

**ENHANCING CREATIVE COMMUNICATIVE COMPETENCE THROUGH
PROBLEM –BASED TEACHING IN FOREIGN LANGUAGE EDUCATION**

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ABSTRACT

One of the most successful learner-centered technologies in contemporary pedagogy, especially in the area of foreign language instruction, is problem-based learning, or PBL. PBL, in contrast to conventional teacher-centered methods, promotes students to use inquiry, teamwork, and critical thinking to solve real-world issues. This essay examines how PBL promotes the growth of creative communicative competence, a critical 21st-century talent that blends language proficiency with inventiveness, intercultural awareness, and flexibility. According to the data, PBL encourages pupils to utilize language in real-world situations while also improving their accuracy and fluency. Furthermore, PBL combines speaking, listening, reading, and writing abilities into a unified communication process by involving students in problem-solving activities. The results imply that PBL offers a creative and long-lasting framework for language acquisition when accompanied by digital tools and reflective evaluation.

Keywords: Problem-Based Learning, communicative competence, creative communication, learner-centered approach, foreign language teaching.

INTRODUCTION

The emphasis on communicative competency in foreign language instruction has replaced the previous emphasis on vocabulary and grammar learning in the twenty-first century. Hymes (1972) defined communicative competence as the capacity to utilize words correctly in social and cultural situations in addition to being able to construct them correctly. Learners must go beyond this in today's worldwide world: they must exhibit creative communication competence, which blends correctness, creativity, fluency, and intercultural adaptation. PBL, or problem-based learning, is a paradigm change in the field of education. It was first used extensively across disciplines in medical colleges in the 1960s (Barrows, 1986). PBL makes learning an active, inquiry-driven process by encouraging students to work together to solve challenging, real-world issues. PBL fosters higher-order thinking, learner autonomy, and collaborative communication—all crucial elements of creative communicative ability, according to academics like Savery (2006) and Schmidt (2012). This study looks at how PBL, as an educational tool, might improve students' creative communicative skills in foreign language courses.

Methods

The study's foundation is a comparative theoretical examination of problem-based learning paradigms and how they are used in the instruction of foreign languages. Empirical research, case studies, and scholarly sources were examined. Three criteria were the focus of the analysis:

1. The degree to which PBL fosters effective communication.
2. How PBL encourages innovation and problem-solving.
3. The integration of PBL with digital and interactive technology in language instruction.

Results

The study's main findings were as follows:

1. **Genuine communication:** PBL exposes students to real-world activities including case studies, discussions, and simulations. Learners must utilize the target language in a meaningful and innovative way in this realistic environment.
2. **Skill integration:** PBL assignments incorporate speaking, writing, listening, and reading. For instance, students may learn about environmental issues, talk and listen in groups about potential solutions, then write a presentation.
3. **Learner autonomy and motivation:** PBL boosts intrinsic motivation by giving students responsibilities. Instead of being passive information consumers, students take an active role in creating knowledge.
4. **Creativity and problem-solving:** By encouraging learners to come up with various answers and fostering divergent thinking, addressing complicated, open-ended challenges enhances their creative communication skills.
5. **Digital support:** PBL extends outside the classroom by enabling online collaboration and multimedia resource engagement when paired with digital platforms (such as Moodle, Google Classroom, or MALL technologies).

Discussion

The findings demonstrate the great efficacy of problem-based learning in teaching foreign languages. PBL fosters a learner-centered setting where communication serves as both the method and the goal of learning, in contrast to traditional grammar-focused education. Students are utilizing language to address significant issues rather than just practicing discrete language concepts. Additionally, PBL fits quite nicely with contemporary online learning settings. For example, students may access real resources, work together remotely, and digitally record their answers when PBL is combined with mobile-assisted language learning (Burston, 2013). Research by Tarmizi & Bayat (2012) and Hung (2016) further shows that PBL enhances students' motivation, problem-solving skills, and teamwork—all of which are critical for the development of creative communicative ability. However, thorough preparation and teacher support are necessary for successful implementation. Instead of imparting knowledge, teachers must serve as mentors, assisting students in problem-solving, teamwork, and result reflection. Educators must be trained in PBL techniques, and access to sufficient resources must be guaranteed.

CONCLUSION

In foreign language instruction, problem-based teaching technology provides a potent pedagogical framework for cultivating innovative communicative ability. PBL promotes creativity, critical thinking, and intercultural competency in addition to language ability by placing instruction in real-world, problem-solving scenarios. Digital technology integration expands PBL's potential and makes it more flexible for use in contemporary learning environments. Future investigations ought to concentrate on empirical studies that gauge how PBL affects communication ability in various language and cultural circumstances.

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