"PROBLEM-BASED LEARNING" IN FOREIGN LANGUAGE TEACHING METHODOLOGY

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ABSTRACT

The article considers a holistic concept of the problematic approach in teaching a foreign language, taking into account its specifics. With the development of market relations, all structures of society, to one degree or another, pass from the mode of functioning to the mode of development. The driving force of any development is the overcoming of the corresponding contradictions. In addition, overcoming these contradictions is always associated with certain abilities. They imply the ability to adequately assess the situation, identify the causes of difficulties and problems in activities (professional, personal), as well as plan and carry out special activities to overcome these difficulties (contradictions). The educational process must be organized in such a way as to "cultivate" these abilities in future specialists. Consequently, the educational process should simulate the process of the emergence and overcoming of contradictions, but on the educational content. These requirements, in our opinion, are most consistent with problem learning today.

KEYWORDS: problematic learning, independent search, achieving success, practical activity, thinking ability, stages of development, basic concepts, modern education, traditional learning.

INTRODUCTION

Problem-based learning is aimed at an independent search for students of new knowledge and methods of action, and also involves a consistent and purposeful advancement of cognitive problems to students, solving which, under the guidance of a teacher, they actively assimilate new knowledge. Consequently, it provides a special type of thinking, depth of convictions, strength of assimilation of knowledge and their creative application in practice. In addition, it contributes to the formation of motivation for achieving success, develops the thinking abilities of students. In psychology and didactics, the idea of problem learning has been widespread since the late 60s of the twentieth century. Problem-based learning

issues are covered in the research of such psychologists and didactists as A.V. Brushlinsky, V.A. Krutets-Kiy, T.V. Kudryavtsev, A.A. Leontiev, A.M. Matyushkia, V. Okon, Y.K. Arkhangelsky, Y.K. Babansky, V.V. Kraevsky, I.Y. Lerner, M.I. Makhmutov, M.N. Skatkin and others. A wide range of issues is associated with the concept of "problem learning" in the psychological and pedagogical literature:

1) stages of development of problem learning;

2) definition of problem learning and basic concepts;

3) differences between problem and traditional types of education;

4) the ratio of the two types of education, their place and role in the system of modern education.

Before proceeding to a detailed examination of the above problems, let us consider the terminological apparatus associated with the name of the problematic and traditional types of learning. Most authors believe that problem learning is a type of learning (I. Y.Lerner, M.I. Makhmutov, M.N. Skatkin), there are scientists who believe that problem learning is a teaching method (M.G. Garuguv), the training system (T.V. Kudryavtsev), or the approach to training (T.A.Ilyina). In the psychological and pedagogical literature, the concepts of "traditional teaching", "explanatory and illustrative teaching" (T.V. Kudryavtsev, M.I. Krutetskiy, M.N.Skatkii, N.F.Talyzina), "informational and reproductive training" (I.Y. Lerner). This kind of variety of terms is due to the fact that each author distinguishes one of the aspects of traditional education in the principle of its organization, opposing it to problem learning.

When defining the essence of problem-based learning, its goals and principles of organization, most scientists adhere to a single point of view. From the point of view of T.V. Kudryavtseva problem-based learning is a learning system in which a student not only assimilates knowledge by solving problem situations, but also masters ways to solve them. M.I. Makhmutov emphasizes that problem-based learning is a type of learning based on the interaction of a teacher and a student, during which not only knowledge and skills are mastered by solving problems, but, which is especially important, is the formation of students' creative abilities. Thus, the essence of problem-based learning consists in the formation and development of students'

creative abilities by activating their thinking on the basis of problem situations created by the teacher in the process of students mastering new knowledge, skills and abilities.

The main concepts of problem learning are such as "problem", "problem task", "problem situation". It is essential that there is still no consensus in the interpretation of these concepts, since the authors consider them both from didactic and psychological positions. The most common meaning of the term "problem" is its understanding as a"(A.V. Brushlinsky),"didactic problem"(T.V.Kudryavtsev),"educational problem"(I.Y. Lerner). This indicates that the authors rightly emphasize the objective existence of the problem (tasks, tasks), which allows it to be used for educational purposes. According to another point of view, the "problem" is considered as a subjective factor, as an internal problem experienced and realized by the subject. So, in the opinion of N.L. Eliava, the important thing is the question of accepting the task, of the occurrence of the problem.

