ISSN NO: 2770-8608
Date of Publication: 16-12-2021

Problem Learning in Russian Language Lessons

Makhmadieva Gulchekhra Said-Abdullaevna
Lecturer of the Department of Russian Linguistics, Termez State University, Uzbekistan, Termez

Abstract: The traditional education system lags somewhat behind the needs of society. The concept of modern education has determined the goal of the teacher's professional activity - to form students' ability to successfully socialize in society, actively adapt to the labor market. Problem-based learning - learning in which the teacher systematically creating problem situations and organizing the activities of students to solve problems, provides an optimal combination of their independent, search activities with the assimilation of ready-made conclusions of science

Keywords: Learning, Education System, Society

Problem-based learning - learning in which the teacher systematically creating problem situations and organizing the activities of students to solve problems, provides an optimal combination of their independent, search activities with the assimilation of ready-made conclusions of science. The organization of problem-based learning is based on the principle of personality and activity, i.e. the discovery by students under the guidance of a teacher of the conclusions of science, methods of action, the invention of new objects or methods of applying knowledge to practice [1].

The traditional education system lags somewhat behind the needs of society. The concept of modern education has determined the goal of the teacher's professional activity - to form students' ability to successfully socialize in society, actively adapt to the labor market. The consequence of this is the development of innovative technologies in teaching. Innovative methods are characterized by a new style of organizing educational and cognitive activities of students [2].

Problematic task denotes an educational problem with clear conditions set by the teacher or any of the trainees. Here the content is a contradiction between known and unknown knowledge and puts the student in a problematic situation, depriving him of the opportunity to receive a ready-made answer. He must find it by means of mental actions, using previously acquired knowledge as a means.

Problematic question suggests the possibility of searching for the required answer to a given question from a set of these options or formulating an answer outside this set. A question may contain a latent contradiction, cause different, sometimes opposite positions when resolving it. They stimulate thought, activate thinking, make a person think, usually begin with such interrogative words and phrases as “why”, “why”, “how (how) to explain it”, “how to understand it”, “how to prove (substantiate) "," What follows from this (what conclusion) ", etc.

Problem task- This is an educational task, drawn up in the form of a problematic task or a problematic question in order to formulate trainees in a problematic situation.

Problem as a teaching principle... Its essence is as follows: when organizing the learning process, the content of the educational material is not presented in a finished form, but is given as part of the problem as an unknown sought-after. It can become known and assimilated only as a result of one's own search thinking activity to solve a problem.

Problem-based learning as a holistic methodological system

Problematic methods- these are methods based on the creation of problem situations, active cognitive activity of students, consisting in the search and solution of complex issues that require the actualization of knowledge. A problem situation is a psychological state of intellectual difficulty that arises in a person if he cannot explain a new fact with the help of existing knowledge or perform a known action in the old familiar ways and must find a new one. A break-through situation determines the beginning of thinking in the process of posing and solving problems. The teacher develops tasks and assignments, creates problem situations that allow students to be included in an active cognitive process.

ISSN NO: 2770-8608
Date of Publication: 16-12-2021

To create a problematic situation means to introduce a contradiction, a collision with which causes an emotional reaction of surprise or difficulty in schoolchildren.

Ways to create problem situations

1. Encouraging students to a theoretical explanation of phenomena, facts, external inconsistencies between them. This causes the search activity of students and leads to the active assimilation of new knowledge.

2. The use of educational and life situations that arise when students perform practical tasks at school, at home, etc. Problematic situations in this case arise when trying to independently achieve the practical goal set for them. Usually students, as a result of the analysis of the situation, formulate the problem themselves.

3. Setting educational problem tasks to explain the phenomenon or search for ways of its practical application. An example is any research work of students in the classroom.

4. Encouraging students to analyze the facts and phenomena of reality, giving rise to contradictions between everyday ideas and scientific concepts about these facts,

5. Making assumptions (hypotheses), formulating conclusions and testing them experimentally.

6. Encouraging students to compare, contrast, generalize facts, phenomena, rules, actions, as a result of which a problem situation arises.

