

PROBLEMATIC EDUCATIONAL MODELS IN THE LEARNING PROCESS

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ANNOTATION

In this article, the problem-learning model in the learning process is designed for student thinking, creating a problem situation for children's minds with the imposition of problems in education; looking for ways to solve the problem posed, saying their hypotheses; applying the selected method to the implementation of the hypothetical problem; drawing a conclusion on the problem performed, consolidating knowledge

Keywords: problem learning model, passive, active, differentiation, synthesis, comparison, detective, analysis and synthesis, comparison, generalization

As a result of the independence of the Republic of Uzbekistan, huge changes and innovations took place in the field of education, as well as in other areas. A special place within these innovations is occupied by modern teaching methods. In subsequent years, it becomes even more obvious that the problematic teaching carried out by advanced educators is one of the most effective methods in the formation of such characteristics as sensitivity, resourcefulness in students in the educational process. Problem education and problem situation are active in the teaching system, are of particular importance as a method of directing students to creative thinking. Problem education refers to the dream of the current teaching process, which is structured taking into account the harmonization of the principles of problematization, which is objective.

Problematic education and is a complex process that can be imagined both from the point of view of the teacher and from the point of view of the student, and according to the interaction of the teacher and the student's activities. By visualizing the aspects of the participants in education, the educational models are taught according to the student's situations. Types of education are determined according to educational models.

Education is imagined according to the activity of teaching. The teacher is focused on the subject of the educational process, the student or the team of students as the subject of the same team. It is to some extent denied that the status of a student in the organization, management and control of education in this way and according to this vision is an active participant in its educational process. The teacher participates in the problematic educational process in three cases:

- A sluggish (passive) situation in which the teacher listens to comments, explanations, executes instructions, executes requirements and assignments. Educational work is intended for children's memory when the educational process is organized in this direction;
- Active (active) situation – a situation in which the activity of the independence of children is ensured. In this case, problematic education is organized for the thinking of students.
- The situation in which the student has equal rights with the teacher-in this case, the teacher builds and manages problematic education with the student.

In the educational process, depending on the participation of the student in various situations, several ways of mastering educational materials and models related to them are distinguished.

The first way is to learn knowledge ready – made. In the process, teacher speech becomes the main source of Education. The teacher will tell his knowledge. The knowledge that the teacher explains is that the reader remembers the definitions. In the process of studying knowledge ready-made, the information that comes from the teacher and their memorization lies.

The next way to problematic education is to work independently. This path is also intended for the memory of students, at the center of which lies the interaction of the reader and the textbook. Children, according to the teacher's order, read this or that material, remember the Basic Rules, apply knowledge to the given learning conditions.

Another model of problem learning is the way to divide teaching materials into elements and study each learning element separately.

The problem-learning model is designed for students ' thinking, which has the following general appearance: to create a problem situation in the minds of children with the imposition of problems in education; to look for ways to solve the problem posed, to state their hypotheses; to apply the chosen method, to the implementation of the hypothetical problem; to consolidate knowledge by drawing.

Currently, in the experience of Uzbek schools, several variants of problem education are used: conducting classes in the form of problematic placement and execution, putting problems at the beginning of classes and expressing knowledge based on its solution: studying part of the teaching materials in the form of explanatory-visual education, and the rest in the form of problem education.

Problem Education has a number of advantages. The fact that education is intended for children's thinking. The abundance of opportunities for the development of creative abilities in children is a characteristic feature of Education. With this, it has some disadvantages: first of all, the choice of problems corresponding to the real giving opportunities of children in all educational materials related to educational disciplines requires extreme mental work; problem education is associated only with the birzvenos of the educational process-with the processes of acquiring new methods of knowledge in a new way.

On the basis of this education lies educational assignments. Educational assignment is an altered form of educational materials.

Educational assignment is considered the most convenient ancient form of Education. At a time when education was not yet separated in primitive society, assignments were in the structure of Labor.

The organization of education in accordance with the personal characteristics of children is called differentiated education. This education is used from elementary grades to higher education.

Differentiated education in its essence is divided into two types: internal differentiation (separation): external differentiation (separation). Internal differentiation is the teaching of children in groups within one class.

External differentiation is the individual characteristics of the child, in which they are taught by gathering them into separate classes and even schools.

This type of education is based on formulagina, on the basis of which the formal thinking of students lies. The methods of mental activity on the organization and assimilation of the teaching materials of the student predict methods for analysis, synthesis, comparison, endijective and ditective conclusions, determine alternative paths for the implementation of the algorithm. The reader, on the other hand, chooses one of the ways in which the algorithm relates to its execution by analyzing the given facts.

In conclusion, in the process of education, students increase the volume of their knowledge by acquiring a system of knowledge, learning skills and abilities, and therefore, the fundamental meaning of scientific dream comes down to the fact that they are broken into their minds. In order to consistently carry out all these works evenly in a row, students must have acquired a certain level and skills, remaining, mastered the forms of thinking (understanding, judgment, conclusion) and the rules and methods of logical reasoning.

Problem education and problem situation are of particular importance in the teaching system as a method that is active, orienting students to active thinking. Problem education is a dream of the current teaching process, which is structured taking into account the combination of the principles of problematization, which is appropriate for the goal. Problem education is a new system of rules for the application of previously known methods of education and the student, compiled taking into account the operations of logical reasoning (analysis and synthesis, comparison, generalization, classification and hakozo) and the laws of research (research) activities of students. Therefore, it serves to ensure the development of more reader thinking skills, the formation of its general development and beliefs.

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