

PROBLEMATIC EDUCATION AND THE IMPORTANCE OF USING IT IN PRIMARY SCHOOL READING CLASSES

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ABSTRACT

Problematic educational technology differs from traditional methods of teaching by the fact that it gives the students the impression of independent research and creation, their skills of independent acquisition of knowledge, as well as the direction of increasing their creative activity in the article. In the same way, problematic education is aimed at maximizing the formation of the system of necessary knowledge, skills and qualifications in the students, ensuring their development and independent acquisition of knowledge in the high level. These signs of problem education are complicated or simplified at all stages of teaching depending on the level of age and intellectual capacity of the students. From this form of problematic education, it will be possible to use the skills of students to deal with the solution of mummies in the next stages, since they fully master them.

Keywords: Pedagogical characteristic, individual, practical, education, cognitive motivation, research activity.

INTRODUCTION

One of the most important aspects of today's education is its humanity and humanism. This principle is based on the fact that the educational process is directed towards a person, the spiritual state and comprehensive development of each student in this process is taken into account. This principle dictates that the character of education is changing of based on personal abilities of students in cognitive activity. One of the necessary prerequisites for this process is the use of new technologies of teaching and innovative techniques of teaching. Methodist scientists say that in such developing education it is possible to achieve a high result only when it is problematic to approach it. A number of world, Russian and Uzbek scientists are engaging in research in the introduction of problematic education into the educational system. At the end of the last century and the beginning of the XXI century, problematic educational technology began to actively enter pedagogical practice.

One of the pedagogical characteristics of the problem education is that the issues are put before the reader are interesting. This is one of the main requirements for the acquisition of knowledge of problematic education. This is especially important for students who are difficult to master. The presence of interest positively affects the psychological activity of person, raising it to higher level. When contemplation, memory, attention, imagination, person will have the opportunity to acquire more and deeper knowledge. In such situations, the questions and tasks posed by the teacher are required to be independent and logical thinking of the student, to interest him, to bring his feelings out of balance, to provoke his psyche.

Another of the main conditions of problem education is that the students understand what is the main issue that must be solved in problem situation. After the problem is understood, its solution options are considered and the most optimal idea or idea is perceived as the solution to the problem. Under different opinions, in the guidance of the teacher solution to the problem is found.

Materials and methods

The problem education of the same name was used by the American psychologist, philosopher, pedagogue J. Dyui in the experimental school founded in Chicago 1894 year. In the XX century in America, the concept of problematic teaching developed under the ideas of John Dyui. He noted that in the era of the student's ability to solve problems, their natural mental capacity lies. In his opinion, the individual's thinking works according to the case, the situation, when the essence of the matter becomes known, it begins to move to the next stages:

- all variants of the solution and hypotheses are taken into account;
- formulate the problem that distinguishes the individual difficulties and must be solved;
- imagination is formed in a hypothetical way;
- proof – evidence is conducted and the identified evidence is regulated;
- the correctness of the previously proposed hypotheses is subject to practical or imaginary examination.

In the 60-ies of the XX century, research work was carried out in this direction in Poland and Russia. It was widely introduced into practice by the 70-80-ies. Polish pedagogue V. Okon described the problematic situation, which is the basis of the problem education, as the sum of activities such as the creation of problem on matter, the support of students in the process of its formation and solution, ensuring the consistency of this process and its management, the verification of the results obtained and the strengthening of knowledge. Russian pedagogue M. Makhmutov said that the problematic education reflects the didactic system, which is based on the laws of creative acquisition of knowledge and ways of activity, summarizes the main aspects of scientific research, covers the methods of teaching and reading in harmony.

There are several views on the definition of problematic education in the pedagogical literature. The opinion of V. Okon that problem education: "is the sum of activities such as the organization of problem situations, the formation of the problem, the assistance provided to the students in this process, the examination of the problem solution, the systematization and strengthening of the knowledge acquired in this process».

Relatively perfect definition of problematic education M. I. Makhmutov expressed the following: "problematic education is one of the types of developing education, in which the activities of the student aimed at regular research with the assimilation of knowledge strictly defined in science, the determination of the system of methods of determining the purpose and principles of its solution, proceeding from the problematic level of the task set; the fact that the educational process is aimed at the independent assimilation of knowledge means that one knows the fixed motivations and types of activities of intellectual abilities".

