

THE RESULTS OF THE STUDY OF PROSE WORKS THROUGH PROBLEMATIC TEACHING IN SCHOOLS

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ABSTRACT

The article is focused on the unique features of scientific-theoretical base of problematic teaching, its stages and methods, the effectiveness of teaching prose works during literature in schools, and by giving students questions and assignments from the teacher's side during the lesson, creating an opportunity for effective learning of prose works on the base of problematic literature process.

Keywords: subject of literature, problematic teaching, problematic state, writer's creation, prose works, effectiveness.

INTRODUCTION

If we look at history of pedagogy deeply, it will be known that the idea of problematic teaching in world's pedagogy science, its theoretic base was made by American philosopher and psychologist D.Dewey. He did some experiments in Chicago schools, the school's study plan is changed depending on the child's academic performance. Dewey, in the process of studying the purpose of this type of education, identified child's four most necessary instinctive requirements and the different sides as well. They are social, constructive, exceptional explanation, research. Conceptual content of teaching created by a scientist: 1. Making the reading material problematic (problematizing). 2. The speed of child. 3. It is taken into account that education is connected with child's life, game, labor. Coming to 1920-1930s, this pedagogic theory is widespread in Europe and Russia, and the problematic teaching and practice have been studied by scientists in a different way. Such prominent expressed their opinions towards problematic teaching.

LITERATURE ANALYSIS AND ITS METHODOLOGY

The famous polish pedagogue Akan evaluates the problematic situation as a sum of effectiveness, such as organising the problem on a certain issue, providing the necessary assistance to students in the process of creating and solving it, ensuring and managing, checking the

obtained results, and strengthening knowledge. [1] Scientist I.A.IIinskaya considers problem-based teaching to be the effectiveness of students' participation in solving problems that are consistent with the educational goals of school under the guidance of the teachers in a scientific-practical system that is new for them. [2] T.V.Kudryavtsev believes that the content of problem-based teaching can be seen in putting an instructive problem in front of the student, they will summarize their knowledge by solving them, and mastering the principles of the problem. [3] According to A.Matyushkin, problematic teaching is a type of teaching that relies on imparting knowledge in interesting ways. [4]

The famous scientist from Tatarstan I.M.Mahmudov's proven, problem-based teaching is based on the laws of creative assimilation of knowledge and the ways of passion, the base of scientific research, and the teaching and learning the methods that have been collected together. It embodies the advisory system. It provides in-depth mastering of the basis of knowledge, increases the student's freedom in learning, creativity, shapes and expands the point of view. [5]

In addition, it increases the free thinking of students in teaching, and creates an opportunity from their personality qualities. Problem-based teaching is a system related to mastering the knowledge of student labor and putting forward one's own proposals, foundations, arguments, and dreams in the types of works that solve problems by analyzing the problem situation, organizing and solving problems. This mental work efficiency helps to acquire knowledge, new concepts under the guidance of teacher, to provide and develop imagination, and form a person. [6] Scientist A.Pahratdinov, who greatly contributed to the development of the teaching methodology of Karakalpak literature, said about this such an important pedagogical words: "**Karakalpak literature teacher can make a kind of problem teaching in his literature class.** For example: the teacher of the first Karakalpak literature can teach students by putting a problem in front of them during the passage of literary material. The teacher of Karakalpak literature can do this by creating a problematic situation in the lesson. In order to successfully spend the difficult teaching and learning process with students in the classroom, the teacher himself can use the following new ways and methods during the lesson of Karakalpak literature.

For example: first, the teacher of Karakalpak literature raises the problem in the lesson.

Second, the teacher of Karakalpak literature finds the problem in the lesson and solves it together with the students.

Third, in the lesson, the teacher of Karakalpak literature sets the problem himself and asks the students to solve it themselves.

