

ПРАВИЛА СОЗДАНИЯ ПРОБЛЕМНЫХ СИТУАЦИЙ

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Аннотация. В данной статье анализируются правила создания проблемных ситуаций на уроке и решения проблем путем выполнения практических и теоретических заданий.

Ключевые слова. Проблемная ситуация, решение практических задач, интеллектуальные возможности, общие закономерности, усвоение.

RULES FOR CREATING PROBLEM SITUATIONS

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Annotation. In this article rules are analyzed that creating problematic situation during the lesson and to solve the problems by doing the practical and theoretical tasks.

Key words. Problematic situation, solution practical tasks, intellectual capabilities, general patters, assimilation.

In order to create a problematic situation, students should be given a practical or theoretical task, the implementation of which requires the discovery of new knowledge and the acquisition of new skills; here we can talk about a general pattern, a general mode of activity, or general conditions for the implementation of an activity.

The task must correspond to the intellectual capabilities of the student. The degree of difficulty of the problem task depends on the level of novelty of the teaching material and on the degree of its generalization.

The problematic task is given before the explanation of the material to be learned.

4. Problem tasks can be:

- 1) assimilation;
- 2) wording of the question;
- 3) practical buildings.

A problem task can lead to a problem situation only if the above rules are taken into account.

The same problem situation can be caused by different types of tasks.

The teacher directs a very difficult problematic situation by indicating to the student the reasons for not fulfilling the practical task given to him or the impossibility of explaining certain facts to him.

The student's readiness for problematic teaching is determined primarily by his ability to see the problem put forward by the teacher (or that arose during the lesson), formulate it, find solutions and solve it with effective methods.

Does the student always get out of the cognitive difficulty that has been created?

As practice shows, there can be 4 ways out of a problem situation:

- 1) The teacher himself poses and solves the problem;
- 2) The teacher himself poses and solves the problem, involving students in formulating the problem, making assumptions, proving the hypothesis and checking the solution;
- 3) Students independently pose and solve the problem, but with the participation and (partial or complete) help of the teacher;
- 4) Students independently pose a problem and solve it without the help of a teacher (but, as a rule, under his guidance).

Based on a linguistic definition: a problem is a task to be solved, researched. What is the nature of the problem that arises in the learning process? Many teachers identify the concept of "problem" with the concept of "question" and "task", the problem in teaching is confused with the problem in its commonly used meaning.

A learning problem is not the same as a task. Both in life and at school there are many problems, the solution of which requires only mechanical activity, which not only does not contribute to the development of independent thinking, but also hinders this development.

Educational problem is a form of implementation of the problem principle in education. An educational problem is a subjective phenomenon and exists in the student's mind in an ideal form, in thought, just like any judgment, until it becomes logically complete. The task is an objective phenomenon, for the student it exists from

the very beginning in a material form, and the task turns into a subjective phenomenon only after its perception and awareness.

The main elements of the learning problem are "known" and "unknown" (you need to find a "connection", "relationship" between the known and the unknown). The conditions of the task necessarily contain such elements as "given" and "requirements". An educational problem is a form of manifestation of the logical and psychological contradiction of the assimilation process, which determines the direction of mental search, arouses interest in the study (explanation) of the essence of the unknown and leads to the assimilation of a new concept or a new mode of action.

The main functions of the learning problem:

- 1) Determination of the direction of mental search, that is, the student's activity to find a way to solve the problem.
- 2) The formation of cognitive abilities, interest, motives for the student's activity in assimilating new knowledge.

There are several requirements for this problem. If at least one of them is not fulfilled, the problem situation will not be created.

1. The problem should be understandable to students. If the meaning of the problem has not reached the students, further work on it is useless. Therefore, the problem must be formulated in terms known to the student so that all, or at least most of the students, understand the essence of the problem posed and the means for solving it.
2. The second requirement is the feasibility of the proposed problem. If the problem put forward by the majority of students cannot be solved, the teacher will have to spend too much time or solve it himself; neither will give the desired effect.
3. The formulation of the problem should interest students. Of course, the main thing in creating interest is the mathematical side of things, but it is very important to choose the proper wording. Entertaining form often contributes to the success of problem solving.
4. The naturalness of the problem statement plays a significant role. If students are specifically warned that a problematic task will be solved, this may not arouse their interest at the thought that a transition to a more difficult one is ahead.

The teacher's knowledge of the basic requirements for the curriculum is one of the most important conditions for the successful formulation of the problem and the organization of independent cognitive activity of students.

The formulation of the educational problem is carried out in several stages:

- a) analysis of the problem situation;
- b) awareness of the essence of the difficulty - vision of the problem;
- c) verbal formulation of the problem.

The learning problem is not a problem for the teacher. The teacher poses a problematic question or problematic task to the students. Such a statement leads to the emergence of a problem situation - the student's acceptance of the problem formulated and posed by the teacher.

Sum up, the process of setting an educational problem should be carried out taking into account the basic logical and didactic rules:

- 1) separation (limitation) of the known from the unknown,
- 2) localization (limitation) of the unknown,
- 3) identification of possible conditions for a successful solution,
- 4) the presence in the formulation of the problem of uncertainty.

The list of used literatures.

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