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### THE PROBLEM STUDY METHOD AS AN EFFECTIVE MEANS FOR FORMING CRITICAL THINKING AND LANGUAGE SKILLS IN STUDENTS

Otaxanova Shokhsanam Mahammadali kizi

Researcher at the Namangan State  
pedagogical institute

[otaxanovashohsanam@gmail.com](mailto:otaxanovashohsanam@gmail.com)

#### Abstract:

This work examines the problem-based learning method as an active approach that allows students to encounter real or simulated problems, contributing to the development of critical thinking and creative abilities. As a practical example, the use of the “literary evolution” method in the literature curriculum is described, where students explore the influence of classical works on modern literature.

**Keywords:** problem-based learning method, critical thinking, creative abilities, problem-based tasks, research method, learning motivation, educational process, students' independence.

### ПРОБЛЕМНЫЙ МЕТОД ОБУЧЕНИЯ КАК ЭФФЕКТИВНОЕ СРЕДСТВО ФОРМИРОВАНИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ И ЯЗЫКОВЫХ НАВЫКОВ У УЧАЩИХСЯ

Отаханова Шохсанам Махаммадали кизи

Научный сотрудник Наманганского государственного  
педагогического института

[otaxanovashohsanam@gmail.com](mailto:otaxanovashohsanam@gmail.com)



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### Аннотация:

В данной работе рассматривается проблемный метод обучения как активный подход, позволяющий учащимся сталкиваться с реальными или смоделированными проблемами, что способствует развитию критического мышления и творческих способностей. В качестве практического примера описывается использование метода «литературной эволюции» в учебной программе по литературе, где учащиеся исследуют влияние классических произведений на современную литературу.

**Ключевые слова:** проблемный метод обучения, критическое мышление, творческие способности, проблемные задания, исследовательский метод, учебная мотивация, образовательный процесс, самостоятельность учащихся.

New directions are developing in modern domestic pedagogy, within which attention is focused on studying the functioning and transformation of future Russian teachers. Deepening transformational processes occurring in the life of the independent Uzbekistan, which is confidently moving along the path of democratization states and societies. These processes include and education sector. Reform of the education sector in the Republic of Uzbekistan directly affected every school subject, including of the Russian language. As our President Shavkat Mirziyoyev noted: “The time has come to create a new foreign language teaching system in our country that will become a solid foundation for the future. Since we have set a goal building a competitive state, from now on, graduates of schools, lyceums, colleges, and universities must fluently master at least two foreign languages. This strict requirement must become the main one criterion for the work of the head of each educational institution” [1].



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In the world, one of the priority tasks is the need to prepare graduate of a higher educational institution to life in conditions of multi-ethnic and multicultural environment, and the formation of skills to interact professionally with people of different cultures, of various nationalities, to understanding cultural, ethnic values, and differences. It should contribute to the formation of independent thinking, critical and historical reflection, and development of judgments based on moral values [2].

The Russian language is not just a means of communication, but a whole world, full of wealth and versatility. Its melody and rhythm are capable of to convey the most subtle nuances of feelings and thoughts. The word is an art, which writers, poets, and orators create, filling it with depth and expressiveness.

The Russian language is not only a means of communication but also a key to a rich culture, literature, and history. The ability to freely express one's thoughts and ideas in this language allows one to gain a deeper understanding of the world around one, establish new connections, and collaborate with others.

Furthermore, knowledge of Russian promotes the development of critical thinking and creativity, which is extremely important in modern society. In a globalized world, where communication and adaptability skills become crucial, proficiency in Russian opens access to international projects, cultural exchange, and scientific research. Therefore, investing in language learning becomes an important step toward personal and professional growth.

Problem-based learning is an active approach in which students encounter real or simulated problems and solve them, developing critical thinking and creativity. Defining problem-based learning as a type of instruction, Russian professor T.V. Kudryavtsev writes: "The learning process, which models in its essential features the thinking process and is actively exploratory in nature, can be called problem-based learning, as opposed to the explanatory illustrative type of instruction.



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Problem-based learning involves creating problem situations for students, understanding, accepting, and resolving these situations through the joint activity of students and the teacher, with optimal independence of the former and under the general guiding supervision of the latter”. Therefore, for T.V. Kudryavtsev, problem-based learning is a type of instruction characterized by a specific type of productive thinking, types of problem situations, and the type of contradiction at their core [3; p. 281].

Russian academician M.I. Makhmutov, defining the essence of the problem-based teaching method, identifies six key methods, each of which enriches the educational process and promotes deep knowledge acquisition:

1. The monologue method;
2. The reasoning method;
3. The dialogic method;
4. The problem-based method;
5. The partial-search (heuristic) method;
6. The research method [4; p. 115].

Let’s assume that a teacher uses the “literary evolution” method as part of a literature curriculum. Students are divided into groups and assigned an essay or mini-project exploring the influence of one classic work on modern literature. For example, a group might select a work of Uzbek literature and analyze its influence on modern works.

The inquiry-based teaching method involves students' active participation in searching for and processing information, which facilitates the formation of new knowledge. This approach is particularly valuable for developing critical thinking, analytical skills, and student independence. Let’s consider the main aspects of the inquiry-based method:



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1. Independence and initiative: Students actively participate in selecting a research topic and developing a research plan;
2. Information search and analysis: Students independently find and use various sources of information (literary, online resources, statistical data, etc.) to collect reliable data for their research;
3. Critical thinking and evaluation: Students analyze the collected information, evaluate its reliability, check for contradictions, and formulate their own conclusions;
4. Communicating Results: Research results are typically presented in the form of a research paper, presentation, or written report, which develops students' both oratory and writing skills;
5. Developing Criteria-Based Thinking: Students learn to use criteria to evaluate information and make decisions based on their own conclusions and reasoning [4; p. 122].

The research method not only promotes a deep understanding of the educational material but also develops students as active and independent participants in the educational process, prepared to solve complex problems in various fields of knowledge.

The problem-based method invariably involves a problem-based assignment. Problem-based assignments play a key role in fostering learning motivation, promoting a deep understanding of the educational material, and developing independent thinking. They help students apply their acquired knowledge in practice, analyze complex situations, and find solutions to various problem-solving tasks. A lack of such assignments can lead to a decrease in students' academic motivation and limit their ability to fully understand and apply the educational material. This can also impact the development of critical thinking and the ability to analyze information, which is important for their future professional and



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personal maturity. Therefore, attention to the development and implementation of a sufficient number of problem-based assignments into the curriculum is a key aspect of ensuring high-quality education and the comprehensive development of students.

The introduction of problem-based assignments in Russian language lessons has demonstrated a significant improvement in the educational process and increased student engagement. This method not only promotes the deep acquisition of language skills but also develops critical thinking, logical analysis, and the ability to independently solve problems. However, for the continued successful implementation of problem-based assignments, further research is needed to adapt the method to the unique conditions of each school and the specific needs of the student group. The cultural characteristics and linguistic environment of Uzbek schools can influence the perception and effectiveness of this method, so it is important to consider these aspects when developing and implementing the assignments.

Attention should also be paid to the training process and support for teachers, who must be prepared to work with problem-based assignments and ensure their high-quality implementation. Effective teacher training helps increase student motivation and improve the effectiveness of Kazakh language lessons.

The modern teaching community faces the important task of expanding the range of problem-based assignments to improve the syntactic competencies of students learning Russian as a foreign language. Problem-based assignments are an effective method, promoting not only the in-depth acquisition of language structures and rules but also the development of the ability to apply them in practical tasks and communicative situations.



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