THE ORGANIZATION AND CONDUCT OF THE LESSON PROBLEMATIC IN THE PROCESS OF EDUCATION

[1]Odilov Farxodjon Ro'zialievich, [2]Gofforov Sanjar Xabibulaevich, [3]Umurzaqova O. E
Tashkent institute of textile and light industry[1, 2], In the city of tashkent of me"," the branch of national research university higher education institution in the state budget federer[3]

ANNOTATION

The content of this article is devoted to the problem of learning process organization and conduct learning in the lesson.

Keywords: ***lesson, problem, knowledge, situations, modules, practical***

It is known that today the organization and conduct of problem lessons in the educational process is widely used in practice as an effective form of teaching. So, how are problem solving lessons organized and what are their didactic possibilities?

The structure of the problem lesson.

The structure of the lesson is created on the basis of the thematic lesson plan, determines the logic of the lesson analysis.

Elements of the structure of a problem lesson:

1) updating the existing knowledge of students;

2) assimilation of new knowledge and methods of action;

3) the formation of knowledge and skills.

This structure outlines the main learning stages and organizational stages of a modern lesson. Since a task is an indicator of a lesson, and in the structure of which there should be research activity, then, naturally, the problem consists of the inner part of the structure of a problem lesson:

1) the emergence of problem situations and the statement of the problem;

2) make assumptions and substantiate hypotheses;

3) proof of the hypothesis;

4) check the correctness of the solution to the problem;

Since the structure of a problem lesson consists of a combination of external and internal elements of the educational process, this allows the student to manage independent educational activities [1].

Thus, at the current stage of human development, problem learning is important, since problem learning creates a comprehensive critical thinker who is able to cope with various problem situations, collect and systematize knowledge, analyze and correct it . with public development. and shapes.

None of the training material is suitable for setting the problem. When teaching students the history of science, it is easy to create problem situations. Hypotheses, solutions are suitable topics for posing a problem, for example, a crisis of traditional ideas in a recurring phase of new data in science, the search for new approaches to the problem, and so on. Mastering the logic of research through a history of discovery is one of the most promising ways to shape problem thinking. The success of the transition from the traditional teaching method to the problem depends on the "problem level", which is determined by two factors:

the level of difficulty of the problem is determined by the ratio of the known and unknown to the student in the context of the problem;

Problem solving takes into account both the collective and individual contributions of the student's creative participation.

There are three main forms of problem learning [2].

1. Problematic presentation of educational material - monologue at lectures, dialogue at seminars. As the teacher describes the teaching material during the lecture, he or she creates problems related to problem solving and solves them independently, while the students only participate creatively in the process of finding solutions.

2. Incomplete research activity manifests itself during experiments, seminars on problem solving, laboratory work, heuristic conversations. The teacher creates a system of problematic questions, the answers to which are based on the knowledge base from which the answers were obtained, but they are not available in previous knowledge, that is, the questions create intellectual difficulties for students and encourage purposeful creative research. ... The teacher should prepare as many "different answers" as possible, leading questions based on the students' answers, in order to draw a final conclusion. The partial research method provides productive activities of Level 3 and 4 (use, creativity) and Levels 3 and 4 of knowledge-skills, knowledge transformation (change of form). However, in traditional explanatory and reproductive education, only cognition and knowledge are formed.

3. In independent research activities, students independently express and solve a problem (during coursework or graduation, research work) and finish under the guidance of a teacher, which leads to productive activities Level 4 (creativity) and Level 4 the most effective and reliable knowledge (knowledge - reformation).

Problem-based learning is one of the most well-studied components of problem-based learning in a didactic system. This has a positive effect on the activation of students' thinking, the formation of their approach to solving the problem and, finally, on the development of creative thinking. This effect is provided by the creation of special situations of intellectual complexity - problem situations and ways to solve them.

In a problematic modular teaching technology, the main attention is paid to the formation of critical thinking in students through a system of special situations developed in accordance with the goal of finding errors. It combines three main groups of errors: epistemological, methodological and educational. Epistemological errors are cognitive errors that are made by scientists during the evolution of knowledge. Research shows that the use of epistemological errors in the learning process develops students' skills of critical observation, analysis and correction of their own mistakes, and also changes their attitude to the subject and science: the content of the studied science in the educational process . the form of the struggle between the social school and tendencies, as a contradiction of habit and renewal.

Methodological errors are correlated with learning errors: learning errors are often the result of teaching errors. Learning errors are grouped into special diagnostic tables for each problem module, and then used as powerful tools. If in traditional teaching the transition from ignorance to knowledge is limited to the use of standard situations, then in problem-modular teaching the area of the student's direct development expands to critical situations - mistakes that lead to superficial assimilation and incorrect application of new knowledge. In such conditions, the area of transition from ignorance to knowledge does not become a big problem for the student, but becomes a natural link, becoming the area of their current development.

Flexibility is the main quality attribute of problem-oriented modular learning technology. Just as a flexible automated system is important in modern high-tech production, the effectiveness of pedagogical technology now and in the future will largely depend on its ability to adapt and respond quickly to changing scientific, technical, and socio-economic conditions. Flexibility can be structural , meaningful, and technological

.

Structural flexibility is provided by a number of factors: mobilization of the problem module structure, the hierarchy of the problem module program, the availability of a flexible project, and the ability to equip multifunctional classrooms, among others.

The flexibility of the content is manifested primarily in the possibilities of stratification and integration of the educational content. Such an opportunity arises in the proposed technology in exchange for the selection of educational material according to the block-modular principle.

Technological flexibility is provided by the following aspects of the problem-modular learning process: flexibility of teaching methods, flexibility of the monitoring and evaluation system, individual organization of student learning activities, etc.

According to M.A. Choshanov, the transfer of the educational process at vocational schools to a problem-modular basis will allow:

- the implementation of integration and stratification in the dialectical block, which ensures the development of full, abbreviated and in-depth versions of the course by grouping problematic modules of educational material;

- Depending on the level of knowledge, students can independently choose one or another version of the program problem-modular program and ensure their individual progress throughout the program;

- use problem modules as scenarios for the creation of pedagogical software;

- Emphasis on the role of the consultant-coordinator in the management of the educational activities of students;

- Shortening the course based on adherence to a set of methods and forms of training without compromising the speed of presentation of educational material and the level of assimilation.

Problematic design of educational content consists of the following main pillars:

- to organize a course within the framework of fundamental methods of cognitive activity;

- to determine the content of the main problem modules. An important condition for the choice is the fundamental content of the methods of cognitive activity, which has general cultural and practical significance. This requires taking into account the following criteria for the main content of training:

- fundamentalism, continuity, continuity and humanization of education;

- separation of the main professional and practical tasks, the solution of which requires the use of appropriate methods of educational activities, taking into account the specifics of different groups of professions;

- Selection and determination of the content and size of variable modules aimed at providing specialized and level stratification, as well as creating conditions for individual student progress in different - complete, abbreviated and in-depth versions of the program of problem-modular programs.

The scope of application of problem modules includes the following modes: systematic, autonomous and integrated. Systematic ordering requires the use of problematic modules as part of an independent course.

REFERENCES

1. Azizxo'jaeva N.N. Pedagogical technology and pedagogical skills. - Tashkent. - 2003
2. Mamarajabov Sh. Xalmuratova J. Pedagogical technologies and pedagogical skills. TTESI, 2015y.