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PROBLEM EDUCATIONAL ACTIVITY OF MILITARY EDUCATION TEACHERS BEFORE THE FUTURE CONSTITUTION AS AN INCREASE

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Abstract
The article discusses the nature, content, basic concepts and categories of problem-based teaching and its role in increasing the knowledge activity of students in the system of higher professional education.

Keywords: Concept of problem-based learning, cognitive activity, cognitive difficulties, problem situation, problem, problem-based task, problem-based presentation lecture, problem-based teaching lecture, joint problem-based lecture, problem-based seminar session classes.

Introduction

(Matthew 24:14; 28:19, 20) At the height of the reforms that are taking place in our country's education system, the upbringing of entrepreneurial, barbecue young people in professional activities is being put forward as the most important problem. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.

Until then, as we stop discussing the pedagogical and psychological aspects of the concept of developing the educational competence of military education teachers, we need to stop analyzing the ethical concepts of "competence" and "competence." Scientists have interpreted the concepts of "competence" and "competence" differently. When it comes to competency, the word "Competence" comes from the word "to compete," which means "knowledge of it or in this area."

The basics of problematic education have been developed in accordance with the popular association-reflexive teaching concept. This is a set of tools that allow students to participate creatively in learning, as well as to develop their knowledge.

The main categories of training of this type are the problematic, problematic and problematic task.

The problematic situation is treated as a cognitive challenge, where students need to gain new knowledge or make mental efforts to overcome it. This becomes a problem for students if they are accepted as a solution. And the problem, in turn, becomes a problematic task with a deliberately limited area of search for a solution, when there are parameters and conditions

to solve.

Such a set of specially developed tasks should be the basis for implementing the main function of problematic education, which is to approach the development of learning material creatively and to gain experience in independent creative activities.

This type of teaching refers to a certain system of problematic situations, problems and problematic tasks that are consistent with students' cognitive abilities and abilities.

Accordingly, different levels of problem solving are used in the learning process.

In the first phase, the teacher himself analyzes the problem, identifies the problem, defines the task and directs the students to solve it independently.

In the second, in high stages, the teacher, together with the students, analyzes the situation and takes them to the problem, and they independently identify the problem and begin to solve it.

In the third phase, which was found to be the highest , the teacher identifies the problem situation and takes it to the attention of the students, and then the students analyze it, identify the problem and look for a rational solution themselves.

Properly formulate the problem and turn it into a clear and precise chain of problematic tasks is the key to success in solving the problem.

Moreover, the intellectual search process is correlated with assumptions and assumptions about a possible solution to the problem. Predictions and assumptions then take the form of hypotheses, i.e. sufficiently based didactic assumptions, which in turn are actually confirmed or not confirmed. This is a common scheme of problematic education that allows students not only to teach them ways to properly solve a particular educational problem, but also to provide them with meaningful experience and relevant knowledge, which is what the core occupies in the learning process.

Such training has a number of advantages:

• teaches logical, scientific, creative thinking;

• teaches you how to independently search for the necessary knowledge and makes the learning material more interesting and evidence-based;

• teaches students to overcome intellectual difficulties and awakens a positive emotional attitude toward mastering new learning material;

• strengthens the learning material and helps to convert knowledge into beliefs;

• develops students' cognitive interests and develops their creative cognitive abilities.

Lectures, seminars and practical workshops, laboratory work are the types of educational activities that are widely used to improve students' knowledge activity in organizing the learning process in higher education institutions.

It is known that mastering the educational material begins with the lecture. However, students are not interested in a monologue lecture that lacks discussion elements and problematic questions today. Experience shows that there will be an activation of student knowledge activity in the lecture, the teacher will not simply announce the basic rules of the learning material, but will constantly argue, reflect, sometimes as if arguing with himself, lead students to analyze opposing ideas, different points of view, and engage them in their

thinking.

There is a certain typology of such lectures, such as:

• a lecture given using issues and contradictions of learning material to a greater extent. In didactics, this is called problematic presentation lectures;

• a large portion of the textbook provided to students for independent (partial or complete) learning by solving problematic issues. Such lectures are called problematic teaching lectures;

• lectures that incompatible the elements of the first and second types of lectures. They are commonly referred to as problematic lectures that are combined.

Its essence is that the head of the lesson explains the learning material, shapes problems, draws students' attention to their importance, and reveals their internal differences.

During classes, the basic rules of the learning material must be mastered by solving the problematic issues posed by the teachers and students themselves. The role of the teacher in the lecture is to organize the place of problems by students and the independent solution of them. At the same time, a training material aimed at updating the available knowledge needed for the current lecture will be provided and the necessary supporting information will also be provided. Within the framework of this material, the speaker puts before the students problematic questions, assignments, or other tasks that require students to activate their creative, mental activities independently, at certain limits. It is important to note that in such classes, problematic questions and assignments are combined with a variety of information questions that direct students to a reasonable solution and require evidence. It is important to note that in such classes, problematic questions and assignments are combined with a variety of information questions that direct students to a reasonable solution and require evidence. But it requires the teacher to be able to create certain skills, problematic situations, put problems in the middle, put problematic tasks in place, and direct students' intellectual potential to solve them.

