GALAXY INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL (GIIRJ)
ISSN (E): 2347-6915
Vol. 11, Issue 10, Oct. (2023)

THE ROLE AND SIGNIFICANCE OF PROBLEM EDUCATIONAL TECHNOLOGIES IN ENGLISH TEACHING

Gavhar Turdikulovna Melikova
SHDPI Teacher

ABSTRACT

In the article, it is noted that in recent years, the issue of using new information technologies in general education schools has been raised more, and it is considered that not only new technical tools, but also new forms and methods of teaching, a new approach to the educational process. Also, the introduction of ICT into the pedagogical process increases the authority of the teacher in the school community, because it means that teaching is carried out at a modern, high level.

Keywords: technology, information, education, problem-based education, method, result, knowledge, skill.

Pedagogical excellence is based on the unity of knowledge and skills corresponding to the modern level of development of science, technology and their products - information technologies. Currently, it is necessary to be able to receive information from various sources, use it and create it independently. The widespread use of ICT opens up new opportunities for teachers in teaching their subject, and also significantly facilitates their work, increases the effectiveness of teaching and improves the quality of teaching.

ICT use system is divided into the following stages:

Stage 1: Identifying educational material that requires a clear presentation, analyzing the curriculum, analyzing thematic planning, choosing topics, choosing the type of lesson, determining the characteristics of this type of educational material;

Stage 2: Selection and creation of information products, selection of ready-made educational media resources, creation of your own product (presentation, training, training or monitoring);

Stage 3: Use of information products, use in various types of classes, use in extracurricular activities, use in guiding students' research activities.

Stage 4: Analysis of the effectiveness of ICT use, study of the dynamics of results, study of the rating by subject.

2) Critical thinking technology

What is meant by critical thinking? Critical thinking is a type of thinking that helps to be critical of any statement, not to accept anything without evidence, but at the same time to be open to new ideas and methods. Critical thinking is a necessary condition for freedom of choice, quality of forecast and responsibility for one's own decisions. So, critical thinking is essentially a kind of tautology, a synonym for qualitative thinking. It is more of a name than a concept, but it is under this name that the technological techniques that we present below have come into our lives with a series of international projects.

The constructive basis of the "Technology of Critical Thinking" is the main model of the three stages of organizing the educational process:

· At the memorization stage, existing knowledge and ideas about what is being studied are "recalled" from memory, updated, personal interest is formed, and the goals of considering a particular topic are determined.

· At the stage of comprehension (or understanding of meaning), as a rule, the learner comes into contact with new information. It is being systematized. The student will have the opportunity to think about the nature of the object being studied, will learn to formulate questions by connecting old and new information. Your personal position is being formed. At this stage, it is very important that you independently monitor the process of understanding the material using a number of techniques.

The thinking (reflection) stage is characterized by students' active reconstruction of their original ideas to consolidate new knowledge and incorporate new concepts.

In the process of working within this model, schoolchildren master various methods of combining information, learn to develop their own thoughts based on the understanding of various experiences, ideas and concepts, build logical chains of conclusions and arguments, express their thoughts express clearly and reliably.

Swap places, who went to the cinema at the weekend, who went to the country, who saw a new film, who visited their grandparents, who slept late.

Here we are talking about those problems that can be expected from educational technologies. When using the "decision tree" method, the class is divided into 3 or 4 groups with the same number of students. Each group discusses the issue and makes notes on their "tree" (a large sheet of paper), then the groups switch places and put their thoughts on their neighbors' trees without criticizing or correcting those on the sheet. they are happy. The Owners Group will process the add-ons and offer their final solution to the issue. A decision tree can also be used when discussing the pros (one group) and cons (the second group) of an issue.

"Brainstorming" method does not need an introduction. It perfectly stimulates creative activity. I remind you that the discussion participants are asked to express as many options as possible to solve the problem (discussion time is usually 1 - 5 minutes). Then the most successful ones that can be used in practice are selected from the total number of ideas expressed. Perfect for discussing problematic issues (health, sports, youth, education system).

"Incomplete sentence" method. The student is asked to read an incomplete sentence and quickly continue with any word, the first thought that comes to mind. Sentences start very vaguely, so guys have almost unlimited opportunities to finish it. They belong to different areas of life and can cover any topic.

Snowball method. Each student added one sentence to the story they had already started.

The method of sociological inquiry involves the movement of students throughout the class in order to collect information on the proposed topic. Each participant receives a sheet of paper with a list of questions and tasks: find out how many people in your class like peppermint ice cream? or Who's wearing a pink t-shirt today? Whose house has a table by the window? Then they share what they learned. Technology for developing critical thinking - critical thinking about information helps to form a multifaceted person with the ability to select information to solve a given problem.

This technology allows strong students to develop their talents, students of average ability to achieve new positive results, and students who are not motivated enough to learn to

experience a state of success. It should be noted that the acquisition of new knowledge when using critical thinking development technology begins not with familiarization with certain methods of solving a particular task or problem, but with the creation of conditions that create the need for learning. solving this particular problem. By answering personally important questions that arise on the way to the goal, a person can learn new material faster and more deeply.

The technology of developing critical thinking includes several stages.

The first stage is a challenge. This stage allows updating and summarizing the student's knowledge on a given topic or problem; arousing constant interest in the subject being studied, encouraging the student to study.

The second stage is understanding. This stage allows the student to get new information, understand it, connect it with existing knowledge, analyze new information and existing knowledge.

The third stage is reflection. The main thing here: comprehensive understanding, summarization of the information received, formation of each student's own attitude to the studied material. What is fundamentally new in critical thinking technology? Elements of innovation, along with philosophical ideas, are present in methodological methods aimed at creating conditions for the free development of each individual. Each stage of the lesson uses its own methodological methods. The integrated use of all the above technologies in the educational process stimulates personal and intellectual activity, develops cognitive processes and helps to form the competencies that a future specialist should have.

REFERENCES

1. Манвелов С.Г. Конструирование современного урока. - М.:Просвещение, 2002;
2. Ларина В.П., Ходырева Е.А., Окунев А.А. Лекции на занятиях творческой лаборатории «Современные педагогические технологии».- Киров: 1999 – 2002;
3. Петрусинский В.В. Игры - обучения, тренинг, досуг. Новая школа, 1994;