GALAXY INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL (GIIRJ)
ISSN (E): 2347-6915
Vol. 14, Issue 3 March (2026)

PROBLEM-BASED LEARNING TECHNOLOGY IN THE METHODOLOGY OF TEACHING THE RUSSIAN LANGUAGE AT UNIVERSITY

Oblokulova Dinara Aleksandrovna
Trainee-Lectuter at Jizzakh State Pedagogical University
Jizzakh, Uzbekistan
kazakova.dinara12@mail.ru

ABSTRACT

In the context of modernization of the educational system, the introduction of innovative pedagogical technologies is gaining particular importance, among which problem-based learning occupies a leading position. This article reveals the theoretical foundations of problem-based learning, examines its essence, principles, classification of problem situations, as well as the ways and methods of their creation and application in the educational process.

Keywords: Problem-based learning, problem situation, teaching methods, approaches, stages.

Аннотация

В условиях модернизации образовательной системы, особую значимость приобретает внедрение инновационных педагогических технологий, среди которых проблемное обучение занимает одно из ведущих мест. В данной статье раскрываются теоретические основы проблемного обучения, рассматриваются его сущность, принципы, классификация проблемных ситуаций, а также пути и способы их создания и применения в образовательном процессе.

Ключевые слова: проблемное обучение, проблемная ситуация, методы обучения, подходы, этапы.

INTRODUCTION

In order to improve the quality and effectiveness of education, problem-based learning is being actively researched. This approach is considered one of the most effective for stimulating cognitive interest, independence, and creativity of students. It should be noted that problem-based learning is not a new phenomenon: its origins go back deep into the history of pedagogy, manifesting, for example, in Socratic dialogues and in the educational methods of *Émile* proposed by Jean-Jacques Rousseau.

The concept was examined in particular detail by K.D. Ushinsky. He wrote: “We consider the best method for transforming mechanical combinations into mental ones to be the method used by Socrates and named after him — the Socratic method. Socrates did not impose his thoughts on his listeners; rather, knowing what contradictions of ideas and facts lay side by side in their dimly illuminated minds, he called these contradictory series into the bright circle of consciousness through questions and thus compelled them to advance or refute one another, or to reconcile in a third, unifying and explanatory idea” [2].

Problem-based learning is a unique type of instruction whose key feature is its powerful developmental potential. The development of its theory and practice is not limited to the

simple improvement of traditional pedagogical principles. It represents a complete didactic system based on the logical and psychological patterns of conscious knowledge acquisition in the learning process.

Among the advantages of problem-based learning are the following: students independently acquire knowledge through their own creative activity; they demonstrate high interest in learning; they develop productive thinking; and learning outcomes are durable and applicable in practice. The disadvantages include difficulties in managing students' cognitive activity and the significant time required to achieve the intended goals.

Problem-based learning is understood as a comprehensive process that includes the teacher's organization of problem situations, assistance to students in formulating questions, support in searching for solutions, verification of these solutions, and subsequent consolidation of knowledge. The foundation of this approach is the problem situation — an intellectual obstacle that arises when a person cannot explain a phenomenon or achieve a goal using known methods. This difficulty serves as a powerful stimulus for the search for new knowledge and methods. Thus, problem-based learning relies on a specific "problematic" motivation, which requires structuring educational material as a sequence of motivating situations [1].

The essence of a problem as a category of dialectical logic lies in its ability to reveal internal contradictions in the object under study. From a psychological perspective, a problem reflects contradictions that arise in the process of cognition of an object by a subject, that is, within thinking itself.

Problem-based learning sets the following key psychological and pedagogical objectives:

- To stimulate the development of students' thinking, abilities, and creative potential;
- To promote deeper and more sustainable acquisition of knowledge and skills obtained through active search and independent problem-solving, making them more reliable compared to traditional methods;
- To foster an инициативе and creative personality capable of recognizing, formulating, and effectively resolving non-standard problems.

The process based on problem-based learning includes two main stages:

1. Preparation of a practical or theoretical task from which a problem situation arises;
2. Resolution of this difficult situation either through the student's independent search for knowledge or through the teacher's provision of key information that facilitates the solution.

The essence of problem-based learning lies in the systematic and focused immersion of students in resolving educational difficulties and cognitive challenges. Within this activity, students not only actively assimilate new information but also improve their competencies, acquiring the ability to independently formulate problem questions based on specific circumstances [5].

