

PROBLEMATIC EDUCATIONAL TECHNOLOGY

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Abstract: This article talks about how problem-based learning technologies are used in science and how important they are.

Key words: Education, education, problem, solution, problem situation, analysis, teaching method.

The purpose of the reforms implemented in all spheres of social life in Uzbekistan is aimed at ensuring the safety and well-being of people and their interests, as well as raising a mature generation. This goal places great responsibility on teachers. Teachers should be able to communicate in accordance with the mentality of the students they teach, acquire modern pedagogical technologies and use them in the teaching process. They should be able to use modern pedagogical technologies in the process of teaching and to assimilate education in this process, as well as to be able to distinguish between methods and technology.

To teach students to correctly find solutions to various problematic issues or situations based on the topic of the educational subject, to form their skills in determining the nature of the situation and problem, and to choose the appropriate methods for solving the problem. To teach, to teach to correctly determine the causes of the problem and the actions to solve the problem is the goal of problem-based education technology.

This activity can be carried out in the following way in the process of working with students: The teacher divides the students into groups, after placing them in the appropriate places, the procedures and requirements for conducting the activities explains. The fact that the training is staged and each stage requires high attention from the students means that during the training they will work individually, in groups and as a team. Such a mood helps students to be ready to complete the given tasks and arouses interest in doing them. After explaining the rules and requirements for conducting the training, the training will begin.

- A film prepared by the teacher for training or by carefully watching or listening to a passage taken from the work, try to identify the problem covered in it, keep it in memory or mark it in notebooks. (If it is not possible to show a movie, then the teacher can use a poster, a picture or a text on the topic of the subject, or educational materials from a book.)
- The members of each group use this board (picture, text, from a life event) writes down the jointly identified problems on a separate sheet.
- At the end of the specified time, a representative of the prepared working group will be read by
- The teacher is selected by the groups and the problems are written exchange papers and distribute them to groups.
- From the problems written by the groups on the distributed papers each group member or each group chooses one of the problems that interests him.

Each group will independently analyze the chosen problem by writing on the chart below distributed by the teacher.

The question that still arises in students when they encounter the work constitutes a problematic learning process. It is observed that arguments in the process of analysis will achieve a certain efficiency if the student's activity serves to illuminate the content of the studied work, the core of the text. The advantage of questions in this type of analysis is that "firstly, students feel difficulties in the analysis and strive to overcome them, and secondly, the analysis is directed towards a goal, and students try to find a way to solve the general problem." Colorful, consistent, firm and grounded thoughts open a wide way to reveal the essence of the work. "Difficulty in solving the problem is characterized by the novelty and generalization of the unknown thing that needs to be mastered, the level of the student's intellectual capabilities." Problem-based learning technology is implemented in the following stages:

- Problem;
- Causes of the problem;
- Your actions in solving the problem;
- Obstacles encountered in solving the problem;
- Solution to the problem.

At these stages of the problem, a hidden secret is revealed to the center of the problem, and the knot of the work is untied. From the analysis, it can be concluded that if a person really wants to, he will definitely achieve his goal. The choice of the way to study the work is based on a whole set of issues, such as the level of knowledge of the students, the experience of analysis, the intended goal, the relevance of the studied topic from the point of view of literary studies. But the most interesting methodological findings during the analysis can become useless if they become a template. In order to avoid such an awkward situation, the teacher should not look for an easy way out. What is convenient for the teacher can often be difficult and uncomfortable for the student.

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