



THE ROLE OF PROBLEM-BASED LEARNING METHODS IN TEACHING PEDAGOGY

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-----ABSTRACT-----

This article presents the role and importance of problem-based learning methods in the pedagogical disciplines of Higher Education Institutions and modern approaches of pedagogical scientists on problem-based learning.

KEYWORDS: *Problem situation, problem-based learning, education, conflict, logical thinking, method, learning technology.*

INTRODUCTION

The Resolution of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated April 20, 2017 "On measures to further develop the system of higher education" shows that there are still a number of shortcomings in higher education. It is planned to achieve effective quality of education through the widespread use of effective teaching methods and technologies in higher education institutions. Effective teaching technology in today's Higher Education Institutions is problem-based learning. Problem-based learning is an advanced learning technology. Its task is to encourage active learning and to form a research method in thinking. Teaching pedagogical sciences on the basis of problem-based learning technologies corresponds to the goals of educating a creative, active person. In the process of teaching pedagogical disciplines on the basis of problem-based learning technologies, the independence of students in relation to the reproductive forms of teaching is growing. The essence of teaching pedagogical disciplines on the basis of problem-based learning technologies, the teacher's management of their cognitive activity on the acquisition of new knowledge by creating a problematic situation in the educational work of students and solving educational tasks, problems and questions is formed. This creates a research method for learning. It is known that any basis of teaching is based on certain laws of human activity, personal development and the principles and rules of pedagogy formed on their basis. The process of human cognitive activity is based on objective laws and didactic principle - problem-solving in solving logical cognitive contradictions. An analysis of the current teaching process shows that the conclusions of psychologists and educators that "a problem situation begins with an unexpected surprise and delight" are close to the truth. In the context of learning, that mental, emotional, and emotional state of a person serves as a kind of motivation for him to think and think mentally. As N. G. Dayri puts it, "The main goal of problem-based learning is to bring student performance to the same level as the teacher's in mastering the complex part of the content being studied in the lesson." When pedagogical disciplines are organized on the basis of problem-based learning technologies, the activity of students also increases as a result of the effective work of teachers.

MATERIALS AND METHODS

The problem situation arises in a specific teaching environment, which is organized in accordance with the purpose of certain pedagogical tools. It is also necessary to develop specific ways to create such situations, based on the characteristics of the studied topics. Thus, the problem situation in the teaching of pedagogical sciences is not simply a state of mental distress associated with an "unexpected obstacle in the way of thought". It is a state of mental tension in which the goals of cognition are specifically required. At the heart of this situation are traces of previously acquired knowledge and ways of mental and practical action to solve a new task. It is important to note that not all hardship is related to a problem situation. If new knowledge is not linked



to previous knowledge, mental strain will not be a problem. Such hardship does not guarantee mental research. A problem situation is different from any thinking difficulty in that the student understands the internal, hidden connections of the object (concept, fact) that required the difficulty to the task, the problem, which was known to him before and at the same time. Thus, the essence of the problem situation is the contradiction between the information that is familiar to the student and the new facts and events. This contradiction is the driving force for the creative acquisition of knowledge. I would like to quote the words of our President Shavkat Mirziyoyev. "If you ask me what is bothering you, I will answer that it is the education and upbringing of our children," he said, proving once again the strong focus of the head of state on our youth and education. Following the enthusiasm of the head of our state, all students and teachers will try to bring various innovations to education. Which method will be more effective? They look for the answer day and night. In this situation, many teachers turn to teaching methods and technologies. We now use the problem-based teaching method of problem-based learning in the theory and history of pedagogy.

Problem-based learning method.

The purpose of the method is to develop students' positive thinking and teach them to find the right solutions.

Course Description: Students travel to the Timurid period and the khanate period and study the problems of that time. Analyze and find rational solutions and fill in the table.

RESULTS AND DISCUSSION

Course of the method:

1. Describing a problem, in which the educator independently brings up a problematic situation and independently seeks and finds a solution to it.
2. The educator poses the problem independently, but seeks, finds, and concludes the solution in collaboration with the students.
3. The educator poses a problem to the students during the learning process. Students search for it, share information, process it, and find solutions only with their participation.
4. The problem is created by the students themselves. Other students seek and find solutions through mutual research and innovation.

No	Type of problem	The cause of the problem	Solution
1.	Why did Central Asia come under Russian rule in 1885, and the Governor-General of Turkestan was established?	1. The Timurid state was in crisis. 2. Many countries have tried to invade the country. 3. The khanates were in conflict with each other.	1. The Timurids had to be united and rule the state prudently. 2. The khanates had to fight not with an internal enemy but with an external enemy, and to spread secular knowledge in the state.
2.	Why does General Kaufman, in his letter to the emperor, boast that the cultural and social situation of the peoples of Central Asia is 300 years behind?	1. There were conflicts with neighboring countries.	1. 2. 3.
3.	What is the consequence of the fact that graduates of rural schools receive only religious education and only boys are educated in madrassas?	1. 2. 3.	1. 2. 3.
4.	1. 2. 3.	1. 2. 3.	1. 2. 3.
5.	1. 2. 3.	1. 2. 3.	1. 2. 3.
6.	1. 2. 3.	1. 2. 3.	1. 2. 3.



CONCLUSION

M. I. Mahmudov, M. N. Sketkin, A. M. Matyuvikven, I. Ya., Who conducted research in the field of problem-based education. According to scientists such as Lanker, the following problematic teaching methods can be cited:

- explanation, demonstration;
- problem statement;
- reproductive;
- scientific research.

Based on the above, it can be concluded that problem-based learning methods play a very important role in improving the quality and effectiveness of education, because problem-based learning teaches students to explore, be creative, think freely. The formation of such qualities in the student increases the responsibility of learning, independent learning, research becomes his daily routine. This, in turn, will ensure the full mastery of the content of education, improved standards, modernized programs.

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