It is clear that such lectures cannot be organized and held on all subjects of the course. This is due to differences in the nature and structure of the educational material. Moreover, an important condition for successfully and effectively conducting such lectures is the inadequate readiness and interest of students. Experience shows that it is desirable to conduct such lectures in small classes and in higher grades.

The didactic combination of the lectures being reviewed is called a combined problematic lecture, during which the problematic presentation of the material is combined with its problematic integration.

The didactic combination of the lectures discussed is called a combined problematic lecture, in which the problematic presentation of the material is combined with its problematic assimilation. That is, in such a lecture, the teacher uses the elements of the first two types of problematic lectures. Taking into account the specifics of a particular educational material, the level of student readiness and their previous experience in such a lecture, the teacher has the opportunity to significantly expand options for making it problematic.

One of the most important tools for improving students' cognitive activity is seminars. They

are, on the one hand, a means of more meaningful collective consideration of the most important educational problems, while on the other hand, they provide an opportunity to discuss the real problems that have arisen and give students an interest in participating in discussions. The seminar will help students to develop their intellectual experience, improve their artistic integrity, and develop their rhetorical skills.

Seminars will be held to discuss, deepen and strengthen previously acquired knowledge, as well as to develop new learning material.

At the same time, problematic workshops are widely used in practice. This is more relevant for humanities and social sciences, where students study the laws of social development and the essence of modern socio-economic and socio-political processes.

The topic of such a seminar is presented to students in the form of a problem that does not have a clear and quick solution. Thus, in the process of preparing for the lesson, the teacher develops his own script in detail, which, as a rule, includes:

• describe the methods of updating the knowledge necessary for students to participate in the upcoming discussion;

• the limits on the formation and solution of the problem;

• formation of individual problems that ensure the solution of the whole problem;

• predict possible points of view, facts, and evidence to discuss the problem;

• formulate final conclusions and problematic issues that may be the subject of further discussions.

Practice shows that such seminars, on the one hand, require thorough didactic preparation (topics of problematic issues, necessary set of facts and evidence, etc.), and on the other hand, foster emotional and cognitive interest and discussion mood of the seminar participants. This means that during the course you can:

• ensure that students can freely express and base their methodological and superstitious positions within the framework of the problems raised during the seminar;

• ensure the interested participation of students in the discussion of the problems being considered;

• developing students' ability to critically analyze, clarify, and add ideas expressed;

• develop reasonable positions agreed on the results of the main problems of the seminar.

Discussion, as a rule, ends with the formation of general conclusions, including the necessary answers to the questions asked. However, sometimes not all problematic issues can be solved during the current lesson. This means that it is necessary to identify problematic questions whose answers are the subject of further seminars or the result of students' independent work.

Other types of training practices, where problematic education is widely used, are practical classes, laboratory work and practices, where the popular concept of education based on problematic activities serves as a didactic basis. The strengths of this concept are:

first, to preserve and dialectically harmonize the advantages of other teaching concepts;

secondly, the availability of mutually related requirements both for the teacher's work and for the independent work of students.

The content of this concept involves taking into account and implementing two main principles, according to which learning is viewed as a joint work of teachers and students.
The first is the principle of active development of the individual during training. He guesses:
• the clear focus of the education and education system on the formation of a prospective specialist with creative thinking, scientific erudition, required professional competence;
• repeating the main features of modern social development in teaching: dynasty, polygamy and discrepancy;
• ensuring effective relationships between the education system of young people and their future professional activities;
• Target students with a research thinking style, the ability to organize their activities wisely, and the need for constant self-improvement.
The second is the problem principle. He guesses:
• studying all events and processes in their continuous development, close contact and interaction with other events and processes. Prospective professionals should be able to see the diversity and discrepancy of the real processes of social development and scientific and technical development in their professional activities;
• teach enough cognitive challenges, ensuring the emotional and aesthetic attractiveness of independent creative activity;
• develop discussion forms of teaching. Each course should ensure effective joint activities of teachers and students, develop students' skills in scientific forecasting and finding ways to solve modern problems.
Thus, problematic education, as an active form of cognitive functioning, significantly enhances students' creative abilities and develops an interest in independently searching for the necessary educational and scientific information [3; 4].
It is well-known that problematic education is the most complex didactic process of developing the necessary knowledge, skills, and skills in students. Unlike traditional forms of education, it is associated with certain didactic terms, and its implementation can be talked about its success and effectiveness. Such conditions should include:
• create intellectual challenges that are consistent with students' knowledge skills and abilities;
• target students with the necessary knowledge to freely direct problematic situations to the content of science;
• develop the necessary skills and skills in both theoretical and practical fields of their future activities in solving problematic issues for students.
This is the core content of problematic and problematic educational concepts, and its main goal is to develop students' intellectual and creative abilities.

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