

MUAMMOGA ASOSLANGAN TIL O'RGATISH METODIKASINING (PBLT) O'QUVCHI DISKURSIV KOMPETENSIYASINI OSHIRISHDAGI ROLI

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Annotatsiya: Mazkur maqolada yuqori sinf o'quvchilarining diskursiv kompetensiyasini rivojlantirishda muammoga yo'naltirilgan ta'lim metodining o'rni muhokama qilinadi. Bu metodning tadqiqotlarda isbotlangan yaxshi taraflari hamda kamchiliklari muhokama qilingan bo'lib, kamchiliklarini bartaraf qilish uchun tavsiyalar berilgan.

Kalit so'zlar: kogerentlik, kogeziya, EFL, PBL, kognitiv omillar, affektiv omillar, kommunikativ kompetensiya

THE ROLE OF PROBLEM-BASED LANGUAGE TEACHING (PBLT) IN ENHANCING STUDENTS' DISCURSIVE COMPETENCE

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Abstract: This article discusses the role of the problem-based learning method in developing the discursive competence of high school students. It examines the advantages and disadvantages of this method as evidenced by research and offers recommendations for addressing its limitations.

Keywords: coherence, cohesion, EFL, PBL, cognitive factors, affective factors, communicative competence

Kirish. Ingliz tilining lingua franca sifatidagi roli bugungi kunda turli mamlakatlar o'rtasidagi akademik hamda professional almashinuvlar hamda mobilliklarda qo'llanilishi bilan belgilanadi. Bugungi kunda global miqyosda ingliz tilini o'rganish global bilimlarga ega bo'lish uchun zarur bo'lgan akademik kompetensiya sifatida qaralmoqda¹. EFL kontekstlarida ham ingliz tilini bilishda unda muloqot qila olish kommunikativ kompetensiyaning muhim belgilaridan biri hisoblanadi.

¹ Andayani, E. S. (2022). The importance of learning and knowing English in higher education in Indonesia. *Research and Development Journal of Education*, 8(1), 372. <https://doi.org/10.30998/rdje.v8i1.13315>

Biroq kundalik muloqot uchun yetarli qobiliyatlar akademik doirada yetarli hisoblanmaydi. Zero, ular tuzilmaviy jihatdan tartibli, izchil mazmunga ega va muayyan kontekst uchun xos og‘zaki diskursni yaratishni talab qiladi².

Shuningdek, empirik tadqiqotlar tasdiqlashicha, EFL o‘quvchilari akademik darajadagi so‘zlashish topshiriqlarida ko‘plab qiyinchiliklarga duch kelishadi³. Misol uchun, Indoneziyada o‘tkazilgan izlanishlarda o‘quvchilar ko‘pincha ravonlik va aniqlik kabi omillarni ta‘minlashga qiynalishgan. Shu boisdan, akademik taqdimotlarda norasmiy leksik birliklar, lug‘at boyligining yetishmasligi diskursni to‘g‘ri tashkil etishdagi muammolar yuzaga keladi⁴. Bundan tashqari Hijra va boshqa tadqiqotchilarning izlanishlari shuni tasdiqladiki, o‘quvchilarda xatò qilishdan qo‘rqish va past baho olishdan xavotirda bo‘lish speaking qobiliyatlarini cheklovchi o‘ziga past baho berish hamda ishtirokning kamayishiga sabab bo‘ladi⁵. Bu shuni anglatadiki, gapirishdagi muammolar faqatgina lingvistik xarakterga ega bo‘libgina qolmay, kognitiv va affektiv omillar bilan aloqadorligini ham ta‘kidlaydi.

Ushbu doimiy qiyinchiliklar ko‘p jihatdan hanuz ustun bo‘lib turgan o‘qituvchi-markazli ta‘lim amaliyotlari bilan chambarchas bog‘liq. Ko‘plab EFL sinflarida speakingni o‘qitish mazmunli interaksiya va muammolarni hal etishga yo‘naltirilgan faoliyatlardan ko‘ra, qoidalarga asoslangan o‘rganish va nazorat qilinadigan mashqlarga ko‘proq urg‘u bergan. Natijada, o‘quvchilarda yuqori darajadagi tafakkur ko‘nikmalarini rivojlantirish hamda tildan autentik akademik kommunikatsiya vositasi sifatida foydalanish uchun imkoniyatlar cheklangan⁶. Bunday holat bitiruvchilardan kutilayotgan kompetensiyalar bilan ularning akademik speakingdagi amaldagi ko‘rsatkichlari o‘rtasida tafovut yuzaga kelishiga sabab bo‘lmoqda⁷.

