

Methodology of Organizing Problem Lessons in Higher Education

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ABSTRACT

The article discusses the use of new innovative methods and tools in teaching in the higher education system.

KEYWORDS: method, methodology, innovation, novelty, interactive education, interactivity, language education, competence.

Introduction

From the first years of independence, great attention has been paid to the development of education and upbringing in the field of education, based on new principles, national values and traditions, as well as advanced world experience. Today, one of the most important tasks is to teach students in higher education institutions on the basis of innovative technologies and advanced foreign experience.

"Technology is a Greek word, 'techne' means skill, art, and 'logos' means concept, doctrine." The term "educational technology" means "science, teaching, which provides information about the organization of the educational process at a high level of art" [1, 18].

The main part

Today, there is a growing interest in the use of interactive learning technologies to achieve educational effectiveness. Interactive learning is a system of interactive methods in which learners are involved in the learning process, where they have the opportunity to understand and think about what they know and think. The role of the teacher in interactive lessons partly leads to the orientation of students' activities to achieve the objectives of the lesson [2, 11].

It is well known that in the global education system, interactive learning technologies are implemented in the following forms:

It is no secret that innovative educational technologies, interactive lessons have entered pedagogy and teaching methods of all disciplines as foreign experience. Lexically, the term "innovation" translates from English as "innovation" [3, 154]. In essence, the concept of "innovation" refers to the activity aimed at changing the internal structure of a particular system.

Manifestations of innovation: new ideas, clear goals to change the system or direction of activity, non-traditional approaches; unusual initiatives; are advanced work methods [4, 56].

Educational innovations are forms, methods and technologies that can be used to solve a problem in the field of education or the learning process on the basis of a new approach and guarantee a more effective result than before. Educational innovation is also called "innovative education". It was first used in 1979 at the Club of Rome. There are several types of educational innovations:

1. By field of activity: innovations used in the pedagogical process or in the management of the education system.
2. According to the description of the changes: radical, modified and combined innovations.
3. Scope of change: network, module and system innovations.
4. According to the source: innovations created or mastered directly by the team.

The goal is to get the most out of the money and effort spent on innovations in the education system or learning activities. The difference between innovation and any innovation is that it must have a flexible mechanism that allows it to manage and control [5].

Thus, innovative and interactive learning technologies can improve the quality of education, increase efficiency, decide on the interaction between teacher, student, student group, as well as the community, achieve ideological and spiritual unity, unity the pursuit of goals, the realization of the inner potential of each learner (pupil, student), has the great potential to create the necessary conditions and environment for self-expression. Interactive methods, which are an important component of interactive education, ensure the effectiveness of learning objectives.

In modern conditions, the best way to increase the effectiveness of education is to organize classes using interactive methods [6,58].

The term "interactive" in English means "interact" in Russian.

Interactive learning is learning based on the organization of a collaborative movement of participants in the learning process to acquire knowledge, skills, competencies and certain ethical qualities.

Interactive learning is the ability of participants to organize a collaborative movement for the acquisition of knowledge, skills, competencies and certain ethical qualities.

From a logical point of view, interactivity refers, first of all, to the dialogue of social actors, actions based on interaction, activities.

Even in traditional education, information is naturally the basis of conversation. However, the main source of information is the experience of the teacher, in the process of which he leads, dominates, that is, he seeks to convey knowledge orally to the student during the main part of the lesson. Activity is unique to the teacher, and students are less receptive. Their main task is to listen to the teacher, to write where necessary, to answer questions, and to speak only in rare cases.

One-sidedness in traditional education is a priority not only in lectures but also in seminars. According to him, the role of "supplier" will no longer be a teacher, but a student. Accordingly, interactive teaching "is based on the interaction between the main participants in the educational process - the teacher, the student and the group of students, a lively discussion, the opportunity to exchange ideas. free thinking, unequivocal expression of

personal views, joint search for solutions to problematic situations, the creation of mutual intimacy of students in the study of educational materials, "teacher - student - student group" They are characterized by mutual respect, understanding and support, a sincere relationship, and spiritual unity.

According to the essence of interactive education, the organization of the conversation in the form of "student - information - communication technology" means the acquisition of knowledge, skills, abilities by students (students) independently or under the guidance of a teacher using information technology [6, 60].