When defining the concept of "task", you can also note some discrepancies. A number of authors understand a "task" as a "learning task" (A.M.Matyushkin, I.Y.Lerner), as "a problem learning task ... a set of questions that create a problem situation" (T.V.Kudryavtsev) as a task containing "objective contradiction" (M.I.Makhmutov). In connection with the above, we note that there is a fair opinion, and in accordance with which the objectivity of the task is recognized. This means that in this meaning "task" coincides with the terms "task" and "educational problem". In psychology, at the same time, the term "task" is widely used in the meaning of "mental task" in which the subject's thinking is involved (V.A.Malakhova).

Therefore, defining the concepts of "problem", "task" some authors emphasize the objective, others - the subjective nature of these concepts. To some extent, a fair statement by M.I. Makhmutova, who believes that the task is perceived by the listener as a problem when he "sees" a certain connection between the task data and the demand for new information contained in it, with his previous knowledge. In this case, the task as an objective phenomenon takes on a subjective character, it is reflected in the consciousness of a person and becomes a problem for him. The relationship between the concepts "task", "problem" and "problem situation" is also significant, since the "task", reflected in the consciousness of a person, becomes for him a "problem" that he must solve in a "problem situation".

Taking into account the fact that problem-based learning exists within the framework of the general education system, where the non-problem type of learning still dominates, it is necessary to identify the features of the non-problem and problem types of learning.

Some authors (M.I.Makhmutov, N.F.Talyzina, A.V.Brushlinsky) oppose these two types of training according to the goals and principles of the organization. According to N.F. Talyzina, traditional teaching is "communicative, information-communicating, dogmatic", since the object of awareness in the learning process is the rules, means, and not problems, which are the object of awareness in problem learning. A.V. Brushlinsky also believes that if the goal of non-problem learning ("communicative" learning, in the author's terminology) is only the assimilation of knowledge by students, then the goal of problem learning is to put the student in the position of a "discoverer", "researcher",

encountering questions and problems that are feasible for him. At the same time, the process of communicative learning, according to L.V. Brushlinsky, is organized in such a way that the teacher expounds ready-made knowledge, and the student "passively" assimilates them, and then applies them in the process of solving the problem. While in the conditions of problem learning, students independently acquire knowledge about the very process of solving practical and theoretical problems, while the teacher's role is to organize problem situations. Thus, A.V. Brushlinsky sees the process of solving problems occupies the main difference in the place in the educational activity.

It should be noted that both types of education should be used in this area due to the specifics of a foreign language as an academic subject, where language is both an aim and a means of teaching. Nevertheless, it should be noted that the above psychological and didactic provisions are not always taken into account in the practice of teaching a foreign language, where the non-problematic type of teaching sometimes dominates. Overcoming such a negative experience is possible only on the basis of understanding the goals and principles of organizing a particular type of training. Therefore, for example, the use of problem learning allows you to more activate thinking and memory and, on this basis, to optimize the process of mastering a foreign language. As for the organization of the educational process, if, within the framework of non-problem learning, a student is an object of pedagogical influence, then in conditions of problem learning he becomes a subject of the educational process and takes an active part in it.

The rational combination of non-problematic and problem-based types of learning, in our opinion, is especially important to take into account since much in a foreign language cannot be comprehended on the basis of problem situations (a foreign language is a product of another geo- and sociocultural space and is reflected in a different information field), which means that a share of unproblematic learning is needed.

What will be the problematic teaching methodology, in particular, teaching foreign languages? The goal of teaching a foreign language in general and a foreign language as the subject of our research in particular is personality development in the information-value space. Language is a means of knowing and interpreting the world. Speech is a way of exchanging information in the course of communication between people. Thinking and soul is a process of "de-objectification" and "objectification" of material and ideal values. An important point is that with an increase in the level of problematicity, the degree of cognition deepens, and the horizon remains as far away; This means that the essence of being is not in the comprehension of the ultimate truth, but in constant development, in movement towards this horizon.

The essence of the problem-value methodology of learning a foreign language is in the very dialectic of cognition, in the movement from reproductive to productive. And the whole process according to Kovalevskaya can be represented using a three-stage model:

• Presentation by the teacher and the student's perception of the cognizable object.

• Assignment of a cognizable object by a student through the creation of problem situations by a teacher based on a system of problem tasks.

• Creativity of the student and teacher in the creation of new objects of knowledge

MATERIALS AND METHODS

Hence, we identify the research problem: What are the methods and ways of implementing the principle of problematicity in the methodology of teaching English?

The object is a methodology for teaching English.

Subject: Methods and ways of implementing the principle of problematicity in the methodology of teaching English.

The purpose of the study is to identify and scientifically substantiate the methods of implementing the principle of problematicity in the methodology of teaching English.

