

## THE IMPORTANCE OF PROBLEM EDUCATIONAL TECHNOLOGIES ORGANIZED IN THE HIGHER EDUCATION SYSTEM IN EDUCATION

Kinjayeva Gulbakhor Sattorqulovna

O'zbekiston davlat Jahon tillari universiteti, Roman-german filologiyasi fakulteti, Nemis tili amaliy fanlar kafedrasida dotsenti, (PhD)

### Abstract

One of the effective teaching technologies in the modern education system is problem-based learning. Problem-based learning corresponds to the goals of creative and active education of the individual. The essence of problem-based learning is the independent acquisition of new knowledge by creating a problem situation.

**Keywords:** problem situation, problem, problem task, problem lecture, problem teaching, joint problem lecture, problem seminar, problem teaching, problem situation, effective technology, training.

### INTRODUCTION

The effectiveness of the reforms undertaken in our country's education system has been emphasized in the "Concept for the Development of Higher Education by 2030" in the Republic of Uzbekistan as "a new system of universal knowledge, skills, skills, as well as the experience of independent work and personal responsibility of teachers, i.e. modern basic competencies"<sup>1</sup>.

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.

One of the most effective teaching technologies in the current education system is problematic teaching. His task is to encourage the active cognitive process and to develop a research method in thought. Problematic training is consistent with the objectives of creative active person rearing. Pedagogical literature has various definitions and descriptions of problematic teaching. The essence of problem teaching is to independently master new knowledge by creating a problematic situation.

As we focus on the pedagogical and psychological aspects of the concept of developing the educational competence of teachers in higher education institutions, it is necessary to stop the ethical analysis of the concepts of "competence" and "competence." Scientists have interpreted the concepts of "competence" and "competence" differently. When it comes to

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<sup>1</sup> Confirmation of the concept of developing the Higher Education System of the Republic of Uzbekistan by 2030, PF-5847 of 08.10.2019

competency, the word "Competence" comes from the word "to compete," which means "knowledge of it or in this area."

In world schools, mechanisms are being implemented to improve student learning competencies and to improve the professional training of prospective French-speaking professionals based on integrated approaches. The concept of international education adopted by UNESCO by 2030 is viewed as a pressing task "to develop a culture of culture of culture for teachers, to strengthen their abilities and interests in dialogue."<sup>2</sup>

The problem arises in a specific teaching environment, which is intended to be organized in certain pedagogical tools. It is also necessary to develop special ways to create such situations, based on the aspects of the topics studied. Thus, the problematic situation in teaching is not just a mental difficulty associated with an "unexpected obstacle in the way of thought." (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you. Mental difficulties will not be problematic unless new knowledge is linked to previous knowledge. Such difficulty does not guarantee mental follow-up. Unlike any thinking difficulties, the problematic situation is that the student understands the internal, hidden relationships of the object (concept, fact) that the student requires difficulty to achieve before and at the same time known to him, the issue.

Thus, the task that students know and the way it is solved independently cannot be a learning problem, and secondly, even if they do not know the methods of solving a task and the means of searching for it, there can be no learning problem.

Important signs of the learning problem are: the introduction of an unknown that will lead to the formation of new knowledge; to have a certain reserve of knowledge required to conduct research on the road to finding the unknown in students.

An important stage of students' mental activity in solving a learning problem is to think about or hypotheticalize its way of solving it and to establish a hypothesis.

The learning problem is developed consistently with problematic questions, and each question serves as a phase in its solving.

The prerequisite for problematic teaching is to create a positive attitude toward the process of searching for truth and its outcome in students.

A thorough study of problematic teaching began in the 1960s, on the basis of which lies the idea of "Thinking - starting with a problematic situation."

In a problematic situation, the sequence of cognitive activity is as follows:

- problematic situation;
- search for ways to solve the problem;
- the solution to the problem;

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<sup>2</sup>Incheon declaration/Education 2030: Towards inclusive and equitable quality education and lifelong learning for all (World Education Forum, 19-22 May, 2015, Incheon, Republic of Korea). 6 p. 26 p.