7. Familiarization of students with facts that seem to be inexplicable and have led in the history of science to the formulation of a scientific problem. Usually, these facts and phenomena seem to contradict the ideas and concepts that have developed among students, which is explained by the incompleteness, inadequacy of their previous knowledge.

8. Organization of interdisciplinary communications. Often, the material of the subject does not provide for the creation of a problem situation (when practicing skills, repeating what has been covered, etc.). In this case, you should use the facts and data from other academic subjects that have a connection with the material under study [3].

9. Varying the problem, reformulating the question.

Benefits of problem-based learning:

1. Students receive new information in the course of independent solution of theoretical and practical problems, which ensures the strength of the acquired knowledge.

2. Develops thinking, cognitive and creative abilities of students.

3. An active creative personality of a student is brought up, who is able to see problems, pose them correctly and find non-standard approaches to their successful resolution.

4. The activity of students increases, which contributes to the development of positive motives for learning.

The main conditions for the successful application of problem learning technology:

- ensuring sufficient motivation of schoolchildren, which can arouse their interest in the content of the problem and its solution;

- ensuring the feasibility of work for students with subproblems arising at each stage of the solution. This power consists in the rational ratio of the known and the unknown;

- the significance for the student of the information obtained as a result of the successful solution of the problem;

- the need to ensure friendly dialogical communication between teacher and student.

Practice shows that the process of problem learning generates different levels of cognitive activity: the cognitive independence of the learner can be either very high or almost completely absent. In this regard, it is possible to single out the types of problem learning, which are most correctly distinguished by the existing types of creativity:

- scientific creativity - theoretical research, that is, searches, the discovery by students of a new rule, law, proof; this type of education is based on the formulation and solution of theoretical educational problems;

- practical creativity - the search for a way to apply known knowledge in a new situation, design, invention; this type of training is based on the formulation and solution of practical educational problems;

ISSN NO: 2770-8608
Date of Publication: 16-12-2021

- artistic creation - a reflection of reality based on creative imagination, including drawing, playing, playing music, etc.

All types of problem-based learning are characterized by the presence of reproductive, productive and creative activities of trainees, the presence of a search and solution to a problem. Each type of problem-based learning has a complex structure, which, depending on many factors, has different effectiveness.

Such a learning process can be considered effective if it determines:

- an increase in the volume of knowledge, skills, and abilities of students;

deepening and strengthening of knowledge, a new level of training;

- a new level of cognitive learning needs;
- a new level of formation of cognitive independence and creative abilities,

A teacher who decides to use the problematic method in his practice must be guided by the principle of expediency, observe a number of conditions [4].

1. To give trainees a practical or theoretical task, by completing which, they receive new knowledge or methods of action that are appropriate for assimilation on a given topic. The task should, firstly, be based on existing knowledge, and secondly, the knowledge to be learned should be that as yet unknown method of action, without which the task is impossible to complete, thirdly, the task should cause the need to receive missing knowledge, that is, interest should appear as a motive for action.

2. The task must correspond to the intellectual abilities of the student: be quite difficult, but solvable due to the existing thinking skills, mastery of a generalized way of action and a sufficient level of knowledge. If there is no knowledge sufficient to complete the assignment, it is necessary to provide explanations to fill the existing gap.

3. The question of the assignment will be problematic for the student only if it coincides with the question that arose in him when receiving the conditions of the assignment.

4. A problematic situation on the same question to be assimilated can be created by different types of assignments: either students explain known facts (learn to apply theory to life), or feel the need to acquire new knowledge.

5. If the students, having got into a problem situation, were not able to get out of it (they could not theoretically explain the facts or did not realize the need for new knowledge or a method of action), then the teacher must formulate the problem that has arisen, indicate the reasons for the failure to complete the assignment and proceed to explain training material required to solve it [1].

As the facilitator of problem-based learning, the teacher should:

- to feel subtly the problematic nature of situations that students face, and to be able to set real educational tasks in an understandable form;
- to act as a coordinator and partner, in the course of researching various aspects of the problem, to help individual students and groups, but at the same time avoid directive techniques;
- try to captivate students with the problem and the process of its deep research, stimulate creative thinking with the help of skillfully posed questions;
- show tolerance for mistakes made in attempts to find their own solution;
- offer their help or address to the necessary sources of information only in those cases when the student begins to feel the hopelessness of his search;
- to encourage a critical attitude to the research process, suggestions for improvement of work and the advancement of new directions of research;
- while remaining motivated, allow individual students to volunteer to work on a problem while others find ways to approach a new problem.