Research objectives:

1. Analyze the theoretical foundations and stages of the formation of problem learning;

2. To identify the reasons for the insufficient use of problem-based teaching in the methodology of teaching English;

3. Identify ways to implement the principles of problematicity in the methodology of the English language.

Research methods: Theoretical - analysis of methodological and psychological-pedagogical literature on the topic;Empirical - Study and generalization of the accumulated pedagogical experience, testing, the creation of pedagogical situations.

RESULTS AND DISCUSSION

The peak of the popularity of the problematic approach in teaching a foreign language falls on the beginning of the perestroika processes in the material public sphere in 1987-1990. The crisis of 1991-1993, as it were, suspended research in this area, which were resumed in 1994 by the very fact of the conference "Problems in Teaching Foreign Languages at a

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University" held in Perm. The return of the ideas of problem learning in 1997-1999 in the context of the concept of humanization of education testifies to a new round of qualitatively different restructuring processes in the spiritual sphere of the personality formed in early childhood. Analysis of dissertation research from 1972 to 1999 on the use of the provisions and concepts of problem learning in the methodology of teaching foreign languages made it possible to determine the main directions of these works.

The problematic approach is applied at different levels of the educational system: in the general and special school (O.M. Moiseeva, S.V. Yutkina), at the pedagogical university at the language faculty (I.V. Budikh, P.B. Gurvich). The works were devoted to the study of various foreign languages: English, German, French and Russian as a foreign language. A small number of works are devoted to the use of a problematic approach for teaching linguistic aspects: phonetics, vocabulary, grammar (D.V. Draganova, G.I. Gontar). Most of the works are aimed at teaching the types of speech activity: interconnected teaching of speaking, reading, writing, listening (I.A.Zimnyaya, I.V.Budikh, A.E.Melnik). The authors see the educational value of problem situations in different ways and use them in order to activate speech-thinking activity and develop the intelligence of students (I.A. Gerasimov), improving the quality of education, adequate knowledge of a foreign language (I.A.Zimnyaya, G.A.Ovsyannikova), management of the learning and self-study process (A.L.Ruzhinsky, I.L.Andreeva). It is significant that many authors consider the educational value of problem situations not in the system, but in isolation, highlighting the stimulating, teaching or organizing

functions, leaving the educational and controlling function of feedback without attention.

The study of the above works made it possible to identify both their advantages, determined by a sufficiently careful analysis of the isolated object or direction of research (the stage of training, the linguistic aspect, the type of speech activity, a specific language), and the main disadvantage associated with considering the individual elements of the dynamic system of the problematic approach as a whole. When considering each problem in a certain period, it becomes necessary to isolate areas of research for a more careful study of them, but with the accumulation of scientific experience, a qualitative leap occurs, integrating elements into the system, individual areas into the scientific approach. So, the need to formalize the problematic approach to teaching foreign languages is conditioned, on the one hand, by the spiritual need of society, on the other hand, by the possibility of education.

Most scientists carefully study the main provisions and concepts of problem learning, but do not consider problem learning in relation to a non-problematic or informational type of learning, and problem situations in teaching a foreign language in comparison with non-problem situations, which does not allow them to reveal the true educational value of problem learning, since "everything is relative". Many authors carry out an analysis in the interpretation of the concepts and provisions of problem-based learning for the methodology of teaching foreign languages, but in the experiment they use non-problematic tasks, considering them problematic. This is due to the fact that an integral dynamic system of conditions and ways of creating problem situations and problem tasks has not yet been developed,

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correlated with various linguistic aspects (phonetics, vocabulary, grammar) and types of speech activity (speaking, listening, reading, writing), and also taking into account the levels of problematicity in learning, determined by the degree of complexity of the problem, the level of student activity in solving it, their intellectual capabilities.

The overwhelming majority of scientists consider the problem situation at the first level of problematicity (according to the degree of student's activity in solving the problem), when the teacher creates a problem situation, and the student solves the problem. Unfortunately, they ignore the second level of problematicity, at which the teacher partially together with the student creates a problem situation and the student solves the problem, and the third level, where the student independently creates a problem situation and participates in solving the problem himself or together with a group.

It is the tiered approach to a problem situation that will be able to ensure the transition from a closed social system to an open one, from a static development of the educational system to a dynamic one, from plane structures of educational situations to space-time structures.Fromdeveloping models of problem situations to self-developing "chains" of problem situations, from learning, education and development for self-education, self-education and self-development of subjects of educational and public space.

Carefully examine the conditions for assigning a problem situation, correlated with the cognitive and communicative needs and capabilities of students, but do not consider the conditions for the acceptance and non-acceptance of a problem situation by teachers organizing the learning process.