In Uzbek national pedagogy Q. Husanboeva took into consideration to the use of problematic education in teaching students to independent thinking in literature lessons and described it as follows: "...the process of teaching, which is carried out by putting in front of the children in the form of problems in order to ensure that the knowledge they need to master is mastered with their participation, their strength, thinking».

In the definitions given above by specialists to problematic education, the characteristics inherent in it are covered at this or that level. Based on these definitions, we found it necessary to give our definition to him for the purpose of using the problematic teaching technology in the reading lessons of the primary classes: "The system of teaching, which is meant to be put in the form of a problem, taking into account the knowledge, vital and artistic realities that every reader of the educational process must master, his age, current knowledge, interest and opportunities is called problematic education."

From the above views on problematic education, it becomes clear that the main condition in this education is the ability to organize problematic situation in it. In creating problematic situation, the teacher will need to direct the students to use one or more of the aspects of the

process of thinking, such as analysis, comparison, generalization, introduction into the system. That is, they do not just remember the teaching material, but also motivate to perform certain mental operations on the concepts. In order to solve one of such established problematic situations, the analysis of an event, phenomenon, concept or rule is required, the second mainly involves the synthesis – the generalization of facts, the comparison of events, phenomena and concepts, and the classification of argument. In problematic situation, such forms arise in the form of a problematic question, problematic task. To do this, the teacher can introduce into the problem assignments not only the tasks on the basis of evidence, but also the requirements for logical reasoning, such as comparing syllables, summarizing data. This, in itself, requires students to take into account their age characteristics and intellectual capabilities, of course. That is, it is important how to organize problematic situations at what stage of education.

The presence of such variety of problematic situations is conditional, of course. In practice, it is also possible to use several types of exit from the problematic situation in the study of a topic to one or another. Even when leaving the problematic situation, it is possible to use the methods used in its organization. Motivating the reader to compare knowledge and summarize conclusions is considered the initial stage of his interest in the subject. The issue posed by the teacher as a problem is of interest to the reader, it is appointed to motivate him to a new thought activity. The process of putting the problem and solving it is an indestructible chain. As soon as the problem is raised it is thought over its solution and this, in turn, generates new problems. In this way, mastering new knowledge in a continuous way is carried out.

These signs of problem education are complicated or simplified at all stages of teaching depending on the level of age and intellectual capacity of the students.

The main tasks of problematic education and the distinctive signs M.I.Makhmutov divides into the following general and private aspects. General tasks of problem education:

- students' knowledge system and the practice of mastering the mind-application methods;
- the development of students' intellect, that is, the independence of their cognition and the growth of their creative abilities;
- formation and development of students' independent and logical thinking skills;
- it is an expression from serving the comprehensive development of the individual.

Private functions of problem education:

- the use of logical methods (or some method of creative activity) in the training of skills creative mastering of knowledge in students;
- to train the skills of creative use of knowledge in educators (use of existing knowledge in new situations) and the skills of solving educational problems;
- ability to gather experience of creative and independent activities and use research techniques (in solving problems of scientific and illustrative artistic phenomenon) to develop skills in this field;
- presupposes the formation of social, moral and cognitive motivations in the personality of the reader.

Each of the listed tasks comes to hand in the various practical and theoretical activities of the student and this problem will be related to the characteristic features inherent in each stage of education.

In solving the problem, it is important to understand the internal and external contradictions of the object, that is, the problem. Based on this, we have also described the concepts of “problematic situation”, “problematic issue” and “problem” in the essence of this topic as follows:

The problematic situation is the process of revealing aspects of an object (problem) that must be solved by a subject (reader), its mental and mental difficulties in distinguishing its exact

(exclamation) or hidden (implicit) characteristics, as well as the organization of a problem solution.

The problematic issue is the product of creating problematic situation – a material that relies on the capacity and need of the subject (reader) as an event or phenomenon put into a special form.

The problem is a system of oppositions, a unit of content and processes that embodies material and ideological movements and is associated with the development of man and society.

And the problem of the teaching material has become a certain problematic issue, it is based on the fact that it is opened by the subject.

