
**"ANTICIPATE PROBLEMS AND FACILITATE STUDENTS TO
COMPREHEND MORE EFFECTIVELY AT A CERTAIN POINTS BY
ABSORBING APPROACHES".**

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Abstract.

The article describes the content of problem-based learning, the teacher's ability to create problem-solving situations in the classroom, and the psychological and pedagogical ways of organizing the development of student intellectual power. The main stages and didactic goals of problem-based learning are outlined.

Keywords:

Problem-based learning technology, problem situation, intellectual activity, psychological and pedagogical methods, abilities, FSMU technology.

The socio-economic conditions of our republic at the present time require our spiritual service and economic power to take a worthy place among the developed countries of the world, and make them effectively restore the scientific progress of the 21st century. For this, it is necessary to raise the worldview of our youth, the source of knowledge and spirituality to the level of world standards. Today, society has placed before educational institutions: the right to protect the right to protect and develop. Problem-based learning technique takes place in solving this problem.

Problem-based education is a previously known form of education and training that takes into account the process of logical thinking (analysis, generalization, etc.) is a new system of rules for applying methods. That is why problem-based education ensures the development of the student's thinking ability, the formation of his general development and belief. Problem-based education, not excluding all achievements of didactics, but using them, remains an education that develops scientific knowledge and concepts, formation of worldview, comprehensive development of a person and his intellectual activity. The theory of problem-based education explains the psychological-pedagogical methods of organizing education that develops the student's intellectual power.

Today, problem-based teaching refers to 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 competencies and develop thinking skills.

Problem-based learning is the most effective method of teaching. The teacher creates a problem situation, directs the student to solve it, organizes the search for a solution. Management of problem teaching requires pedagogical skills, because the emergence of a problem situation is an individual situation and requires a differentiated and individualized approach. active independent activity of students aimed at solving is understood. As a result, students acquire professional knowledge, skills and competencies and develop thinking skills. Problem-based learning is the most effective method of teaching. The teacher creates a problem situation, directs the student to solve it, organizes the search for a solution. 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.

Determining the role and importance of problematic situations led to the idea of restructuring the educational process based on the consistent consideration of the psychological and pedagogical laws of the student's active thinking. Based on the theoretical consideration of new pedagogical facts, the main idea of problem-based education is determined: in problem-based education, almost a large part of knowledge is not given to students ready-made, but is acquired by students in the process of independent cognitive activity under the conditions of a problem situation. .

The educational process based on the problem-based learning method is carried out in the following four stages:

- creating a problematic situation;
- formulation of problems and general analysis for problem solving;
- check the predicted solution;
- application in practical and theoretical issues, their regulation and politicization.

It is known that an important indicator of comprehensive and harmonious development of a person is the presence of the ability to think at a high level. If education leads to the development of creative abilities, then it can be considered developmental education in the modern sense of the word. It is possible to consider developmental education, that is, education that leads to general and special development, in which the teacher, relying on the knowledge of the legal development of thinking, with the help of special pedagogical tools, helps his

students to think in the process of learning the basics of science. conducts goal-oriented work related to the formation of ability and need for knowledge.

The success of problem-based learning depends on the following factors:

1. Problematization of educational material;
2. Activation of cognitive activity of students;
3. Harmonizing the educational process with play and work;
4. Having the ability to effectively use problematic methods by the teacher (pedagogue);
5. Compile a chain of problematic questions about solving a problem situation and explain to students in a logical sequence.

The problematic situation arises in specific teaching conditions, which are organized according to the purpose of certain pedagogical tools. It is also necessary to develop special methods of creating such situations based on the characteristics of the studied subjects. Thus, a problematic situation in teaching is not just a state of mental strain associated with an "unexpected obstacle in the path of thought". The problem situation is different from any thinking difficulties, in which the student realizes the internal, hidden connections between the object (concept, fact) that required effort and the task and problem that is important to him at the same time.

The essence of the problem situation is that it is a conflict between the information that the student is familiar with and new facts and events (for which there is a lack of previous knowledge to understand and explain them). This conflict is the driving force for creative acquisition of knowledge.

Symptoms of a problematic situation include:

- existence of a fact unfamiliar to the student;
- instructions given to the student to complete the tasks, personal interest of the teacher in solving the cognitive difficulties that have arisen.

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 for the intellectual effort, to enter it, to express the problem in words, that is, to define active thinking. Consistency is evident here: first a problem situation arises, then a learning problem is formed. In the practice of teaching, there is another option - the option where the problem seems to correspond to the occurrence of a problematic situation. The expression of the problem in the form of

questions in the content of conflicts of facts, judgments, theoretical rules usually reflects the existence of a problematic situation, which is the answer to the question "why". The problem consists of three components: known (on the basis of the given task), unknown (finding them leads to the formation of new knowledge) and previous knowledge (experience of students). They are necessary to carry out research aimed at finding the unknown. First of all, the task of an educational problem unknown to the student is determined, and the methods of its execution and the result are also unknown, so that the students, based on their previously acquired knowledge and skills, find the expected result or the way to solve it. will look for.

Problem situations can be used at all stages of the educational process: the description of a new topic, reinforcement and control of knowledge. In cases where the system of problem situations has been successfully created, it is recommended to pass this topic in the form of a problem lesson. In order to apply problem lessons to the teaching process, the teacher (pedagogue) must solve the following issues:

- which subjects of the curriculum can be taught in the form of a problem lesson;
- identifying questions and tasks that cause a problematic situation regarding the issues in the subject text, in which didactics adhere to the principles of scientificity, systematicity, logic, sequence, and consistency;
- identification of tools and methods that ensure the activation and management of students' cognitive activities, their appropriate and effective use.

In the process of problem-based learning, the role of independence of the student is much more effective compared to reproductive learning methods. The purpose of problem-based teaching is to search for answers to educational issues, problems and questions in the process of working with students, to acquire new knowledge with ways to solve them, to create and solve problematic situations in students' educational activities. is that teachers (pedagogues) can arouse interest in them. The problematic situation is the dialectical conflict between the facts and data, information and knowledge given to listeners (learners) and new facts, events, situations, and the lack of their previous knowledge to understand them. These misunderstandings (misunderstandings) serve as a driving force for the acquisition of creative knowledge.

Creating a problem situation requires a special skill from the teacher and it cannot be done without any preparation. Creating a problem situation, ensuring the active participation of students to solve this problem, involving them in

independent thinking requires creativity from the teacher. In the process of solving a problem situation, students learn to think independently and think independently through the effective use of resources. The ability to organize a problematic situation is realized as a result of the teacher's innovative activity.

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