Problem learning stages

Stage 1 - setting a pedagogical problematic situation: directing students to its perception.

Stage 2 - translation of a pedagogically organized problem situation into a psychological one; the state of the question - the beginning of an active search for an answer to it, awareness of the essence of the contradiction, the formulation of the unknown. At this stage, the teacher provides metered assistance, asks leading questions, etc. The difficulty in managing problem learning is that the emergence of a psychological problem situation is an individual act, therefore it is important that the teacher uses a differentiated and individual approach.

ISSN NO: 2770-8608
Date of Publication: 16-12-2021

Stage 3 - finding a solution to the problem. way out of the impasse of contradiction. Together with the teacher or independently, students put forward and test various hypotheses, attract additional information. The teacher provides the necessary assistance (in the zone of proximal development).

Stage 4 - "aha-reaction". the emergence of an idea for a solution. the transition to a solution, its development, the formation of new knowledge in the minds of students.

Stage 5 - the implementation of the found solution in the form of a material or spiritual product.

Stage 6 - tracking distant learning outcomes. Based on the idea of developing the cognitive independence of students, all varieties of a modern lesson on the basis of the principle of problematicity are divided into problematic and non-problematic.

From the point of view of internal specifics, a problematic lesson should be considered a lesson in which 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 problematicity) or pose problems and solve them himself, showing students the logic of the movement of thought in the search situations (the lowest level of problematicity).

Thus, the following features of problem learning.

1) The specific intellectual activity of the student on the independent assimilation of new concepts by solving educational problems.

2) Problem-based learning is the most effective means of forming a worldview, since the features of critical, creative and dialectical thinking are formed in the learning process. Students' independent problem solving is also the main condition for the transformation of knowledge into beliefs, since only a dialectical approach to the analysis of all processes and phenomena of reality forms a system of strong and deep beliefs.

3) Connection with life serves as the most important means of creating problem situations and a criterion for assessing the correctness of solving educational problems.

4) The teacher's systematic use of the most effective combination of various types and types of independent work of students, requiring both the actualization of previously acquired and the assimilation of new knowledge and methods of activity.

5) The principle of an individual approach. Individualization is due to the presence of educational problems of varying complexity, which are perceived differently by each student.

6) The dynamism of problem learning, which consists in the fact that one situation passes into another in a natural way based on the dialectical law of interrelation and interdependence of all things and phenomena of the material world.

7) High emotional activity of students. Any independent thought activity of a search nature, associated with an individual “acceptance” of an educational problem, causes the student's personal experience, his emotional activity. In turn, emotional activity determines the activity of mental activity.

8) A new ratio of induction and deduction (strengthening of the value of the second path of cognition) and a new ratio of reproductive and productive, including creative, assimilation of knowledge

References:

1. Матюшкин А.М. Проблемные ситуации в мышлении и обучении. - М., 1992.
2. Гулчехра Саид-Абдуллаевна Махмадиева. Инновационные методы формирования у учащихся устной и письменной речи в процессе обучения русскому языку// Общество и инновации 2021. №2 (3). URL: https://doi.org/10.47689/2181-1415-vol2-iss3/S-pp84-89 (дата обращения: 06.12.2021).
3. Гулчехра Саид-Абдуллаевна Махмадиева. Основа частей речи в русском языке // Интернаука научный журнал 2020 №7 (136). URL: https://internauka.org/archive2/internauka/7(136_1).pdf (дата обращения: 06.12.2021).
4. Кулмаматов Д.С., Панжиев Н.П., Махматкулов С.М. Проблемы языковых контактов и трансформационного анализа. Термез, 2001. 110 с.{ Kulmamatov D.S., Panzhiev N.P., Makhmatkulov S.M. Problems of language contacts and transformational analysis. Termez, 2001. 110 p.}