The teacher develops students' skills through interactive learning, self-monitoring, self-management, effective communication, working with peers, listening to and understanding their opinions, independent and critical. is able to form qualities such as thinking, putting forward alternative proposals, freely expressing their opinions, defending their views, striving to find a solution to a problem, getting out of difficult situations. Most importantly, through the use of interactive methods, the teacher seeks the opportunity to objectively assess students' interactions based on organization, direction, management, control, and analysis to achieve a specific learning goal enters.

The application of foreign experience and innovative technologies in language and literature education is on the agenda of today's education. In particular, the use of interactive learning technologies in language education is well developed.

Today, the following most popular technologies of interactive education are used in educational institutions of the republic: in order to achieve their effectiveness, it is necessary to popularize modern pedagogical technologies in mother tongue education among teachers. Today, as in the teaching of all disciplines, serious attention is paid to the effective use of advanced foreign experience and innovative technologies in the teaching of the mother tongue. Especially,. What pedagogical technologies should be used in teaching the subject "Modern Uzbek literary language", which of the modern educational technologies, which are rapidly entering the field of education today and are recognized as effective by all teachers, should be used? Of course, every linguist-educator is interested in such questions.

In recent years, person-centered education has become a major part of education. In modern conditions, the educational process is required to focus on the development, socialization of the individual and the development of independent, critical, creative thinking skills. Education that demonstrates these capabilities is called person-centered learning. This education is based on the interaction between teacher and student and the freedom of choice, creating the conditions for the student to be recognized as a value.

Thus, the main characteristic of the person-centered learning process is that it is aimed at a different goal and expresses a different approach to the participants: , and the teacher is the organizer, manager of student activities, the link between students and culture, the provider of bringing the student into the culture and defining his place in it [7, 8].

There are the following types of person-centered learning technologies: 1. Modular learning technology. 2. Problem-based learning technology. 3. Interactive learning technology. 4. Individual learning technology. 5. Distance learning technology. 6. Computer education technology. 7. Collaborative learning technology. 8. Project educational technology. 9. Software Education Technology. 10. Differentiated educational technology. 11.

Developmental education technology. 12. Game technology. 13. Gender education technology. 14. Energy-saving educational technology.

From these educational technologies, modular learning, problem-based learning and interactive learning technologies are actively used in higher education institutions.

We are thinking about this because the purpose of our dissertation is to analyze the use of problem-based learning technologies in the course "Modern Uzbek Literary Language".

Educational technology that encourages students to think critically, to think critically about a particular topic, is a problem-based learning technology. Problem-based learning technologies are also used effectively in teaching the subject of "Modern Uzbek literary language." Problem-based learning is education that serves to develop students' skills and competencies such as creative research, small research, making certain assumptions, substantiating results, and drawing certain conclusions.

The first ideas of problem-based learning were developed by the American psychologist and educator J. Dewey (1859-1952). He identified the following areas as the basis of problem-based education: 1) social; 2) constructive; 3) artistic expression; 4) research.

J. Dewey used the following tools to organize education in these areas: 1) speech; 2) works of art; 3) technical devices; 4) games; 5) labor.

Problem-based learning is a problem (Greek "barrier", "difficulty").

or create a problematic situation. In many cases, problem and problematic situation are considered synonymous. In fact, they are different from each other.

The components of the problem are: 1) certain knowledge; 2) unknown knowledge; 3) existing experience.

The pedagogical problem is a pedagogical problem that needs to be solved, but the solution is still unknown. Problem solving involves the following steps: 1. Search for the problem. 2. Problem statement. 3. Problem solving.

The requirements for improving the quality of education require teachers to use problem-based learning technologies purposefully and effectively in the teaching process. This educational technology not only enriches the knowledge of students, but also serves to further develop their practical skills.

In the article "Modern Uzbek Literary Language" in the article we will use this technology - problem-based learning technology to pass the descriptive and complementary parts of speech.

One of the types of person-centered learning that is recognized by educators today as effective and aimed at controlling student knowledge is the non-standard test method. The use of non-standard tests in education is also an interactive learning technology.

Conclusion

In recent years, modern education has focused on the use of non-standard tests for the objective assessment of student knowledge. In particular, we recommend the use of reproductive, productive tests, partial research tests, creative tests in the control of students' knowledge in the teaching of the subject "Modern Uzbek language". These types of tests

increase the effectiveness of education. Most importantly, educators need to focus on the topic they are studying and the issues that need to be addressed when choosing interactive methods. When using interactive methods, taking into account the age, psychological characteristics, worldview, life experiences of students, the effectiveness of the lesson will increase. This requires teachers to have professionalism, competence, knowledge, sensitivity and intuition [8].

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