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ОСОБЕННОСТИ ПРОБЛЕМНОГО ОБУЧЕНИЯ.

Аннотация

В этой статье объясняется некоторая информация о проблемном обучении для улучшения интеллектуальных способностей учащихся путем выполнения различных заданий и решения учебных задач в классе.

Ключевые слова: деятельность, диалект, проблемный, теоретический, логический, явления, систематический, усвоение, гипотезы.

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FEATURES OF PROBLEM LEARNING.

Annotation

In this article there are explained some information about problem-based learning to improve students' intellectual ability by doing various tasks and solving educational problems in the class.

Key word: activity, dialect, problem-based, theoretical, logical, phenomena, systematic, assimilation, hypotheses

The first and most important feature is the specific intellectual activity of the student in independently mastering new concepts by solving educational problems, which ensures consciousness, depth, strength of knowledge and the formation of logical-theoretical and intuitive thinking. Only solid knowledge becomes the real property of students, which they can consciously apply in their further theoretical and practical activities.

The second feature is that 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. Independent problem solving by

students is also the main condition for the transformation of knowledge into beliefs, since only a dialectical approach to the analysis of all processes and phenomena of reality formulates a system of strong and deep convictions.

The third feature follows from the regularities of the relationship between theoretical and practical problems and is determined by the didactic principle of the connection between learning and life. Connection with life serves as the most important means of creating problem situations and a criterion for assessing the correctness of solving educational problems.

The fourth feature of problem-based learning is the teacher's systematic use of the most effective combination of various types and types of students' independent work. 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. The essence of the difference between problem-based and traditional learning is that in traditional learning, the need for individualization is a consequence of the dialectical contradiction between the frontal presentation of new knowledge by the teacher and the individual form of their perception and assimilation by the student.

In problem-based learning, individualization is mainly due to the presence of educational problems of varying complexity, which are perceived differently by each student. Individual perception of the problem causes a difference in its formulation, putting forward various hypotheses and finding other ways to prove them.

The sixth feature of problem-based learning is its dynamism (moving interconnection of its elements). The dynamism of problem-based learning lies in the fact that one situation passes into another in a natural way based on the dialectical law of interconnection and interdependence of all things and phenomena of the material world.

As some researchers point out, there is no dynamism in traditional teaching; instead of problemativeness, “categorical” prevails there.

The seventh feature lies in the high emotional activity of the student, 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. Any 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. In turn, emotional activity determines the activity of mental activity.

The eighth feature of problem-based learning is that it provides a new ratio of induction and deduction (increasing the significance of the second way of cognition) and a new ratio of reproductive and productive, including creative, assimilation of knowledge, increasing the role of students' creative cognitive activity.

Thus, the first feature of problem-based learning is that it provides the strength of knowledge and a special type of thinking, the second - the depth of beliefs, the third - the creative application of knowledge in life. These three features are of the greatest social significance and ensure the fulfillment of the main task of the school. The main five features are of a socio-didactic nature and determine the effectiveness of the actions of the first three.

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