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## **ОРГАНИЗАЦИЯ ПРОБЛЕМНОГО ОБУЧЕНИЯ В СРЕДНЕЙ ШКОЛЕ**

### **Аннотация**

В данной статье разъясняется организация проблемного обучения, предполагающая использование таких приемов и методов обучения, которые приводили бы к возникновению взаимосвязанных проблемных ситуаций и предопределяли использование учащимися соответствующих методов обучения.

**Ключевые слова:** проблема, творческое обучение, проблемное, умственное, проблематичность, познавательная самостоятельность, дидактика.

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## **ORGANIZATION OF PROBLEM-BASED LEARNING IN SECONDARY SCHOOL**

### **Annotation**

In this article that is explained the organization of problem-based learning that involves the use of such techniques and teaching methods that would lead to the emergence of interrelated problem situations and predetermine the use of appropriate teaching methods by students.

**Key words:** problem, creative learning, problem-based, mental, problematicness, cognitive independence, didactic

The emergence of problem situations and search activity of students is not possible in every situation. It is, as a rule, possible in such types of educational and

cognitive activity of students as: solving ready-made non-standard tasks; preparation of tasks and their implementation; logical text analysis; student research; essay, etc.

Therefore, the creation by the teacher of a chain of problem situations in various types of creative learning activities of students and the management of their mental (search) activities for the assimilation of new knowledge through independent (or collective) solution of educational problems is the essence of problem-based learning.

Based on the idea of developing the cognitive independence of students, all varieties of the modern lesson, based on the principle of problemativeness, are divided into problematic and non-problematic.

From the point of view of internal specifics (logical and psychological), a lesson should be considered problematic if the teacher deliberately creates problem situations and organizes the search activity of students to independently formulate educational problems and solve them (the highest level of problemativeness) or he himself poses problems and solves them, showing students the logic of the movement of thought in the search situation (the lowest level of problem).

The didactic (external) indicator of a problematic lesson is its complexity, synthetic character. The essence of a synthetic lesson is that the repetition of what has been passed, as a rule, merges with the introduction of new material, there is a continuous repetition of knowledge, skills and abilities in new connections and combinations, which is typical for a problem lesson.

The structural elements of a modern lesson are:

- 1) actualization of the previous knowledge of students (which means not only the reproduction of previously acquired knowledge, but also their application often in a new situation, stimulating the cognitive activity of students, teacher control);
- 2) the assimilation of new knowledge and methods of action (in a more specific sense than the concept of "learning new material");
- 3) the formation of skills and abilities (including both special repetition and consolidation).

This structure reflects both the main stages of teaching and the stages of organizing a modern lesson. But in relation to the mental activity of students, being an expression of the goals of education, it acts as an external indicator of learning, that is, it does not reflect the process of productive cognitive activity of students and cannot ensure the management of this activity. Since an indicator of the problematic nature of a lesson is the presence of stages of search activity in its structure, it is natural that they represent the inner part of the structure of a problematic lesson:

- 1) the emergence of a problem situation and the formulation of the problem;
- 2) making assumptions and substantiating the hypothesis;
- 3) proof of the hypothesis;
- 4) checking the correctness of the solution to the problem.

Thus, the structure of a problem lesson, unlike the structure of a non-problem one, has elements of the logic of the cognitive process (the logic of productive mental activity), and not just the external logic of the learning process. The structure of the problem lesson, which is a combination of external and internal elements of the learning process, creates opportunities for managing the student's independent educational and cognitive activity.

Within the framework of problem-based learning in pedagogy, not only general pedagogical problems are studied, but also the problems of teaching individual subjects.

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