

IMPROVING THE METHODOLOGY FOR DEVELOPING STUDENTS' ANALYTICAL SKILLS THROUGH PROBLEM-BASED LEARNING

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Annotation: This article explores the improvement of methodology aimed at developing students' analytical skills through problem-based situations. It highlights the importance of equipping students with critical thinking and problem-solving abilities in the context of modern education. The paper analyzes effective strategies for integrating problem-based learning (PBL) into English for Specific Purposes (ESP) classrooms and provides practical recommendations for teachers. Through the use of real-life scenarios and case studies, the article demonstrates how PBL fosters deeper understanding, independent thinking, and analytical reasoning among students.

Keywords: Analytical skills, Problem-based learning, Methodology, Critical thinking, ESP (English for Specific Purposes), Problem-solving, Student development, Educational strategies, Real-life scenarios, Case studies, Independent thinking, Classroom innovation.

Introduction

In today's rapidly evolving educational landscape, the development of students' analytical skills has become a fundamental goal. As learners are expected to not only absorb information but also critically evaluate and apply it in diverse contexts, educators are seeking innovative methods to enhance these competencies. Problem-based learning (PBL) has emerged as an effective approach that encourages active engagement, independent thinking, and real-world problem solving. This article focuses on improving the methodology for developing analytical skills through the use of problem-based situations, particularly within English for Specific Purposes (ESP) classrooms. By examining current practices and proposing strategic enhancements, the study aims to support educators in fostering more analytical and self-reliant learners.

Main

The ability to think analytically is a core skill required in both academic and professional settings. In the context of English for Specific Purposes (ESP), where learners often prepare for real-world professional environments, analytical skills become even more crucial. Traditional methods of instruction, which often emphasize memorization and passive learning, do not sufficiently prepare students to navigate complex, unpredictable situations that demand critical thinking and independent decision-making. Problem-based learning (PBL) offers a solution to this issue. It is an instructional strategy that presents learners with real-life problems that do not have one clear solution. Instead of receiving direct instructions, students must collaborate, research, discuss, and propose solutions on their own. This process naturally encourages analytical thinking, as students are required to define problems, gather relevant information, evaluate alternatives, and justify their conclusions. In an ESP classroom, integrating PBL can significantly improve the development of analytical skills. For instance, legal English students can analyze court cases or simulate legal disputes; business English students can work on company case studies or crisis scenarios; and medical English learners can diagnose patient case histories. These tasks closely mirror the challenges they will face in their future careers and help bridge the gap between theory and practice.

Another benefit of PBL is the enhancement of collaborative learning. Analytical thinking does not occur in isolation; rather, it is enriched by discussion and debate. Working in teams, students learn to articulate their reasoning, challenge assumptions, and consider multiple perspectives—skills

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that are highly valued in professional settings. Moreover, PBL allows for student-centered learning. It gives learners ownership over the learning process, increasing their motivation and engagement. Teachers act as facilitators rather than being the sole providers of knowledge, guiding students in their exploration and helping them reflect on their learning journey.

However, successful implementation of PBL in ESP settings requires careful planning. Teachers need to design authentic, context-specific problems that align with students' fields of study. Assessment methods should also reflect the analytical and problem-solving processes rather than just the final answers. Rubrics, reflective journals, peer assessments, and presentations are useful tools in evaluating students' analytical growth. Furthermore, technology can support PBL through digital platforms, simulation tools, and online collaboration spaces, making problem-solving more interactive and dynamic.

Conclusion

In an increasingly complex and competitive world, the development of analytical skills is essential for students, especially those studying English for Specific Purposes. Problem-based learning presents a powerful approach to fostering these skills by engaging students in real-world challenges that require critical thinking, collaboration, and independent problem-solving. By shifting the focus from passive learning to active inquiry, educators can create a more dynamic and meaningful learning environment. To ensure success, it is important to design relevant problem scenarios, implement appropriate assessment strategies, and provide continuous support and feedback. Improving the methodology for developing analytical skills through problem-based situations not only enhances language proficiency but also equips students with the cognitive tools necessary for lifelong learning and professional success.

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