Asosiy qism. PBL - muammoga asoslangan ta‘kim metodi mazkur cheklovlarni bartaraf etishga yordam beradi. Mazkur yondashuv o‘quvchini diqqat markaziga tortadi. Bu yondashuv orqali o‘quvchilarni hamkorlikka o‘rgatish va muammoni hal qilishda real hayot materiallariga asoslangan holda kommunikatsiya qilishga jalb qiladi. Nazariy jihatdan PBL o‘quvchilarda tartibli fikrlash, ma’noli muzokara qilish va argumentlarni tizimli tashkil qilish kabi ko‘nikmalarni shakllantiradi va diskursiv kompetensiyani rivojlantirishga yordam beradi. Shu o‘rinda o‘quvchilardagi affektiv ta’sirlarni ham hamkorlik hamda kontekstga asoslanuvchi ta‘lim orqali bartaraf qilishga

² Adem, H., & Berkessa, M. (2022). A case study of EFL teachers’ practice of teaching speaking skills vis-à-vis the principles of Communicative Language Teaching (CLT). *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2087458>

³ Pitura, J. (2022). Developing L2 speaking skills in English-medium EFL higher education. *Innovation in Language Learning and Teaching*, 16(2), 118–143. <https://doi.org/10.1080/17501229.2021.1884688>

⁴ Pinilih, M. S., & Sukarno, S. (2024). Challenges in Implementing the Information Gap Technique to Enhance the Indonesian EFL Students’ Speaking Skills. *Indonesian Journal of EFL and Linguistics*, 287–304. <https://doi.org/10.21462/ijefl.v9i2.804>

⁵ Hijra, H., Rahim, T. R., & Syarif, A. R. (2024). Barriers to Oral Proficiency: Exploring Causes of Speaking Inhibition in EFL Learners. *Klasikal : Journal of Education, Language Teaching And Science*, 6(2), 409–418. <https://doi.org/10.52208/klasikal.v6i2.1168>

⁶ Singh, C. K. S., & Marappan, P. (2020). A review of research on the importance of Higher Order Thinking Skills (HOTS) in teaching English language. *Journal of Critical Reviews*, 7(08). <https://doi.org/10.31838/jcr.07.08.161>

⁷ Karmaker, P. R., & Al Hasan, R. (2025). Graduates’ English communicative competence and its impact on academic success: Implications for EFL learning in Bangladeshi public universities. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, 10(1), 26–40. <https://doi.org/10.26905/enjourme.v10i1.15690>

ham yordam beradi⁸. Xususan, bir qator empirik tadqiqotlarda PBL ning o'quvchilardagi tanqidiy fikrlash, avtonomligini rivojlantirishiga xizmat qilishi ham ta'kidlangan⁹.

Biroq, mavjud ilmiy adabiyotlarda bir qator muhim jihatlar yetarlicha yoritilmagan. Birinchidan, avvalgi tadqiqotlarning aksariyati rasmiy akademik og'zaki nutqdan ko'ra umumiy speaking qobiliyatiga e'tibor qaratgan bo'lib, akademik speaking esa yanada murakkab diskursiv tashkil etilish va ritorik talablarni o'z ichiga oladi¹⁰. Ikkinchidan, avvalgi tadqiqotlarda asosan tavsifiy yondashuvlardan foydalanilgan, sababiy bog'liqlikni yanada ishonchli asoslash imkonini beruvchi qiyosiy yoki eksperimental tadqiqot dizaynlariga esa cheklangan darajada murojaat qilingan. Uchinchidan, akademik speaking samaradorligining asosiy ko'rsatkichlariga, xususan, izchillik (coherence) va o'ziga ishonch (confidence) kabi jihatlariga yetarlicha e'tibor berilmagan, holbuki ular samarali akademik kommunikatsiyaning muhim tarkibiy qismlari hisoblanadi. Mazkur tadqiqot bo'shliqlari ushbu masalani yanada aniq yo'naltirilgan va nazariy jihatdan asoslangan tarzda o'rganish zaruratini ko'rsatadi.

