



DIDACTICAL METHODS OF ORGANIZATION OF PROBLEM LEARNING PROCESS

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ANNOTATION

This article provides didactic ways of organizing the process of problem learning, as well as the essence of problem learning boils down to the fact that the nature and structure of the student's cognitive activity radically changes in the learning process, leading to the development of the creative potential of the student's personality. The main and characteristic feature of problem learning is a problem situation.

KEY WORDS: *problem-based learning, independent activity, skills, ability, thinking process, the essence of problem-based learning, development of the ability to self-study, self-education.*

DISCUSSION

Problem-based learning is usually understood as such an organization of training sessions, which involves the creation of problem situations under the guidance of a teacher and the active independent activity of students to resolve them.

Problem-based learning can contribute to the implementation of two goals: the first goal is to form the necessary system of knowledge, abilities and skills in students; the second goal is to achieve a high level of development of schoolchildren, the development of the ability to self-study, self-education[1].

It is important to note one more of the important goals of problem learning - to form a special style of mental activity, research activity and student independence. The peculiarity of problem learning is that it seeks to maximize the use of psychology data on the close relationship between the processes of learning, cognition, research and thinking[2].

The essence of problem-based learning boils down to the fact that in the learning process, the nature and structure of the student's cognitive activity radically changes, leading to the development of the creative potential of the student's personality. The main and characteristic feature of problem learning is a problem situation[3].

Its creation is based on the following provisions of modern psychology:

- the process of thinking has its source in a problem situation;
- problem thinking is carried out, first of all, as a process of solving a problem;
- the conditions for the development of thinking is the acquisition of new knowledge by solving a problem;
- patterns of thinking and patterns of assimilation of new knowledge largely coincide.

In problem learning, the teacher creates a problem situation, directs students to solve it, organizes the search for a solution. Thus, the student is placed in the position of the subject of his learning, and as a result, new knowledge is formed in him, he has new ways of action. The difficulty in managing problem learning is that the emergence of a problem situation is an individual act, therefore, the teacher is required to use a differentiated and individual approach. If, in traditional teaching, the teacher sets out theoretical propositions in a ready-made form, then in problem-based teaching he brings students to a contradiction and invites them to find a way to solve it themselves, collides the contradictions of practical activity, expresses different points of view on the same issue. Typical tasks of problem learning: consider the phenomenon from different positions, make comparisons, generalizations, formulate conclusions from the situation, compare facts, formulate specific questions ourselves[4].

In general, we can talk about six didactic ways of organizing the process of problem learning (that is, general methods), which are three types of



presentation of educational material by a teacher and three types of organization of independent learning activities of students:

- 1) monologue;
- 2) reasoning;
- 3) dialogical;
- 4) heuristic;
- 5) research;
- 6) the method of programmed tasks.

With the monologue method, the teacher himself explains the essence of new concepts, facts, gives students ready-made conclusions of science. With the method of reasoning presentation, the first option is to create a problem situation, the teacher analyzes the factual material, draws conclusions and generalizations. The second option is that by setting out the topic, the teacher tries by searching and discovering a scientist, that is, he, as it were, creates an artificial logic of scientific search by building judgments and inferences based on the logic of the cognitive process. Form - conversation lecture[5].

With the method of dialogical presentation, the teacher, in the problem situation created by him, poses the problem himself and solves it, but with the help of the students. The basics of the form of teaching - search conversation, story[6].

With the method of heuristic tasks, the essence of the heuristic method lies in the fact that the discovery of a new law, rule, and the like is done not by the teacher, with the participation of students, but by the students themselves under the guidance and with the help of the teacher. The form of implementation of this method is a combination of heuristic conversation and the solution of problematic tasks and tasks[7].

With the method of research tasks, it is organized by the teacher by setting theoretical and practical research tasks for students with a high level of problematicity. The student performs logical operations independently, revealing the essence of a new concept and a new method of action. According to the form of organization, research work can be varied: student experiment, excursion and collection of facts, conversations with the population, preparation of a report, design and modulation.

With the method of programmed tasks, in which students, with the help of specially prepared didactic means, can acquire new knowledge and new actions.

The goal of the problem type of teaching is not only the assimilation of the results of scientific knowledge, the system of knowledge, but also the very way of the process of obtaining these results, the formation of the student's cognitive initiative and the development of his creative abilities. The goal of the traditional type of education is the assimilation of the results of scientific knowledge, equipping students with knowledge of the basics of science, instilling in them the appropriate skills and abilities.

At the heart of the teacher's organization of explanatory and illustrative teaching is the principle of transferring to students the ready-made conclusions of science.

The full cycle of mental actions from the emergence of a problem situation to solving the problem has several stages.

- the emergence of a problem situation,
- realizing the essence of the difficulty and posing the problem,
- finding a solution by guessing or making assumptions and justifying the hypothesis,
- proof of the hypothesis,
- checking the correctness of solving problems.

The thinking activity of students is stimulated by asking questions. The teacher's question should be complex enough to cause difficulty for students, and at the same time, feasible for finding an answer on their own.

As studies have shown, it is possible to identify the most typical types of problem situations for pedagogical practice, common to all subjects. The first type: a problem situation arises if students do not know how to solve the problem. The second type: problematic situations arise when students are faced with the need to use previously acquired knowledge in new practical conditions.

The third type: a problem situation easily arises if there is a contradiction between the theoretically possible way of solving the problem and the practical impracticability of the chosen method. The fourth type: a problematic situation arises when there are contradictions between the practically achieved result of completing an educational task and the lack of students' knowledge for theoretical justification.

The process of posing educational problems requires knowledge of not only logical-psychological and linguistic, but also didactic rules for posing problems.

The teacher, before the students, puts before them the problems they have already encountered. In doing so, he takes into account the following:

- a) an algorithm for solving previously solved problems can be used to solve new difficult problem problems;
- b) solving previously encountered problems, but not solved due to lack of sufficient knowledge;
- c) repetition of the passed material;
- d) the problems previously solved by the team can be used for a secondary setting in front of weak students for an independent solution.

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