УДК 374

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PROBLEM SITUATION AS BASIC ELEMENT TECHNOLOGY OF PROBLEM EDUCATION

Abstract: In this article, the problem situation is analyzed as the main element of problem-based learning technology. The author studied pedagogical tasks in the process of developing solutions to problem situations.

Key words: problematic situation, problematic educational technology, pedagogical task, educational technology, methodology

There is no doubt that problem-based learning technology cannot be effective in different conditions. Practice shows that the process of problem-based learning generates different levels of both intellectual difficulties for students and their cognitive activity: the student's cognitive independence can be either very high or almost completely absent.

In this regard, attempts to identify the types and levels of technology for problem-based learning are quite understandable. M.I. Makhmutov classifies three types of problem-based learning technology:

- scientific creativity - theoretical research, i.e. search and discovery by students of a new rule, law, evidence; this type of problem-based learning technology is based on the formulation and solution of theoretical educational problems;

- practical creativity - the search for a practical solution, i.e. a way of applying known knowledge in a new situation, design, invention; this type of problem-based learning technology is based on the formulation and solution of practical educational problems;

- artistic creativity is an artistic reflection of reality based on creative imagination, including drawing and other things.

All types of problem-based learning technology are characterized by the presence of reproductive, productive and creative activities of students, the presence of a search and problem solving. However, the first type of problem-based learning technology is most often used in theoretical classes, where an individual, group or frontal solution to the problem is organized. The second - in laboratory, practical, seminars, electives, in production. The third type is in classroom and extracurricular activities.

Each type of problem-based learning technology has a complex structure, which, depending on many factors, gives different learning outcomes. An effective learning process is one that:

increasing the amount of knowledge, skills and abilities of students;

deepening and strengthening of knowledge, a new level of learning;

a new level of cognitive needs of teaching;

a new level of formation of cognitive independence and creative abilities.

All of the listed types of problem-based learning technology can proceed with varying degrees of cognitive activity of students.

Each of these functions is carried out in a variety of practical and theoretical activities of the student and depends on the consideration of the characteristic features of the problem-based learning technology, which are also its distinguishing features:

The first feature is the specific intellectual activity of the student in independent assimilation of new concepts by solving educational problems.

The second feature is that the technology of problem-based learning is the most effective means of forming a worldview, since the features of critical, creative and dialectical thinking are formed in the process of problem-based learning.

The third feature follows from the regular relationship between theoretical and practical problems and is determined by the didactic principle of the connection between learning and life. The connection with practice and the use of students' life experience in the technology of problem-based learning act not as a simple illustration of theoretical conclusions, rules (although this is not excluded), but mainly as a source of new knowledge and as a sphere of application of learned methods of solving problems in practical activities.

The fourth feature of problem-based learning technology is the systematic use by the teacher of the most effective combination of various types and types of independent work of students. The specified feature lies in the fact that the teacher organizes the performance of independent work, requiring both the actualization of previously acquired knowledge and the assimilation of new knowledge and methods of activity.

The fifth feature is determined by the didactic principle of an individual approach. Individual perception of the problem causes differences in its formulation, putting forward various hypotheses and finding certain ways to prove them.

The sixth feature is the dynamism of the problem-based learning technology (the mobile interconnection of its elements). The dynamism of problem-based learning technology lies in the fact that one situation passes into another in a natural way based on the law of interconnection and interdependence of all things and phenomena of the surrounding world. As the researchers point out, there is no dynamism in traditional education; instead of problematicness, “categorical” prevails there.

The seventh feature lies in the high emotional activity of students, due, firstly, to the fact that the problem situation itself is the source of its excitation, and, secondly, to the fact that the active mental activity of the student is inextricably linked with the sensory-emotional sphere of mental activity. Independent mental activity of a search nature, associated with the individual

"acceptance" of an educational problem, causes a personal experience of the student, his emotional activity.

The eighth feature of problem-based learning technology is that it provides a new ratio of induction and deduction and a new ratio of reproductive and productive assimilation of knowledge.

It should be noted that the first three features of the technology of problem-based learning have a social orientation, and the remaining features are of a special didactic nature and generally characterize the technology of problem-based learning.

The problem situation is the main element of the problem-based learning technology, with the help of which the thought, the cognitive need of students are awakened, thinking is activated, etc.

A problematic situation in the learning process suggests that the subject (student) wants to solve difficult tasks for himself, but he lacks data and he must look for them himself. This situation characterizes the psychological state of the student, which occurs in the process of completing the educational task, stimulating the search for new knowledge and ways of activity.

The components of the psychological structure of a problem situation also characterize the internal conditions of thinking. Because of this, a problem situation arises only in the presence of certain internal conditions of thinking. This position is important for the teacher. The problem situation in its psychological structure, like thinking, is a rather complex phenomenon and includes not only the subject-content, but also the motivational, personal (needs, capabilities of the subject) sphere. Based on this, A.M. Matyushkin defines a problem situation as a special kind of mental interaction between a subject and an object, characterized by such a mental state that occurs in the subject (student) when he performs a task that requires him to find (discover or learn) new knowledge or methods of action previously unknown to the subject.

A problematic situation in pedagogy (in contrast to psychology) is considered not in general as a state of intellectual tension associated with an unexpected “obstacle” to the course of thought, but as a state of mental difficulty caused by the objective insufficiency of the knowledge and methods of mental or practical activity previously acquired by students to solve the problem. cognitive task (I.Ya. Lerner, M.I. Makhmutov, M.N. Skatkin, etc.).

The introduction of problem-based learning technology into the educational and cognitive process has certain difficulties. The main difficulties are associated with a large expenditure of time for posing and solving problems, creating the most problematic situation and providing an opportunity for each student to independently solve the latter. This learning technology is fraught with a natural process of dividing students into independent and non-independent.

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