AQShda o'tkazilgan tadqiqotlarga ko'ra, PBL EFL o'quvchilari uchun speaking qobiliyatini rivojlantirishda samarali usul ekanligi isbotlangan. Bu tadqiqot PBLning nazariy asoslarini qo'llab-quvvatlaydi. Mazkur yondashuv orqali bilimlar passiv, nazariy tarzda emas, balki real hayot muammolarini hal qilish hamda hamkorlikda ishlar orqali mazmunli kommunikatsiyani ta'lim jarayoniga integratsiya qilish orqali o'rganish mumkin¹¹.

Tadqiqotdagi speaking ko'rsatkichlar orasida kogerentlik va o'ziga ishonch eng sezilarli darajada o'sgan. Kognitiv va diskursiv yondashuv nuqtai nazaridan, mazkur holat PBL talabalarning fikrlarini izchil hamda mantiqli asoslash qobiliyatlarini rivojlantirganini ko'rsatadi. PBLning o'ziga xos muammoni hal qilish bosqichlari izchil diskursni tashkil etishga yordam beradi.

Kogerentlik, izchillik darajasining oshishi o'quvchilarda fikrlarini mantiqan izchil hamda akademik taqdimotlarni tizimli tarzda amalga oshirishlarini ko'rsatadi. Shuningdek, o'ziga bo'lgan ishonchning ortishi PBLning hamkorlik hamda qo'llab-quvvatlashga asoslangan ta'lim muhitini yaratgani bilan izohlanadi. Hamkorlikka

⁸ Singh, C. K. S., & Marappan, P. (2020). A review of research on the importance of Higher Order Thinking Skills (HOTS) in teaching English language. *Journal of Critical Reviews*, 7(08). <https://doi.org/10.31838/jcr.07.08.161>

⁹ Lestari, Y., Hartono, R., Yuliasri, I., & Pratama, H. (2025). Investigating EFL Students' Perceptions and Performance in Blended Problem-Based Speaking Instructions. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 12(01), 520–538. <https://doi.org/10.19109/k0g0x911>

¹⁰ Lin, Y.-L., Tsai, Y.-C., & Hsieh, C.-Y. C. (2024). Discourse competence across band scores: an analysis of speaking performance in the General English Proficiency Test. *International Review of Applied Linguistics in Language Teaching*, 62(4), 1719–1746. <https://doi.org/10.1515/iral-2022-0154>

¹¹ Hung, W. (2013). *Problem-based learning: A learning environment for enhancing learning transfer*. *New Directions for Adult and Continuing Education*, 2013(137), 27–38. <https://doi.org/10.1002/ace.20042>

asoslangan speaking muhiti o'quvchilarda xorijiy tilda muloqot qilish uchun xavotirni kamaytiradi va tayyorgarlikni oshiradi¹².

Tadqiqotlar shuni ko'rsatadiki, bu kabi ustunliklariga qaramay hali ham rivojlantirish zarur bo'lgan cheklovlar mavjud. Xususan, PBLning samaradorligini aniqlash uchun yetarlicha intervyular bo'lmagan hamda bu uning natijasini aniq ko'rish uchun biroz ko'proq vaqt, tadqiqot zarurligini ko'rsatadi. Shuningdek, turli kollejlarda hamda maktablar qamrab olinmasa, PBLning samaradorligi yetarlicha ochib berilmaydi.

Shu boisdan, keyingi PBL tadqiqotlari uchun biz quyidagilarni tavsiya qilgimiz. Xususan, makro va mikro darajalarda PBLning samaradorligini aniqlash uchun intervyu muhlatlarini yanada uzoqroq qilish tavsiya qilinadi. Shuningdek, PBLning shaklga yo'naltirilganlik ta'lim bilan birga olib borilishida aralash metoddan foydalanish o'quvchilarning o'quv jarayonlari hamda interaksional borasida to'liqroq ma'lumot beradi.

