

IMPROVING THE LEARNING ACTIVITY OF FUTURE MILITARY EDUCATION TEACHERS THROUGH PROBLEM- BASED LEARNING

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ANNOTATION: The article discusses the nature, content, basic concepts and categories of problem-based teaching and its role in increasing the knowledge activity of students in the system of higher professional education.

KEY WORDS: Concept of problem-based learning, cognitive activity, cognitive difficulties, problem situation, problem, problem-based task, problem-based presentation lecture, problem-based teaching lecture, joint problem-based lecture, problem-based seminar session classes.

INTRODUCTION

On the basis of the reforms carried out in the field of education in the Republic of Uzbekistan, the education of young people as professionally qualified personnel, who are the present and future of our country, is being put forward as an urgent issue. The results of the reforms being carried out in the education system of our country are emphasized in the “Concept for the Development of Higher Education until 2030” of the Republic of Uzbekistan, which serve as “a new system of universal knowledge, skills, qualifications, as well as the experience of independent activity and personal responsibility of students, that is, modern basic competencies” in directing the national education system to achieve new results.

As a pedagogical concept, we will analyze the pedagogical and psychological aspects of the development of the educational and cognitive competence of pre-service military education teachers, first of all, within the framework of considering our approach, referring to the scientific possibilities in the work of domestic and foreign researchers.

The essence of problem-based learning is the teacher's management of students' cognitive activity in the formation of problem situations in their educational work and the acquisition of new knowledge by solving educational tasks, problems and questions. This creates a scientific-research method of acquiring knowledge.

Problem-based learning is a method of teaching educational material in such a way that it creates tasks and problems of knowledge in the student's mind on the basis of scientific research.

Problem situations arise in the student's thinking activity and they encourage the child to objectively search and draw logically correct scientific conclusions.

A problem is a subjective form of expression of the need to develop scientific knowledge.

It is a conflict that objectively arises in a problem situation, that is, in the process of social development between knowledge and ignorance.

A problem situation is a certain psychological state of the student. This situation arises due to the awareness of contradictions in the process of performing certain tasks (solving a problem, finding an answer to a question).

Awareness of this contradiction awakens in students the need to search for new knowledge about the method or conditions of performing work.

In order to use the problem-based learning method in the lesson process, each teacher working in the education system must first clearly understand the following sequence.

The problem-based learning method is implemented as follows:

posing a problem;

studying the conditions characterizing the problem;

solving the problem;

substantiating the correctness of the solution found;

understanding new knowledge that arose in the process of searching for and solving a solution to the problem;

systematizing, motivating and generalizing the problem;

studying the solution to the problem, searching for more concise and convenient ways to solve it.

All work on educational technology has a specific practical basis. The preparation of an educational project predetermines the future joint activities of the teacher and student.

When implementing an educational project, the teacher should first of all consider creating problem situations that stimulate the student's thinking to draw logically correct, scientific conclusions and master them.

One of the main rules of the competency-based approach to education is the understanding of competence as a subjective quality of a person. This is reflected in such pedagogical conditions as the collective nature of educational activity and the assimilation of knowledge through strictly social factors, the development of skills and competencies in students that depend on their subjective motivations for learning, attitude to the subject of study, and taking into account the abilities and experience of the student. Therefore, in recent years, the development of the educational and cognitive competence of pre-service military education teachers in the education system through the pedagogical conditions for the development of the educational and cognitive competence of pre-service military education teachers is a pressing issue, which has been studied in scientific research.

Turning to the content and essence of the pedagogical and psychological aspects of the concept of the development of the educational and cognitive competence of pre-service military education teachers, it is necessary to dwell on the etymological analysis of the concepts of "competence" and "competence". Scientists have interpreted the concepts of "competence" and "competence" in different ways. When it comes to the competency-based approach, first of all, the word "Competence" comes from the word "to compete" and means "knowledge in this or that field".

In the development of pedagogical science, the analysis of these concepts has begun to be studied not only by scientists in the world, but also by our country, and research has been conducted on competencies and competencies for various types of activities.

In conclusion, in today's modern conditions, the use of problem-based educational technologies ensures the effective conduct of the educational process and at the same time develops the student's ability to think independently, critically and creatively. As a result of the active independent activity of students, it allows for the creative mastery of knowledge, skills and competencies and the development of mental activity. Also, if the educational process of students is organized by the teacher, understanding the essence of problem-based education, that is, problem-based learning, it organizes the management of their cognitive activity by mastering new knowledge by solving their problems, obstacles and situations. This creates a scientific and research method of mastering knowledge.

The purposeful, effective use of problem-based educational technologies by the teacher in the teaching process is the basis for improving the quality and efficiency of education.

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