In this context, a question may arise about the levels of problematicity of teaching for a teacher, which will be determined by the degree of novelty of the problem itself, the level of his activity and preparedness to work with problem situations, predisposition or ability to work in a problem mode.

So, for example, by analogy with the levels of student activity in solving the problem, 3 similar levels can be distinguished for the teacher: at the first level, the teacher works with problem situations taken from the textbook, at the second level, he partially creates problem situations himself during preparation for the lesson and at lesson, at the third level he becomes the author of his own script and director of his performance (lesson), and then the creator of the theater (scientific direction).In this way, we tried to show the versatility of the level idea of problematicity, which can develop in different spaces and time regimes.

A number of authors develop solid series and systems of exercises, based on the principles of problem learning, but unfortunately, they use the traditional typology of exercises, "connecting the unconnected" and "breaking the commandment" according to which, in a problem situation, the student simultaneously acquires knowledge, masters the skills of their practical application and masters mechanism of self-formulation of the problem for the development of new knowledge and skills, vision of new problems.

In this regard, it is necessary to revise the traditional typology of exercises, based on the creation of problem and non-problem situations and, accordingly, problem and non-problem tasks, "chains" of tasks, energetically untwisting the spiral of the educational process. Most researchers

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carefully analyze and use the terminological apparatus of problem learning, but there are authors who simultaneously use traditional terminology with passive meanings, for example, "learner", "discipline".

The study of the current state of the problematic approach in teaching a foreign language made it possible to find out seven main reasons for the insufficient widespread dissemination of this theoretically grounded approach in teaching practice.

The first reason is socio-economic and political. The spread of the informational teaching method in our country until the 90s was justified precisely to the extent that it corresponded to the needs and capabilities of a relatively closed and stable society. Perhaps that is why problem learning, so deeply developed in theory, has not received proper application in the practice of teaching foreign languages.

The second reason is of a methodological nature. Elements of problem-based learning were introduced at the level of one academic subject into the information method system "directly", often without taking into account the "incompatibility" of some principles of both teaching methods. Thus, a strong traditionally established system "absorbed" a foreign element, an organism.

The third reason is of a didactic nature. At the level of different subjects, for example, a history course at school based on the problem-based method came into conflict with other courses built according to the rules of information learning, since the issue of the place and role or educational value of problem situations in the general education system had not been resolved.

The fourth reason is of a psychological nature. The difficulty of creating a problematic situation in teaching a foreign language lies in the fact that the "unknown" in it must correlate with the cognitive and communicative needs and capabilities of the student who is able to appropriate it, as well as the teacher who is ready to accept it.

The fifth reason is of a psychological and didactic nature. In most studies, the authors 'attention is focused on the problem situation and students' skills to resolve this situation, while the teacher's skills in working with problem situations are fundamental, since it is the teacher who, at the first stage, "includes" the student in the problem situation.

The sixth reason is sociolinguistic. The complexity of creating a problematic situation in teaching a foreign language is associated with the specifics of a foreign language as an academic subject in the context of a personality-activity approach that considers language both as a goal and as a means of teaching. When teaching a foreign language, the student must master not only linguistic knowledge and speech skills, but also accept a new system of thinking and socio-cultural perception of the world.

The seventh reason is methodological. In most works, the levels of problematicity are associated with the degree of student's activity in solving the problem, moreover, only at the first stage, when the teacher poses the problem and the student solves it. However, no less important is the second stage, when the teacher together with the student poses a problem and the student solves it, as well as the third stage, in which the student independently poses the problem and solves it. It is essential that the levels of problematicity depend not only on the level of complexity of the problem itself, the level of student's activity in solving it, but also on his intellectual and creative abilities. The tiered approach allows you to see a problem

situation not as a point on a limited plane, but as a dynamic model in an infinite space.

Studying research on the application of the problematic approach in teaching a foreign language and analyzing the reasons for the insufficient use of this approach in teaching practice allows us to outline promising directions in developing the concept of the problematic approach in teaching a foreign language:

• Determine the purpose of the problematic approach in the methodology of teaching foreign languages, its place and role in the informational learning system, depending on the possibilities of the educational material, the time of training, age and individual foreign language needs and the capabilities of a group of students and each student separately.

• Reveal the educational value of problem situations based on the study of functions such as stimulating, controlling, and educating.

• Experimentally check the model of teaching a foreign language taken together of all types of speech activity, built on the principle of a reasonable combination of non-problem and problem situations, as well as "chains" of problem situations of different levels of problematicity.

