

ОРГАНИЗАЦИЯ УРОКОВ РУССКОГО ЯЗЫКА С ЭЛЕМЕНТАМИ ПРОБЛЕМНОГО ОБУЧЕНИЯ

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Аннотация. В этой статье были проанализированы организация отличного урока и обучение студентов с помощью различных методических способов обучения, создающих проблемные ситуации в классе.

Ключевые слова. Проблематика, способ обучения, ситуация, система образования, фундаментальные элементы, деятельность, научность, актуализация.

ORGANIZATION OF RUSSIAN LESSONS WITH ELEMENTS OF PROBLEM LEARNING

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Annotation. In this article organizing excellent lesson and teaching students with the different methodical teaching ways creating problematic situations in class had been analyzed.

Key words. Problematic, teaching way, situation, education system, fundamental elements, activity, scientific, actualization.

If we pay attention to the history of organizing lesson that it was organized to many years ago. L.A. Kamensky had already been its father and founder. Having existed for several centuries, the lesson could not but be transformed. It undergoes changes, but they occur smoothly, without sudden movements. The lesson has always been and is a fundamental element of the educational system. The didactic core of the lesson should be the activity of students in observing, comparing, classifying, and identifying patterns. In other words, actions with educational material should be transformative, captivating the individual.

Teachers are constantly concerned about the question: how to build a lesson in the most rational way for the development of general educational and subject skills.

At present, teachers and scientists agree that traditional forms of education are outdated, in order to capture the attention of modern students, they must first of all surprise and interest them. It is not at all easy to do this. To do this, the teacher must help each student to feel their involvement in the subject.

Recent years have been marked by active searches and the widespread use of methods that can significantly increase the effectiveness of training. Problem-based learning technology plays a significant role in this.

The learning problem exists in two main forms:

- As the topic of the lesson.
- As a question that does not coincide with the topic of the lesson, the answer to which will be new knowledge, which is the topic of the lesson.

Methods of problematic presentation of knowledge occur at three stages of lessons:

- Actualization of knowledge.
- Formulation of the problem.
- "Discovery" of new knowledge by children.

The "discovery" of new knowledge by children is built on the basis of some mental operation, therefore, tasks that train this mental operation should be included in the stage of updating knowledge. Thinking must be brought into "form". Therefore, in the actualization of knowledge, it is necessary to include tasks of the type: find the superfluous, divide into groups, compare and indicate the difference, tasks for the development of variant thinking, attention, memory, etc.

In the last task, a "complexity" is planned. Completion of the stage of updating knowledge is associated with the fixation of "difficulties" in the activity. There are three ways to pose a problem in class:

- Creation of a problem situation
- Lead-in dialogue
- Message by the teacher of the topic of the lesson in finished form, but with the use of a motivating technique

The first way to create a problem situation.

The most characteristic is the problem situation with "difficulty". It is based on the contradiction between the need to complete the practical task of the teacher and the impossibility of doing this without today's new material.

To bring students out of a problem situation, the teacher develops a dialogue that encourages them to recognize the contradiction and formulate the problem.

The second way of posing a learning problem in a lesson is a lead-in dialogue.

The structure of the introductory dialogue can also include reproductive tasks (remember, do the usual ones) and mental tasks (analyze and compare). The answer to the last question will be the wording of the topic of the lesson.

The third way of setting a learning problem

The message of the topic of the lesson is ready-made, but with a motivating spot. There are two techniques: "bright spot" and "relevance". The first one is to communicate intriguing material to students (fairy tales, fragments of fiction). The second is to discover the meaning of the relevance of the topic for the students themselves.

The main psychological meaning of the link in the formulation of the educational problem is the generation of students' motivation to assimilate new knowledge. In addition, the first two ways provide a certain effect: the encouraging dialogue forms the creative abilities of students, the leading one - logical thinking, and both actively develop speech.

At the lessons of the Russian language, the methods we have considered for creating a problem situation with "difficulty" are used. Typical for these lessons is also the technique of creating a problem situation with "surprise", where:

- 1) different opinions of students collide with a question or a practical task;
- 2) the students' everyday idea is exposed by a question or a practical task for a "mistake", then a scientific fact is presented by a message, experiment or visualization.

The first thing the teacher needs to decide is what is the topic of the lesson (in some cases it can become a learning problem) and what exactly is the new knowledge (which is to be discovered).

It is also desirable for oneself to understand the type of knowledge being introduced - a fact, a rule, a concept, a pattern. The search for a solution can go by the classical method through hypotheses and a dialogue that encourages hypotheses. The search for a solution ends with the formulation of the topic of the lesson or question.

The task of the modern school is not only to equip students with knowledge, but also to teach them to make observations, think creatively, reason, draw conclusions and generalizations themselves. Modern teaching methods should contribute to the implementation of cognitive activity. Among the methods of teaching the Russian language, the following can be used in Russian language lessons: analysis and synthesis, comparison and comparison, classification and differentiation, a linguistic experiment, creating a problem situation and using visualization. They, I think, play a certain role in the acquisition of knowledge by students.

Analysis and synthesis. When studying the course of the Russian language, analysis and synthesis are essential elements of any action aimed at considering any linguistic phenomenon. For example, to give students an idea of the lexical meaning of the numeral eleven, work can begin with morphemic analysis. Then the analyzed parts of the word are combined and it is concluded that in this case the lexical meaning of the word is made up of the meanings of its constituent morphemes. This is an inductive way of cognition, which provides a great activity of the class and therefore is most often used in practice.

Comparison and comparison. "The juxtaposition technique," A.V. Pikuchev notes, "literally permeates all work on the Russian language, all its methodology." When studying the topic "Numeral Name", students can be offered to compare, contrast, draw conclusions about quantitative and ordinal numbers, their declension.

Classification and differentiation. Highlighting the general in linguistic facts and phenomena, and at the same time revealing the difference between them, the student gets the opportunity to distribute them into groups, combine them into separate classes. Usually already known information is brought into the system. For example, you can give the task to students: distribute numbers and words with a numerical value into groups; distribute the categories of numerals into groups.

Sum up, by creating problem situation we have to achieve active mental work of students, it is necessary to arouse in them the need for knowledge. The need for knowledge arises in those cases when obstacles, difficulties appear on the path of the student, which he cannot overcome without the necessary information for this.

A problematic situation is created even by such seemingly simple tasks as, for example:

- 1) disassemble the composition of the numerals two, five, two thousandth;
- 2) Is the use of the combination “two students” correct?

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