

## THE PROBLEMATIC LESSON IS ITS MEANING AND ESSENCE

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### THIS ARTICLE

discusses the problem lesson, its goals and objectives, as well as its content and essence, the role of learners in the formation and development of learning competencies

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### INTRODUCTION

The quality of the problem lesson depends in many ways on the correct choice of their goals and objectives, content, the involvement of educators in the assimilation of instructional materials in order to achieve this in cooperation. Each problematic lesson should be aimed at improving the quality of mastering the knowledge of the subjects in them, formation and development of skills and skills, as well as educational-cognitive competences.

The requirements of the period require a new approach to the task of improving the quality of the problematic lesson, constantly improving it, creating new technologies and introducing them into practice. In particular, work on enriching the lessons of pedagogy taught in higher educational institutions with new problematic issues, assignments, tasks is becoming one of the main issues.

Determination of the logical-structural form of the course process in pedagogical science, adaptation of them to life, living requirements, drawing up problematic questions and assignments, preparation of methodological recommendations and instructions on their basis increase the quality of mastering knowledge must. In this regard, it is worthwhile to organize classes on the basis of problematic questions and assignments prepared in the field of pedagogy, reflecting in them the content and essence of new generation literature published in the field of innovations, trends recognized in the world in the field of technology and technology.

The problematic lesson is a whole process, which is carried out by means of state educational standards, science program, textbooks, educational-methodological manuals, didactic materials, non-traditional pedagogical methods and pedagogical and Information-Communication Technologies, in order to ensure the possibility of carrying out effective labor activity in education recipients, the practical and convenient form of solving educational and educational issues, the pedagogue pursues, it consists in giving qualifications and skills to the growing younger generation, the purpose, content, methods, principles, organizational forms and components are manifested together.

In the problem lesson, it is important to focus the main attention on determining the goals and objectives, establishing effective cooperation between educators and educators, using the

technology and methods of problematic teaching. The problematic lesson should be a factor for the education, social development of the pupils, their activity, independent thinking, mastering the subject, directing them to creative research. In accordance with the purpose of ensuring that the lesson is scientifically based, the accuracy of the topics covered, the role of the development of modern science, as well as the continuity of the connection between Sciences, the existence of problematic situations, their thorough knowledge [1].

Analysis. they indicate that there are some problems encountered in the organization of the current lessons:

- The lack of comparative analysis among subjects in the organization of problem classes;
- Lack of attention to the requirements of modern education;
- The absence of new laws, the status of the use of normative and legal documents;
- After each lesson, a brief summary, no problematic questions and assignments were given;
- Non-use of official statistical data representing socio-economic indicators of the republic;
- Low attention to the issue of science communication;
- The fact that the latest achievements of science, science, technology and technology were not used.

This in turn is due to the lack of adequate level and level of knowledge of educators, behind the assimilation of science programs it causes them to stay. In order to eliminate them, well-known scientists of our republic are trying to use scientifically based problematic teaching technologies and introduce them into the practice of the lesson process. It is important to expand the scope of application of this technology to the teaching process, to study advanced foreign experience in this field, to draw up and implement specific plans in this field in pedagogy, to create textbooks, teaching aids.

Therefore, it is important to organize the lesson process problematic, to pay enough attention to the design, to scientifically approach the main types of this process, to draw attention from educators to the study of its forms, to create a certain system in the correct and effective planning of problematic lessons. The positive solution of the above pressing problems in the course of the lesson is largely dependent on the professional skills, level, preparation of the teacher.

The organization of the problematic lesson and all their forms is mainly associated with some difficultchiliklar in the initial stages of study. In particular, at the 1st stage, it will be difficult for educators to get used to a new form of pedagogical education, new requirements. They almost do not know how to organize their own independent activities independently. From what source the data, how to find them, analyze them, distinguish the main ones, clearly express their opinion, correct their time taqsimlash will be a problem for them. Therefore, it will be necessary for the educator to initially instill in them confidence in his abilities and opportunities, patiently teach to correctly organize the acquisition of knowledge in stages. It is necessary to foresee and solve the above problems that arise in this process, to identify and find out the reasons for the achievements of the learners in the study of the purpose and objectives of the lesson and the results of low self-esteem.

Currently, the problematic lessons carried out in educational institutions are aimed at bringing an adult person who is able to train educators for a profession, demonstrate their abilities, find

a place in life. Such work, which is giving its results today, will serve to ensure in the future the high development of our country, the further improvement of the well-being of our lives. To do this, it is necessary to identify the goals and objectives of the problematic lessons, to carry out the tasks on the way to the use of problematic teaching technologies in their organization. This in turn serves to increase the efficiency of this process.

It is worth noting that without a clear goal of the problematic lesson, it is impossible to achieve an effective result, and without a clear goal to carry out the specified tasks and achieve a practical result. Whatever the goal is set, the result will be the same. When the educator sets himself a clear final goal, he looks for ways to achieve it. Analyze the need and problem in setting the goal, make the goal important it is necessary to focus on the problems, to set serious and specific goals, to formulate the goals in the way of determining the achievement of them, to set goals that arouse motivation, to pay attention to the awareness of the educators of the goals, to follow the requirements of ensuring that the goal of each problematic lesson corresponds to the goal of the

But, there are many shortcomings in the definition of goals, among which there are more than necessary goals, inconsistency of the masseur with the training resources, formality in putting them, frequent replacement of goals in the course of the lesson, it is possible to add inaccuracies in their formation.

The idea of setting a goal in the planning and implementation of teaching is fundamental in improving the quality and effectiveness of the learning process [2,- b.142]. The determination of the goal determines not only the activities of the educators, but also teachers, as well as all educational institutions that allow to determine the appropriate technologies of teaching, as well as the system of criteria for assessing the results obtained [3, -b. 79].

N.Eat it.According to korostilev, the stage of determining the goal is characterized by the fact that the state objectives facing the bunda pedagogical education system become pedagogical goalstiradi and with the help of the selection of means for their implementation, self-education of the pupils from the object of education becomes an independent educational, self-development subjecttiradi [4].

N.A.Serov divides the process of pursuing the goal into three organizers:

1. Goal formation: actualization of need, evaluation of conditions and opportunity, selection of action-oriented objects.
2. Structure of the goal: to set a clear and correct goal, to choose the means by which it will be achieved.
3. Realization of the goal: evaluation of the results of the structured goal, the chances of achieving it [5 - b.49].

In order to perfectly master the level of preparation of control assignments, teachers should prepare methodological works in the form of lecture texts on the basis of problematic teaching technologies.in order to ensure that the objectives and tasks are set correctly, relate them to the content of education and the results of its mastering. In the model of such works, they can be made in different schemes. The most important thing is that in the preparation of the developments, the link between the general objectives, the identific learning objectives and the final result should satisfy the educators.

The establishment of educational, educational and developmental goals in the educational process creates good conditions for mastering knowledge and the formation of the necessary personal qualities. Views on improving the quality of knowledge acquisition in the problematic lesson and spiritual qualities are also formed. The fact that the educator understands the interdependence of the functions of teaching, allows him to creatively put in place and solve the educational, educational and developmental tasks of the lesson. The objectives set in the problem lesson will help in the search for methods in the implementation of educational work. The fact that the educator knows how to carry out these tasks in the process of training, ensures their creativity. In the process of a problem lesson, the separation of these goals, the acquisition of knowledge, creates good conditions for it.

Thus, the identification of pedagogical goals in problematic lessons is important in improving the quality and effectiveness of this process. This requires a creative approach from educators to these issues.

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