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PROBLEM EDUCATION AND METHODS OF ITS APPLICATION IN THE LESSON PROCESS

Abstract. An important aspect of organizing and conducting problem-based training is that the teacher must have a good understanding of both its educational and educational functions. A teacher should never give students a ready-made truth (solution), but should motivate them to acquire knowledge, help them to mentally process the information, event, time and events necessary in training and life activities.

Key words. problem-based education, pedagogical skills, seminar, student discussion, didactic.

Introduction. Today, problem-based teaching means problem situations created by the pedagogue during classes and active independent activity of students aimed at solving them. As a result, students acquire professional knowledge, skills and abilities, and develop thinking skills.

Methodology. Problem-based teaching is the most effective method of teaching, based on the theoretical rules of the American philosopher, psychologist and pedagogue J. Dion, and began to spread in the 20s and 30s of the 20th century. In this case, the pedagogue creates a problem situation, directs the student to solve it, organizes the search for a solution [1]. Management of problematic teaching requires pedagogical skills, because the emergence of a problematic situation is an individual situation and requires a differentiated and individualized approach.

The following common methods of creating a problematic situation are noted in the literature:

• to set problematic tasks to explain the nature of events, studied concepts;

• setting a problematic task to find methods of practical application of acquired knowledge;

• encourage students to explain conflicts and inconsistencies between events and facts;

• to encourage the analysis of facts and events that cause conflict between scientific concepts and life imaginations;

• encourage students to compare and contrast facts, events, actions, conclusions;

• to acquaint students with seemingly incomprehensible facts that caused a scientific problem in the history of science [2,3,4].

Result and discussion. It is known that any teaching is based on certain laws of human activity, personality development and the principles and rules of pedagogical science formed on their basis. The process of cognitive activity of a person is based on the objective laws and the didactic principle of solving logical cognitive conflicts.

Being able to get out of a problematic situation is always connected with the understanding of the problem, that is, what is unknown, its verbal expression and solution. If we analyze the problem situation mentally, it is primarily the independent mental activity of students. It leads the student to understand the reasons that caused intellectual difficulties, enter into it, express the problem in words, that is, define active thinking [5,6].

An important aspect of organizing and conducting problem-based training is that the teacher must have a good understanding of both its educational and educational functions. The teacher should never give students a ready-made truth (solution), but should motivate them to acquire knowledge, help them to process the information, event, time and event in their minds that are necessary in training and life activities.

Thus, the task of problem-based teaching is to help students effectively master the system of knowledge and the methods of mental and practical activities, in them is to create the skills of creative application of the knowledge acquired in a new situation, independence of knowledge and solving educational and educational problems.

When organizing a problem situation, it is necessary to take into account the following didactic goals:

- attracting students' attention to the educational material
- to arouse their interest in learning
- revitalizing cognitive activity of students, bringing them to the challenges of intellectual tension,
- it is necessary to be able to demonstrate that the current knowledge, skills and abilities acquired by students cannot satisfy the knowledge requirements that will arise in the future, and to help students analyze educational problems and determine the most rational ways to solve them [7,8].

Seminars can be held in order to ensure the quality of problem-based teaching at the required level, to deepen and expand the knowledge of the information acquired by students. It is known that the primary purpose of conducting such a seminar is to discuss a lecture or information as a group. The effectiveness of the seminar depends on the quality of the students' preparation. It is especially important to work with students preparing lectures and information. Preparation of students for the seminar is organized step by step.

At the first stage, the teacher defines the subject of the student's seminar. When choosing a topic and preparing a future lecture or information, one should not treat them as just a teacher or student, but to make them think about the importance and relevance of the topic discussed in the seminar, to study it in depth in order to successfully master the subject later. it is necessary to realize the necessity, to be able to plan the current social and scientific problems of the

future professional activity. In order to save time and speed up organizational work, it is necessary to recommend to students the literature on the subject, as far as possible, indicating the topics, paragraphs and pages. At the first stage of preparing students for lectures and information, the task of making a detailed plan of the report on its topic is assigned.

In the second stage, during the preparation of the students for the lecture, the teacher discusses with them the plan of the abstract, corrects some of its parts. This, in turn, allows you to quickly correct, clarify, fill in the initial thoughts, and it ultimately increases the quality of the future lecture.

In the third stage, the teacher gets acquainted with the content of the abstract prepared by the student. If necessary, ask him questions, and the student should make appropriate corrections after this conversation. It is also necessary to ask such questions that the student should answer these questions in his speech. At the same time, it is better to discuss the student's presentation style at the seminar.

Such a seminar activity usually begins with a reminder to connect the essence and relevance of the discussed topic with the lecture material. After that, students are activated to discuss the studied issue, it is determined that they can demonstrate their knowledge. This is done in two ways: either in the form of an interview based on short-answer and pre-prepared questions, or by monitoring based on remedial test questions.

Experiments show that this method of revealing both knowledge is a quick method and is an important and effective condition for conducting this stage of the seminar. In the process of eliciting students' knowledge, it is determined that their acquired knowledge is sufficient for participation in subsequent seminars and discussions. If the students' knowledge is not enough even after the discussion, it will be explained through the teacher's statement or in the form of an individual conversation with the student. It is better to use one of them if it works. The next option can be relatively effective.

Conclusion. By applying the problem-based learning method in each lecture (seminar) lesson, students (pupils) will be able to develop a special approach to the assigned homework. Problem-based education leads the student to understand the reasons that caused intellectual difficulties, enter into it, express the problem in words, that is, define active thinking. As a result, students acquire professional knowledge, skills and abilities, and develop thinking skills.

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