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СРАВНИТЕЛЬНАЯ ХАРАКТЕРИСТИКА ПРОБЛЕМНОГО И ТРАДИЦИОННОГО ОБУЧЕНИЯ.

Аннотация. В этой статье есть некоторая сравнительная информация о традиционных, которые мы обычно используем на уроке, и проблемных задачах, которые используются на международных экзаменах в настоящее время.

Ключевые слова: проблемный, иллюстративный, принципы, познавательная, учебная проблема, комплексное понятие, гипотезы, обоснование.

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COMPARATIVE CHARACTERISTICS OF PROBLEM-BASED AND TRADITIONAL LEARNING.

Annotation

In this article there is some comparative information about traditional what we are usually using during the lesson and problem based tasks that are using in international examinations nowadays

Key words: problematic, illustrative, principles, cognitive, educational problem, complex concept, hypotheses, substantiating

Today, there are various types of training. Let us present comparative features of informal and problem-based learning.

Reporting	Problematic
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1. The material is given in finished form, the teacher pays attention primarily to the program.	1. Students receive new information in the course of solving theoretical and practical problems.
2. In the oral presentation or through the textbook, there are problems, barriers and difficulties caused by the temporary exclusion of the student from the didactic process.	2. In the course of solving the problem, the student overcomes all difficulties, his activity and independence reach a high level here.
3. The pace of information transfer is focused on stronger, average or weak students.	3. The pace of communication varies by student or group of students.
4. The control of school achievements is only partly related to the learning process; it is not an organic part of it.	4. Increased activity of students contributes to the development of positive motives and reduces the need for formal verification of results.
5. There is no way to provide all students with 100% results; The greatest difficulty is the application of informatization in practice.	5. Teaching outcomes are relatively high and sustainable. Students can more easily apply what they have learned to new situations and at the same time develop their skills and creativity.

What is the main difference between problem-based and traditional learning?

The main difference between the two types of training should be considered goal-setting and the principle of organizing the pedagogical process.

The purpose of the current type of education: mastering the results of scientific knowledge, arming students with knowledge of the basics of science, instilling in them the appropriate knowledge and skills.

The purpose of problem-based learning is broader: mastering not only the results of scientific knowledge, but also the path itself, the process of obtaining these results, it also includes the formation of the student's cognitive activity, and the development

of his creative abilities (in addition to mastering the system of knowledge, skills and abilities). Here the emphasis is on the development of thinking.

The organization of explanatory and illustrative education is based on the principle of transferring ready-made conclusions of science to students. The organization of the process of problem-based learning is based on the principle of a student's search educational and cognitive activity (based on the patterns of problematic learning of knowledge), that is, discoveries or conclusions of science, methods of action, "invention" of new objects or methods of applying knowledge to practice and "artistic reflection of reality" .

The main difference between problem-based learning and explanatory-illustrative is the nature of the organization of the educational process. The essence of this difference is as follows.

In explanatory and illustrative teaching, the teacher reports the facts, analyzes them himself and, using visualization, explains the essence of new concepts, formulates the definition of new theorems, rules, laws, and so on. Here, the informational presentation of the educational material by the teacher dominates and there is no deliberate creation of problem situations.

Students listen and perceive the teacher's explanations and acquire new knowledge by memorization, and new actions by imitating the actions of the teacher. The more complex the material, the more the teacher explains it. Assimilation is fixed by performing numerous exercises, which usually also do not require creative activity.

In problem-based learning, the teacher's activity lies in the fact that, giving an explanation of the content of the most complex concepts, if necessary, he systematically creates problem situations, informs students of facts and organizes their educational and cognitive activities. Based on the analysis of facts, students independently draw conclusions and generalizations, formulate (with the help of a teacher) definitions of concepts, rules, or independently apply known knowledge in a new situation.

Sum up, with problem-based learning, the teacher systematically organizes independent work of students to acquire new knowledge, skills, repeat the fixed and develop skills. Students themselves acquire new knowledge, they develop the skills of mental operations and actions, develop attention, creative imagination, conjecture, develop the ability to discover new knowledge and find new ways of acting by putting forward hypotheses and substantiating them.

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