teacher read carefully problem solving with students. Parse lexical or grammatical questions. Teacher can also ask students to provide background information in a visual form on the board or on a drawing to get a clear picture of the company, the problems of which will be discussed.

B)   Provide students with information on how they should analyze the problem solving. Below is an example of how to help students do this.

Read the problem several times.

 Identify the main questions / problems.

State the goals.

- Identify options for discussing issues.

- Develop criteria for evaluating the selected options.

- Choose the best option.

- Decide how the option should be implemented.

- Make an action plan to address problems.

C)   Preliminarily disassemble the vocabulary required to discuss this problem solving, there is many books for teaching the skills of productive skills – meeting, discussion, writing tasks for different purposes, writing solutions for obstacle, presentations, negotiation, debate. It is important to choose a vocabulary richness that is worth focusing on specific vocabulary.

- Refer students to websites so that they read useful information on the topic. A web search will help them find any number of interesting sites. If students have access to electronic libraries, it should be advised to read certain books. It gives aid to ESP students to give written and oral speech during the class.

- Brainstorm key concepts such as the types of meetings, holding business meetings, using the necessary verbs, etc.

- Switch to the language of business meetings - to familiarize students with the necessary vocabulary for both the chairman of the meeting and for its participants, phrases expressing contradiction, disagreement, interruption of the interlocutor, giving the direction to speakers, etc.

- To acquaint students with the meeting documents - with the form and content of the agenda day, minutes of the meeting and letters-reminders of the meetings.

- Divide students into small groups: either ask students to formed groups, or form groups based on lists.

2. THE LESSON THAT DEVOTED TEACHING PRODUCTIVE SKILLS USING THE PROBLEM SOLVING.

Students must be split in two small groups (maximum six students) to discuss different aspects of problem solving. Thus, one should find problem solving situation that has two separate parts. The teacher should remind students that they do not have all the information they need to solve the problem-situation, but based on the existing can make recommendations and come to preliminary decisions. ESP teacher can inform students in real life business situation which have not a complete set of facts that necessary to solve the problem.

One and a half hour ESP classes for teaching productive skills with problem solving are divided into three half-hour parts:

- meeting (30 minutes): groups A and groups B meet to discuss their role in the process of solving this problem situation;

- presentation (15 minutes per group): Firstly, group writes opinions, comments and presents findings to the other group, and vice versa;

- Discussion (30 minutes): all students get together to discuss or write the results and make recommendations.

3. Analysis of the Lesson. All classes that conducted using problem solving should be analyzed from the point view of the using vocabulary in oral and written presentations of students, meeting and presentation skills and language of documents and written communications (visualization tools, agenda, meeting minutes). Consider these elements more in detail.

Language: There are various ways to deal with mistakes. The teacher can design exercises for grammar and vocabulary training taking into account inaccuracies or analyze the main mistakes and explain the correct forms of lexical and grammatical designs.

Management skills: The instructor should talk to students about how to improve these skills. It is also necessary to draw students' attention to body language, making eye contact with listeners, etc.

Written communication: After verification written works that were done during ESP lesson and at the end of the ESP lesson that hold according to the problem solving situation, the teacher can focus on issues such as the difference between oral, written speech and features styles of speech. The teacher needs to analyze written documents, name visualization tools, agenda and minutes meetings.

The problem solving has been used for many years for ESP students – business school, law schools, medical schools and social studies, but it can also be used in teaching productive skills where teachers want students to understand how apply the knowledge gained to real-life situations. The problem solving is presented in many formats from a simple question "What have you done in this situation?" To a detailed description situations with accompanying data for analysis The most problem solving tasks require for students to answer a specific question posed, or to develop different solutions to the problem with multiple potential options.

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