

PROBLEM EDUCATION IS A WAY TO ACTIVATE EDUCATIONAL ACTIVITY

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DOI: **10.5958/2249-7137.2021.02711.7**

ABSTRACT

A problem situation is a state of intellectual difficulty, the ways of overcoming which require the search for new ways of activity and the acquisition of new knowledge. If a person realizes what is causing the difficulty and accepts it for a solution, it develops into a problem. On this issue - this is a problem situation accepted for solution.

KEYWORDS: *Problem-Based Teaching, Traditional Teaching, Pedagogical Technology, Problem Situation, Problem, Sub-Problem.*

Ask the scholars what they do not know, And by doing so, you are proving that you have really learned. And if you don't ask them, then - cry, don't cry - You die ignorant: you are your own executioner.

Alisher Navoi

INTRODUCTION

One of the main tasks of the educational process at the university is to form the creative abilities and critical thinking of students. The solution to this pressing problem has led to the search and development of various technologies that can help activate educational activities. The study of the nature of scientific creativity, the application of scientific research methods, and their convergence with the methods and techniques of teaching at the university have created a unique system called problem-based learning. [1]

Problem-based education is a special didactic system. The activities developed on its basis have different goals than reproductive education. The choice of special organizational and teaching methods, as well as special training and methodological assistance are required to conduct them.

Classes are distinguished by their unique structure and, to a certain extent, the specially developed content of the teaching material. These lessons also change the way teachers interact with students.

The concept of problem-based learning has a much longer history. Even Socrates and Plato knew that mental activity leads to a deeper penetration into the essence of processes and events. It also helps to better remember the information received. Ya.A. such as many well-known foreign teachers.

K.D. Ushinsky's pedagogical concept is very close to the basics of problem-based education. He believed that in the process of education, "it is necessary not only to give the learner certain knowledge, but also to develop in him the desire and ability to acquire new knowledge independently without a teacher." [2]

In the new style schools of Uzbek Jadids (Behbudi, Munavar Qori, Avloni, Fitrat, Cholpon, etc.) we find many interesting things related to the study of world achievements and the development of national culture. American psychologist and educator John Dewey is the founder of problem-based learning technology. The ideas of the American philosopher predetermined the creation of basically theoretical foundations. His "instrumental pedagogy" or "practical study" was not only an experience for students in the process of independent research, but also the acquisition of knowledge, finding answers to controversial questions.

The search for an alternative to mass normative education in Russia began in the mid-20th century. The concept of problem-based learning was originally based on the need to increase the student's learning activity and develop his personality. The theory of learning was later presented in the works of M.I. Makhmutova, Yu.K. Babanskiy, T.V. Kudryavtseva, I. Ya. Lerner, J. Bruner, V. Okonya, T. Novatsky and others. Theoretical substantiation and introduction of problem-based learning technology in the educational process in general and higher education institutions in Uzbekistan N.H. Lerner, J. Bruner, V. Okonya, T. Novatsky and others. In general and higher education in Uzbekistan theoretical substantiation and introduction of problem-based learning technology in the educational process N.H. Avliyaqulov, N.N. Azizkho'jaeva, M.G. Voinova, F.A. Jumabayeva, B. Ziyamuhamedov, S. Ziyamuhamedova, R.G. Musina, S.R. Radjabov, M.Kh. Tokhtahjaeva, B.L. Farberman and others.

The main difference between problem-based learning and traditional teaching is the understanding of the purpose and principles of organizing the pedagogical process. [3]

METHODS AND RESEARCH

The goal of traditional education is to master the ready-made results of scientific knowledge, to equip students with the knowledge of the basics of science and, accordingly, to form the necessary skills and competencies. The purpose of problem-based learning is not only to master the results of the scientific activity of the enlightened. The key is to find a specific way to acquire this knowledge, to shape the student's exploration and cognitive activity. So, his ability for an independent creative process develops.

The organization of explanatory and illustrative teaching is based on the principle of conveying ready scientific conclusions to students. The basis for achieving the goal of problem-based learning is the principle of searching for learning and cognitive activity. This allows the student

to independently explore scientific conclusions and laws, to discover new, sometimes unexpected ways to apply knowledge in their own practice. In problem-based learning, the teacher's job is to explain the meanings of the most complex concepts, to systematically create a variety of problem situations, and to organize and direct students' learning activities.

M.I. Mahmudov gives the following definition of problem-based learning: “Problem-based learning is a process of understanding students' explanations in a problem situation, independent analysis of problem situations, the formation of problems and the acquisition of knowledge and skills of students. By making suggestions, hypotheses, substantiating and proving them, as well as verifying the correctness of the decision.”[2]

The use of problem-based learning is well covered in a practical lesson with the 4th year group in the field of design (landscape) 5150900.Discipline - "Design of Planned Landings".For clarity, it is suggested to consider teaching methods in a practical lesson - “Designing Planned Planting in a Preschool (DOW)”.The lecture course of science is developed using elements of innovative teaching technologies: lecture-conference, lecture-visualization, problem-based lecture, as well as active methods and techniques of teaching.