Pedagogik nuqtayi nazardan, olib borilgan tadqiqotlar PBLning akademik muloqot jarayonlarini takomillashtira olishini tasdiqlaydi va buni yuqori sinf o'quvchilari yoki kollej talabalari uchun ham qo'llash hamda ularni akademik diskurs doirasida interaksiya qilishga imkon yaratuvchi metodlardan biri sifatida talqin qilinadi. Shu boisdan uning o'quvchi diskursiv kompetensiyasini oshirishdagi roli alohida ahamiyatga ega. Mazkur tadqiqot EFL ta'limida kognitiv, ijtimoiy va kommunikativ jihatlarni integratsionallovchi metodlarning muhimligini ko'rsatib beradi.

Xulosa. Mazkur tadqiqot PBL EFL kontekstlarida talabalarning akademik speaking ko'nikmalarini rivojlantirishda samarali ekanligini ko'rsatdi. Tadqiqot natijalari PBL nafaqat lingvistik ko'rsatkichlarni yaxshilashini, balki diskursiv kompetensiyaning muhim tarkibiy qismi sifatida coherence (izchillik)ni mustahkamlashi va talabalarning akademik speaking jarayonidagi o'ziga ishonchini oshirishini ko'rsatadi. Ushbu natijalar PBL speaking ko'nikmalarini rivojlantirishning ham kognitiv, ham affektiv jihatlari ijobiy hissa qo'shishini ko'rsatadi.

Nazariy nuqtayi nazardan, mazkur tadqiqot PBL tamoyillari va kommunikativ til o'qitish o'rtasidagi uyg'unlikni yanada mustahkamlaydi. Xususan, akademik speaking kompetensiyasini rivojlantirishda ma'no yaratish, tizimli fikrlash va autentik interaksionni asosiy omillar sifatida ta'kidlaydi. Shuningdek, tadqiqot til pedagogikasidagi davom etayotgan ilmiy munozaralarga kognitiv tashkil etish va affektiv tayyorgarlikning samarali og'zaki kommunikatsiyani shakllantirishdagi o'zaro bog'liqligini ko'rsatish orqali hissa qo'shadi.

¹² Ayiz, A., & Tauchid, A. (2025). Enhancing Public Speaking Skills among EFL Learners through the Peer Teaching Method: A Mixed-Methods Study. *ETERNAL (English Teaching Journal)*, 16(1), 125–137. <https://doi.org/10.26877/eternal.v16i1.1124>
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Amaliy nuqtayi nazardan, tadqiqot natijalari EFL o'quv dasturlarini ishlab chiqishda talabalardan fikrlarni shakllantirish, tizimlashtirish va izchil hamda kontekstga mos tarzda taqdim etishni talab qiladigan muammoga asoslangan topshiriqlarni kiritish zarurligini ko'rsatadi. Ta'lim amaliyoti faqat grammatik aniqlikka e'tibor qaratish bilan cheklanib qolmasdan, diskursni rivojlantirish, tanqidiy fikrlash va o'ziga ishonchni shakllantirish strategiyalarini integratsiyalovchi muvozanatli yondashuvga o'tishi lozim.

Shuningdek, bir qator cheklovlarni e'tirof etish lozim. Tadqiqot faqat bitta ta'lim muassasasi doirasida amalga oshirilgan va intervensiya muddati nisbatan qisqa bo'lgan. Bu holat tadqiqot natijalarini boshqa kontekstlarga umumlashtirish imkoniyatini cheklashi mumkin. Shu sababli, kelgusidagi tadqiqotlarda PBLning turli ta'lim muassasalari, til bilish darajalari va o'qitish kontekstlarida uzoq muddatli ta'sirini o'rganish tavsiya etiladi. Bundan tashqari, kommunikativ ravonlik va lingvistik aniqlikning muvozanatli rivojlanishini ta'minlash maqsadida PBLni shaklga yo'naltirilgan ta'lim bilan integratsiyalash masalasini ham tadqiq etish mumkin.

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