METHODS

The following methods are used in problem-based learning:

Explanatory method: The teacher systematically presents and organizes scientific information, describing and explaining its essence in detail.

Reproductive method: Used to consolidate previously acquired theoretical knowledge, to form and practice practical skills and abilities, and to effectively memorize educational material.

Practical method: Aimed at developing the ability to perform specific actions related to creating or improving objects. It includes elements of technical modeling and design.

Partially exploratory method: The student assimilates information presented by the teacher while actively engaging in independent search for solutions. This is especially relevant for tasks requiring completion of all stages of the cognitive process without direct prompting.

Research method: The essence of this method lies in activating thinking processes aimed at identifying a problem and subsequently finding effective ways to solve it.
The process of problem-based learning technology consists of two stages:
- Presentation of the task: the problem situation arises from theoretical or practical material;
- Problem solution: the way out of the problem situation is found either through the student's own research or when the teacher provides the necessary information for solving the task.

Problem-based learning methods vary according to the degree of student involvement. They include:
- Presentation of problematic material by the teacher in the form of a lecture (monologue) or seminar (dialogue);
- Lectures in which the teacher models the problem-solving process by asking questions and proposing tasks, while students mentally participate in searching for answers;
- Partially exploratory work, where students actively participate in solving tasks under the teacher's guidance, for example, conducting laboratory experiments, participating in problem seminars, or heuristic conversations with carefully selected questions that stimulate their thinking activity;
- Fully independent research activity, in which students identify the problem themselves, develop ways to solve it, implement them, and the teacher subsequently verifies the results.

Key factors for effective problem-based learning

For problem-based learning to be successful, it is necessary to:
- Maintain interest: create conditions in which students are sufficiently motivated and interested in solving the proposed problem;
- Ensure appropriate level of difficulty: tasks must correspond to students' capabilities at each stage, providing a balance between familiar knowledge and new elements to be mastered;
- Provide practical significance: the information obtained while solving the problem should be meaningful and useful for further learning;
- Create a supportive atmosphere: it is important to establish a friendly and open environment for communication between teacher and students, where every idea, hypothesis, or assumption is treated with attention and encouragement [3].

Requirements for implementing problem-based learning

- Selection of relevant tasks: choosing the most significant and fundamental problems for study;
- Consideration of specificity: understanding and applying the features of problem-based learning in various forms of educational activity;
- Systematic approach: developing an optimal system of problem-based learning, including appropriate teaching materials and methodological guidelines;
- Learner-centered instruction: using an approach focused on the activity and personal development of each student;
- High teacher qualification: the instructor must possess a sufficient level of professional competence.

Stages of a problem-based lesson

A problem-based lesson usually includes the following steps:

1. Formulation of the problem (5–10 minutes);
2. Hypothesis generation (5–15 minutes);
3. Hypothesis testing (10–15 minutes);
4. Evaluation of the result.

Approximate structure of a problem-based lesson

Preparation: Activation of previously acquired knowledge and preparation for perception of new material.

Presentation of new material: Creation of a situational conflict, definition of the goal, proposal and justification of possible ways to achieve it, and verification of the correctness of the found solution.

Consolidation: Formation and development of practical skills, abilities, and ways of thinking through the application of knowledge obtained during problem-solving.

RESULTS

For problem-based learning to be truly effective, four favorable prerequisites must be created. First, students must be sufficiently motivated and genuinely interested in the proposed problem. Second, the work with emerging difficulties should be manageable, containing a reasonable combination of familiar and new elements. Third, the information obtained during the search for solutions should be meaningful and useful. Finally, it is extremely important to maintain an open and friendly dialogue in which all viewpoints and assumptions are treated with attention and encouragement. It should be noted that not all educational material can be successfully presented in a problem-based format.

REFERENCES

1. Akhmedova, L.T., Lagay, E.A. Modern Technologies of Teaching the Russian Language and Literature. Tashkent: “Fan va texnologiya,” 2016.
2. Lobanova, O.B., Kolokolnikova, Z.U. History of Pedagogy and Education: Study Guide. Krasnoyarsk: Siberian Federal University, 2014.

3. Makhmutov, M.I. Problem-Based Learning: Key Theoretical Issues. Moscow: Pedagogika, 1975.
4. Ravinskaya, S.V. “Problem Tasks as a Means of Instruction.” Foreign Languages at School, 2017.
5. Selevko, G.K. Modern Educational Technologies. Moscow: Narodnoe obrazovanie, 1998.