Figure 1. Topics of the course on the subject "Planning of planned crops"

Planned landing for 7 different objects (theme park, community center, recreation center, preschool, secondary school) on a theoretical basis formed in the process of joint work of teacher and students (Figure 1) and present the material in the form of sketch drawings and specifications of the plant materials collected in the album (Figure 2).



Figure 2. Topics of practical assignments on the subject "Design of planned landings"

The activity level describes a student's ability to use previously acquired knowledge, skills, and abilities (ZUN) in a fundamentally new practical environment. The work is carried out mainly for soil and climatic features of Tashkent. Placement of facilities in different regions of the country is encouraged. Each student chooses these objects from the actual design for themselves. The work is done in the classroom and independently.

From the beginning, the teacher, together with the students, identified the problem situation and shaped the problem. Because a problem situation is a state of intellectual difficulty, ways to overcome it require the search for new ways of doing things and the acquisition of new knowledge. If the student understands what is causing the difficulty and accepts it to solve it, it becomes a problem. So, the problem is the problematic situation adopted for this solution.

Problem situation: it is necessary to design a planned planting in a specific institution that has strict requirements for the assortment of plants located in a particular area with specific soil and climatic conditions.

Problem: taking into account the given soil and climatic conditions, the development of a scheme of planned planting (sketch) of green areas of limited use in the territory of preschool education (DOU), the practical application of knowledge gained in the course, as well as "Soil Science and Decorative Dendrology" As obtained from the course "Landscape Design 1-2 courses".

Final conclusion: to solve a structured problem, a 4th year student of the 7th semester must have certain knowledge, skills, and abilities (ZUN) previously acquired. In the process of analyzing the adopted ZUN, the following minor problems specific to this type of public institution were formed - (DOU).

I small problem - predicted object - children's educational institution (DOU), where plants have a cognitive function in addition to protective and decorative functions.

Intermediate removal: the need to develop the child's knowledge, his ecological literacy, the development of visual and tactile channels of perception of the environment requires the inclusion of material in the assortment of plants that meet the established requirements.

Tip: oak, maple, linden, Canadian red, chitalpa, sineraria, marigolds and others.

2 small problems – the projected object is a children's educational institution (preschool) where the plants must be safe [4].

Intermediate removal: remove thorny, poisonous plants from the assortment of plants, as well as plants that cause an allergic reaction of the body.

Tip: poplar (female), berry yew, Cossack spruce, mackerel, aconite, doping, etc. (Fig. 3).

3 small problems - The designed object - children's educational institution (DOU), where the plants must have phytoncide properties.

Average conclusion: inclusion of plants with phytoncide properties in the assortment.

Tip: most conifers, linden, poplar, and others.



Figure 3. Results of independent research for students (2 small problems)

RESULTS

According to the nature and results of educational activities, teaching methods can be divided into the following groups as methods of joint activities of the teacher and the student to achieve educational goals:

- Receptive learning activities and methods to ensure the acquisition of knowledge by Level 1 students;
- Reproductive education activities and methods to ensure the acquisition of knowledge and skills by students in Phase 2;
- methods of discussion, development and creative characterization of learning that provide effective, partially exploratory learning activities and knowledge acquisition by Level 3 students;
- in Stage 4, independent learning by students, understanding and solving a problem, methods that stimulate, activate their research learning activities and the acquisition of knowledge.[1]

Level 3 and 4 methods are pedagogical activities that require a lot of work and a special approach. But working at these levels makes it possible to connect theory with practice. It helps to update the lesson, helps to understand the practical advantages of the material being studied, increases motivation.

CONCLUSION

Based on the results of the implementation of the considered example, it can be concluded that innovative pedagogical technologies, in particular problem-based learning technology, increase motivation, create an environment of creative cooperation and healthy competition. At the same time, self-esteem and respect for the opinions of others are nurtured, a sense of creative freedom is born, and most importantly, it all brings satisfaction.

An analysis of the use of elements of problem-based learning technology in “Designing Scheduled Landings in a Preschool (DOU)” in a practical lesson will allow us to conclude that this technology is one of the most advanced varieties. Its main distinguishing feature is the convergence of the psychology of learning with the psychology of human thinking. This set of interrelated methods and tools allows students to participate independently in the acquisition and acquisition of new knowledge, to form creative thinking, to develop cognitive aspirations, and to expand the interest of the creative individual. The research nature of students’ learning activities is reflected in the problem-solving process using different types of their independent work.

It can be said that problem-based learning technology is fully compatible with the tasks of maximal development of creative thinking of students in the field of "Design" at the University of Architecture and Construction.

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