

METHODOLOGY FOR THE APPLICATION OF PROBLEMATIC EDUCATIONAL TECHNOLOGIES IN THE LESSON OF PRIMARY EDUCATION EDUCATION

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Annotation: This article will focus on the content and essence of modern educational technologies in teaching education, methods of effective use of problematic educational technologies, interactive methods.

Keywords: education, upbringing, primary education, educational science, student, teacher, educational technology, problem education, problem situation, solution, discussion, discussion, interactive methods, methodology.

Implementation of problematic educational technologies in primary school can be a strong tool for the formation of students' critical thinking, problem solving, and the formation of independent thinking. The problem learning (Problem-Based Learning, PBL) technology allows students to construct new knowledge and practical abilities in teaching, increasing their activity, solving Live problems.

Problem education is a pedagogical process in which, under the guidance of a pedagogue, a problematic situation is created, the problem of which is the creative assimilation of knowledge, qualifications and abilities and the development of mental activity as a result of active independent activities of pupils.

The teacher understands the nature of problem teaching in order to create a problematic situation and organize their cognitive activity in mastering new knowledge by way of solving educational tasks, problems, and questions.

The problematic situation arises in certain teaching situations, which are organized based on the purpose in certain pedagogical means.

The problem situation is of the nature that it is a conflict between events of new facts with which the reader is familiar. The conflict is the driving force for the assimilation of knowledge in a creative manner.

The importance of problem education is as follows:

- ✓ Conscious and stable obtaining of knowledge;
- ✓ Awaken pupils' intellectual activity;
- ✓ Independent resolution of intellectual tasks;
- ✓ Conclusion and generalization;
- ✓ Formation of laws;
- ✓ Application of acquired knowledge to a new situation;
- ✓ Realization of active thinking in pupils;
- ✓ Increasing the effectiveness of education.

Major signs of a problem in learning are as follows:

1. Imposition of the unknown, making the emergence of new knowledge;
2. The presence in readers of a certain reserve of knowledge necessary to carry out the search along the way to the discovery of the unknown.

The nature of problem education depends on the following conditions:

1. Problematic learning content;

2. Stimulation of cognitive activity of students;
3. Reconciling the educational process with the game, labor activity;
4. Composing a chain of problematic questions on the solution of a problem situation.

Effects of problematic educational technologies on primary education:

1. Facilitates critical thinking: under problem education, students study real-life issues, and from this, they attain analytical minds and decision-making skills.

2. Encourages independent learning and cooperation: students develop cooperation and communication through collaboration. They work together to solve problems and learn from each other.

3. Forms practical skills: while addressing problems, the students are able to transform theory into practice. This allows the students to apply the learned content in real life.

4. Boosts motivation: since students are working on solving real-life issues, they approach the learning process with more interest. This method boosts students' interest in the learning process and encourages them to be active.

5. Integration and multidisciplinary approach: problem Learning methodology allows for learning by integrating different disciplines. For example, mathematical knowledge is integrated with natural sciences, social sciences, or other disciplines. This allows students to notice interdisciplinary relationships and view them more generally.

Application of problematic educational technologies in the arena of primary education helps to advance the personal development of learners, understanding of moral values and social roles. Discipline requires effective application of problematic educational technologies, especially for the purpose of educating learners in social competencies, ethics and morality. The following are some examples of problematic educational technologies in the subject Education.

1. Case Study.

Students learn to analyze life situations. They deal with the resolution of moral, social and personal problems from different viewpoints.

* Theme: Friendship and loyalty to it

* Problem • readers are given a friendship situation, e.g., "how do you act if a friend talks to another reader about making you worse?" They talk about the situation, make moral decisions and give their opinions.

2. Role-Playing.

Students place themselves in different social situations and are instructed on how to deal with such situations. This method becomes helpful when describing social and ethical issues.

• Subject: how to handle the little ones?

* Issue • How to respond when readers "make a scandal with a little brother or sister?" in various roles. During this process, students learn how to show mutual respect and Grace.

3. Group Problem Solving.

Students come in groups to foster relationships, solve teamwork issues, and find solutions to social issues. This method gives students mutual respect, teamwork in solving problems.

* Theme: friendship and mutual respect

* Problem • "What to do if any student doesn't want to work with himself to make friends in a group?" is asked. They form groups and think of various solutions to this problem.

4. Debate.

Readers have different opposing views on social or moral topics and defend their convictions. Debate improves students' critical thinking, argument, and listening to others' opinions.

* Theme: good manners and moral principles

* Issue • what are the qualities needed for readers to be "a good person?", and they disagree on the subject. Students think about moral values more reflectively in discussion.

5. Inquiry-Based Learning.

Independent learning by problems and questions. It facilitates self-awareness to students and makes them more engaged in resolving socio-ethical issues.

* Theme: mutual support and care

* Problem • students are asked "what type of help must be offered if any student lags behind Class?" is raised. They scrutinize the problem, learn several ways to support, and make useful tips.

6. Project-Based Learning.

Students make a project on some social or ethical issue. Project-based learning is implemented to facilitate students to express their opinions and viewpoints in a more constructive way.

* Theme: Conservation of Environment

* Issue • students are given the problem "what activities can be planned in the school for saving the environment?", creating a project. They will promote environmental education in society with this project.

7. Simulations.

Students learn to make their own ethical decisions by simulating real-life situations. This is useful for learning various roles and functions in society.

* Theme: Safety and aware life

* Issue • readers are asked the question "what do you do if you are in danger?" issue simulation is provided. Through this, they learn safety rules and how to make the right decision in problem-solving.

8. Creative Problem Solving.

Students solve problems through creative thinking. This works effectively for solving ethical issues in discipline since students apply their own creative process.

* Theme: goodwill and charity.

* Issue • readers are asked "How can people help each other?", and they come up with various creative solutions. For example, they brainstorm ideas for organizing relief operations or fundraising events.

Application of problematic educational technologies in primary education education science allows students to manage with mutual respect, moral principles, and social issues. Such approaches improve students' cognition, making it possible to understand responsibility and social roles in society.

Rather than the conclusion, it should be noted that problematic education for primary school teachers is one of the activating forms of knowledge work that forms thinking, verbal and written speech skills in students. Problematic educational technologies are considered tools that activate the interest of students in educational classes. The goal of the application of problem education to a process of lessons is to awaken students' interest in science, education, books. The use of problematic educational technologies in primary school lessons in education is a very effective way to teach moral and spiritual values to children, enhance social and emotional abilities, and educate them interactively and in an interesting way. Kids learn to talk, make good decisions, and are well-adjusted citizens in society by means of problem situations.

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