In today's so-called information technology or postindustrial society, life requires an individual to act actively, make independent decisions, adapt to changing living conditions. Such a way of life, in turn, requires that an individual possess certain qualities. Specifically:

- to acquire the necessary knowledge independently, to skillfully apply acquired knowledge to solve various problems;
- to work well with information (to know how to collect the necessary facts for researching a particular issue, to analyze them, to propose hypotheses aimed at solving problems, to define laws, to identify and solve new problems);
- to know exactly where and how the acquired knowledge can be applied and to understand the area of application of this knowledge;
- independent critical thinking, emerging in the real world , to be able to see difficulties and look for optimal ways to eliminate them;
- creative thinking, the ability to create new ideas;
- to have access to different social groups, to know how to work together, or to know how to get out of non-standard situations;
- independent work on their spirituality, intellect and cultural potential.

Not only the content of teaching but also the teaching technologies *used play an important role in the formation of an individual with the aforementioned qualities*. One of the opportunities to change the educational process to the activities of reading and knowledge is the introduction of problematic teaching technology. Because in the process of problematic teaching, both teachers and students will always test their intellectual, physical, spiritual abilities to solve educational and practical problems. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you.

Based on problematic teaching lies the ideas of American psychologist, philosopher, and teacher Dj. D'yui (1859-1952). In 1894, he founded the School of Experience in The City of Chicago, where the teaching foundation was not a curriculum, but games and work. Classes in reading, computing, and writing were conducted in accordance with children's self-emerging needs, depending on their physiological puberty. Dj. D'yui set aside four needs for reading: social, structural, artistic expression, research. As sources of knowledge, children are presented with the following: words, works of art, technical devices. Children are involved in play and practical activities. The new methods, ways and principles of teaching used at this school were not theoretically justified and not expressed as concepts.

Currently, research in this area continues in various countries of the world, creating a comprehensive development of problematic teaching technologies both in the field of hope and in higher education. Problem teaching is an active interconnection of a student with the content of problematic presented teaching. In this process, the student approaches the objective contradictions of scientific knowledge and their solutions, learns to think, to learn to master knowledge creatively.

The science uses two concepts related to problematic teaching: the concepts of "problem" and "problem situation." In some cases, when they are understood as synonymous, but the

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objects specified by these terms differ in their size. The problem is separated into a sequence of problematic issues. Therefore, the problematic issue can be seen as a simple, specific case of the problem.

When applying problematic teaching to the teaching process, the teacher should distinguish between scientific and academic problems and the difference. Their commonality is that both have objective inconsistencies, the difference between scientific and academic problems is that the issue posed in the scientific problem has not yet been solved, and in the learning problem, the issue has been solved, the way it is solved and the outcome is known. Only readers should look for these ways and results. The ultimate goal of problem teaching is to teach students how to see and solve problems, which is done only in the process of thinking.

Problem education requires the teacher to act precisely, take into account every minute of the lesson, and employ all his capabilities and skills to produce the necessary results at this time. An important condition for solving this issue is the teacher's preparation for the upcoming training session. In preparation, it is necessary to take into account all aspects of problematic education and develop its style. Teachers face a number of challenges in preparing for a problematic education. The teacher's innovative creative laboratory is important in overcoming these challenges.

One such challenge is choosing a way to organize the lesson problematically and learn the problem. Because the chosen method not only ensures the development of educational material but also ensures independence in the student hierarchy.

The second challenge arises in determining the appearance of problematic education, namely, whether the teacher involves all students in the classroom in solving the problem, or does he perform the task on some group of students? This difficulty arises from a lack of perceptions of the problematic situation in the teacher and the flag of the problem.

The third challenge is to stimulate students' interest in the classroom and to continuously develop it. Because students may not have the teacher's experience or skills to regularly focus on one point.

Based on the collected information about problematic education, it should be noted that this type of education has three scientific and methodological views. To create a problem, to solve a problem, to find a problem.

The problematic situation can be shaped in all of the training sessions. How much to shape it in the classroom depends on the teacher. The importance of the problem situation is that it focuses students' attention on one place (the problem) and teaches students to look for, to think.

In the process of solving the problem, the teacher will not give the students the most necessary opinion, but will have to cite the evidence, the facts, that shape that idea.

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