

**СОВРЕМЕННАЯ ТЕХНОЛОГИЯ ПРОБЛЕМНОГО ОБУЧЕНИЯ****MODERN TECHNOLOGY OF PROBLEM LEARNING****MUAMMOLI O'QITISHNING ZAMONAVIY TEXNOLOGIYASI**

Мадумарова Мухайё Джураевна

Ферганский политехнический институт

Мадумаров Равшанжон Абдирахмонович

Ферганский политехнический институт

**АННОТАЦИЯ**

Суть проблемного обучения заключается в построении проблемной ситуации и обучении умению находить оптимальное решение для выхода из этой ситуации. При этом ученики активно включаются в ход урока. Они уже не получают готовое знание, а должны, опираясь на свой опыт и умения, найти способ разрешения новой проблемы.

**ANNOTATION**

The essence of problem-based learning is to build a problem situation and learn the ability to find the best solution to get out of this situation. At the same time, students are actively involved in the course of the lesson. They no longer receive ready-made knowledge, but must, relying on their experience and skills, find a way to solve a new problem

**ANNOTATSIYA**

Muammoli ta'limning mohiyati muammoli vaziyatni yaratish va bu vaziyatdan chiqish uchun eng yaxshi echimni topish qobiliyatini o'rganishdir. Shu bilan birga, talabalar dars jarayonida faol ishtirok etadilar. Ular endi tayyor bilimlarni olmaydilar, balki o'zlarining tajriba va ko'nikmalariga tayanib, yangi muammoni hal qilish yo'lini topishlari kerak.

**Ключевые слова:** технология проблемного обучения, проблемный тип обучения, обучающийся, проблемная ситуация, стратегия обучающей деятельности, проблемная лекция, исследовательский метод

**Keywords:** technology of problem training , problem type of training, student, problem situation, strategy of training activity, problem lecture, research method

**Калит сузлар:** muammoli ta'lim texnologiyasi , muammoli ta'lim, talaba muammoli vaziyat, o'quv faoliyati strategiyasi, muammoli ma'ruza, tadqiqot usuli

**INTRODUCTION**

As you know, one of the opportunities for personality development in pedagogy is the technology of problem-based learning. Problem-based learning is usually understood as such an

organization of training sessions that involves the creation of problem situations under the guidance of a teacher and the active independent activity of students to resolve them.

The constant setting of problematic tasks and problem situations for students leads to the fact that the student does not give up before problems, but strives to solve them. After all, a problem is always an obstacle. Overcoming obstacles is movement, a constant companion of development.

The technology of problem-based learning is a very effective way of organizing the pedagogical process and involves conducting independent search activities of students under the guidance of a teacher to solve educational problems, during which students form new knowledge, skills and abilities, develop abilities, cognitive activity, curiosity, erudition, creative thinking and other personal qualities.

For many years, problem-based learning has been widely used in the education system to stimulate the search, independent activity of students. Its psychological basis is the contradiction that arises in the mind of the student, between what knowledge he already has and what you need to know in order to understand the problem proposed by the teacher, the problem situation. A well-known specialist in problem-based learning, M. I. Makhmutov, formulated general and special functions of problem-based learning.

The general features of such training include:

- – Assimilation by the participants of interaction in the educational process of the system of knowledge and methods of mental and practical activity;
- - The development of the intellect of trainees, i.e. their cognitive independence and creative abilities;
- - The formation of dialectical-materialistic thinking of the participants of the training;
- - Development of a comprehensively and harmoniously developed personality.

Special features of problem-based learning include:

- - Education of skills of creative assimilation of knowledge (application of a system of logical techniques or individual methods of creative activity);
- – Formation and accumulation of experience in creative activity (mastering the methods of scientific research, solving practical problems and artistic reflection of reality);
- – Formation of learning motives, social, moral and cognitive abilities.

Problem-based learning technologies orient students to use the real opportunities of education in the implementation of social goals. It is believed that it is impossible to control the formation of personal qualities, but you can only manage activities that contribute to the development of certain personal qualities.

The problematic approach focuses on the study of both those problems that are considered to be eternal and that each young generation solves for itself (life choice, self-determination, attitude to adult values, etc.), and those that have become particularly relevant for this generation of students in connection with the changes taking place in society. Experts consider the need to carry out the entire sequence of stages of organizing problem-based learning in the educational process. The introduction of such technology begins:

- - From identifying contradictions, unknown or incomprehensible points in the educational material, recognizing them as difficulties, the emergence of a desire to overcome them and, for this purpose, formulating the problem as a complex task;

- - Analysis of the problematic task, determination of dependencies between data;
- – Identifying the entire list of problems, ranking them according to their importance or difficulty in solving them, identifying mechanisms for analyzing and solving problems;
- – Search for knowledge and methods of activity necessary to solve the problem;
- – Putting forward a hypothesis, generating ideas that contribute to the solution.

The problematic approach will make it possible to solve the problem of coordinating the goals of education and the motives of the educational activities of students.

This approach involves abandoning the focus on education solely as a way to prepare for the future life, the understanding that education should provide an opportunity to solve problems that are relevant for learners "here and now", and not just in the future, which may seem enough for them. distant and very uncertain, which can reduce the motivation to learn.

Thus, the technology of problem-based learning allows students to show samples of solutions, the technology of problem analysis and development of solutions, the construction of evidence and arguments, the development of algorithms for resolving problem situations.

When organizing problem-based learning, one cannot do without a reasonable combination of traditional learning technologies with reproductive, explanatory and illustrative, search, experimental and heuristic technologies that activate the interaction of participants in the educational process.

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