It can be said that in order to achieve efficiency in the science and practice of today's education, it is necessary to bring a problematic system of teaching to the all stages of education, in its organization it is necessary to rely on the age characteristics of the students, their intellectual capabilities, knowledge and acquired skills. The use of problematic education in the organization of reading lessons at each stage of primary classes in a way that is appropriate for the pupils reduces the discrepancy between the primary classes and the next stage of education, which is the basis for ensuring continuity between them.

The systematic use of problematic educational technology when working with students of young age form the first signs culture of thinking in them, that is, managing their own thinking activities, setting a goal and determining ways of achieving it. In addition, N.F.Talizina noted that the problematic teaching experience: “to see the problem, to put issues, to put forward their own hypotheses, to add clarity to concepts, to observe, to draw conclusions, to compare and to regulate the teaching material, to formulate skills of working independently with the text .tiradi All this, in turn, is the basis for the independent acquisition of knowledge and the achievement of success in this process”.

Result and discussion

It is also worthwhile to take into account the following psychological conditions, which are emphasized by a number of psychologists in the effective use of problematic education in the reading lessons of primary classes:

- problematic questions and assignments serve the main purpose as the formation of a system of knowledge on the subject;
- taking into account the age characteristics and educational opportunities of students in this process;
- each problematic question or task motivates the readers to certain interest, need and activity;
- it is desirable that the problem assignments will not be light, that is, students will not be able to take them without relying on certain knowledge from the very beginning, and at the same time, they will not be so difficult as not to take them, that the students will be able to independently analyze them and solution, to be able to determine the unknown.

The use of problematic educational elements in the reading lessons of primary classes is carried out based on three different forms of independence of acquisition of knowledge by students. The first form is the minimum quantitative independence of students in mastering knowledge. In this, the teacher informs about the new topic, while students are actively involved in thought activities with the support of various types of work (conversation, recounting the text, explaining with problematic questions, giving slightly problematic assignments). This type of activity (euristic conversation) is used at the stage of clarifying the new material. The teacher puts the problem in the form of problematic question, invites the students to think, discuss the problem solving option, gives them the direction towards the correct solution of the problem, encourages the activity of the students, addresses the questions that preclude the assimilation of new knowledge and gives practical instructions aimed at the practical application of this

knowledge. The difficulty level of the problem is determined by the level of knowledge and skills of the students as well as the didactic objectives. In this form of activities of the teacher and the pupils, the problem is put by the teacher himself and solved by him, the pupils observe it, work together in the process of discussion and work on the basis of the sample.

The second form of the use of problematic education in the reading lessons of primary classes is partly form of aspiring activity, which implies the faultless search of students in the acquisition of knowledge. The teacher will formulate a problematic question or assignment, and the students will master the assignment, reflect on its solution, provide solution options, base the priority of one of the options, make generalizations. And the conclusion is drawn together with the teachers. The new knowledge acquired is strengthened by repeating the conclusions and self-control. That is, the problematic assignment set by the teacher is solved by the pupils with his support.

The third form of the use of problematic education in the reading lessons of primary classes is an independent – research activity, in which the presence of the problem is determined, the students formulate the problem among themselves together, independently re-read the study material, conduct an experiment, perform practical tasks, collect data, gain experience and thus seek its solution. During such forms of activity, the problem is formulated by the students themselves and the solution is also carried out independently on their own. And the teacher observes, helps, discards and evaluates the activities of each of them. It is necessary for the teacher to know what kind of methodical work can be carried out to ensure the effectiveness of this process.

CONCLUSION

In the preparation of students for problematic situations in the primary class reading lessons, initially they are assigned tasks that are called questioner-creative tasks, which direct them to independent activity, independent acquisition of knowledge, creative approach to the situation. As soon as the students are convinced that they have acquired such skills, it will be possible to put before them problematic questions and assignments, put the educators in problematic situations. The solution to any problem also depends on how correctly it is formed and put. In such situations, the task of the teacher will be to clearly and competently formulate the problem that the students must independently solve in the course of the lesson at the level of their age and abilities. Before giving the students the search-and-creative assignments, the teacher must systematize and work on their existing knowledge and accumulated experience. In conclusion, it is possible to use the problematic form of teaching in purposeful manner in every stage of the educational system.

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