DATA ANALYSIS

As for the implementation of the principle of problematicity in exercises, problem exercises, in our opinion, have their advantages and disadvantages.

Advantages:

1) independent acquisition of knowledge through their own creative activity;

2) interest in educational work;

3) development of productive thinking;

4) strong and effective learning outcomes.

Disadvantages:

1) insufficient level of language training of students

2) lack of time to study a particular topic

3) the difficulty of involving students with poor language skills

4) the unusualness of this form of work

5) poor control over the cognitive activity of students

6) large expenditures of time to achieve the set goals.

Types of problem situations that most often arise in the educational process: A problematic situation is created when a discrepancy is found between the already existing knowledge systems of students and new requirements (between old knowledge and new facts, between knowledge of a lower and higher level, between everyday and scientific knowledge).

Problem situationsarise when there is a need for a diverse choice from the systems of existing knowledge of the only necessary system, the use of which alone can provide the correct solution to the proposed problem. Problem situations arise before students when they are faced with new practical conditions for using existing knowledge, when there is a search for ways to apply knowledge in practice. A problematic situation arises if there is a contradiction between the theoretically possible way of solving the problem and the practical impracticability or inexpediency of the chosen method, as well as between the practically achieved result of completing the task and the lack of theoreticaljustification.

Problematic situations in solving technical problems arise when there is no direct correspondence between the schematic representation and the design of the technical device. Rules for creating problem situations. To create a problem situation, you need the following: The

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student should be given such a practical or theoretical task, in the implementation of which he should discover new knowledge or actions to be assimilated.

In this case, the following conditions should be observed:

• the task is based on the knowledge and skillsthat the student possesses;

• the unknown that needs to be discovered constitutes a general pattern to be learned, a general mode of action, or some general conditions for performing an action;

• the performance of a problematic task should cause the student to have a need for assimilated knowledge.

The problem task offered to the student must correspond to his intellectual capabilities. The problem task should precede the explanation of the learning material to be assimilated. The following can serve as problem tasks: a) educational tasks; b) questions; c) practical tasks, etc.

However, a problematic task and a problem situation should not be confused. A problematic task in itself is not a problem situation; it can cause a problem situation only under certain conditions. Different types of jobs can cause the same problematic situation. The teacher should formulate the arisen problem situation by indicating to the student the reasons for his failure to fulfill the set practical educational task or the impossibility of explaining to them. Ways to create a problematic situation in the process of oral monologue:

- Attracting examples from life situations, practical experience in the course of linguistic communication;

- Deployment of various situations in speech to create the necessary semantic support and placement of accents, focus on the perception of listeners;

- Acquaintance of listeners with facts that require explanation, assumptions, formulation of hypotheses;

- Appeal to the personality of the listener, the use of his cognitive, social, professional, personal motives;

- Using empathy, identification with the feelings and thoughts of the listeners;

- Question-answer form of building a lecture;

- Ordering of facts, events, phenomena on the basis of their correlation and systematization;

- Taking on the permanent, operational and situational roles of the listeners, allowing you to visually "play" the process of solving the problem.

CONCLUSIONS

In most works on the methodology of teaching foreign languages, the principle of problematicityis implemented sporadically. With a change in the goal of learning, problem learning can contribute to the formation of a person of the 21stcentury. In this regard, the question arises of the development of the concept of a problematic approach in teaching foreign languages at school and university, in the general education system.

The problematic approach should become a point of application of force on the plane of the personality-activity approach, a connecting link in the process of integrating various approaches in teaching a foreign language, since the principle of problematicityis explicitly or implicitly embedded in all developmental approaches.

So, the relevance of the problematic approach to teaching a foreign language is determined by the new target settings of modern education, aimed both at mastering new knowledge of aspects of the language, skills in various types of speech activity, and

at the formation of students' creative abilities.

Studies of the main psychological and pedagogical positions and concepts of problem-based learning in the context of the personality-activity approach served as the basis for developing the theory and practice of using the problem approach in the methodology of teaching foreign languages, based on taking into account its place and role in the general system of traditional education. Thus, at the present stage of development of methodological science, one can speak not about an integral type of teaching, but only about the implementation of the principle of problematicity or a problematic approach, which is the basis for the integration of various approaches in teaching foreign languages.

The problematic approach, carefully developed in theory, unfortunately, sometimes does not find its application in the practice of teaching foreign languages, for a number of reasons. Therefore, this method, despite its effectiveness, cannot be universalized, since the effectiveness of training depends on a skillful combination of various methods. Problematic learning is about offering trainees to solve feasible tasks that would lead them to their own "discoveries".

ACKNOWLEDGEMENTS

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