Fourth, in the lesson, students solve the problem themselves. Depending on the nature of the lesson, the teacher can make changes to all these issues. At the very end of this difficult lesson, the teacher of Karakalpak literature will **draw a final conclusion on the current problems posed by the teacher of expressive literature**". [7]

Moreover, the scientist said that this teaching system has not lost its importance in teaching literature in schools to this day. It is emphasized that it is one of the most widely used types of teaching in the educational system, which is believed to be one of the most progressive types of teaching in schools in the past.

In fact, the basis of problem-based teaching is based on the teacher's management of the student's ability to learn new knowledge by creating a problematic situation in their educational work and solving study tasks, problems and questions. It has great potential in students to acquire knowledge well and solidly, to quickly determine their attitude to the environment around them, and to revive their cognitive abilities. Also, problem-based teaching includes some logical construction components, in which special qualities are visible in the actions of teachers and students during the learning process, and this process goes through several stages.

Stages of problem-based teaching:

- Setting the problem of reading;
- Creation of a problematic situation;
- Assimilation of knowledge;
- Implementation of hypothesis (prediction);
- Effectiveness of thinking, idea generation, guidance and planning;
- Research, hypothesis testing;
- The solution of the problem;
- Checking the solution of problem and knowledge, skills and approaches;

One of the characteristics that characterizes the uniqueness of problem-based learning is the methods of problem-based learning. Their shortcomings are aimed at creating a problematic situation in the lesson, organizing student's quick knowledge service. The service of quick knowledge refers to the ability to analyze the ability to generate laws through the main fact that can be seen in the search for a solution to complex issues, and to refine knowledge. Such methods include **creativity, research, semir-research or heuristic, problem-based recitation of material, and methods of speaking by starting words in a problem-based way**[8].

Some methodological literatures mention that problem-based teaching often includes teaching methods, such as the research method, the heuristic method, and the creation of problematic situations.

It also accelerates the problematic teaching, learning educational process, causes an increase in students' interest and desire for the learning process. If the teacher is able to thoroughly master the content and importance of the problem teaching, apply the form and methods of the learning process, and ensure it from the technical side in practice, the expected pedagogical goal and result will be achieved. In this case, it is necessary to mention that the teacher's strong preparation for the lesson, skill, and ability, as well as in-depth knowledge and skills are required from the pedagogue in order to thoroughly study the pedagogical and practical aspects of problematic teaching.

RESULTS

Two terms "problem" and "problematic situation" are often used in the process of problem-based teaching. Although these terms are used as synonyms in some methodological literature, there is a difference in meaning between them. "Problem" embodies generality, "problematic situation" embodies singularity. To be more precise still, to solve a "problem" a "problematic situation" must be created.

A problem is a subjective form that embodies the need to develop scientific knowledge. It is a situation that arises objectively between knowledge and ignorance in a problematic situation or in the process of development of society. Also, a problematic situation is a situation where a person can get out of a situation that has arisen in intellectual complexity, in which it is hoped to get out of the situation based on clear and unclear facts. An opportunity to understand that creativity is the way to achieve results through curiosity. In this case, I.M.Mahmutov distinguished three types of problem teaching in his research, as well as four types of levels. It includes types of problem teaching: scientific creativity, practical creativity, artistic creativity. Also, the levels of problem-based learning include: speed, simplicity, semi-free, free and creative levels.

Creating a problematic situation on the part of the teacher is of great importance in establishing problematic teaching. The reason is that the problematic situation and the problem of reading are the main elements of problem-based teaching. Usually, according to scientific and pedagogical sources, the problematic situation is divided into two types: 1. Psychological, 2. Pedagogical.

Finding a psychological problem is so individualistic: this "questionable condition" can only be placed in isolation. Pedagogical problematic situation is brought about by the teacher's effectiveness in the process of imparting knowledge. They can be aimed at showing the newness, importance, beauty and other distinctive features of the object of knowledge (the object of study).

In the organization of problematic lessons in the teaching of Karakalpak literature in schools, the teacher knows the general scientific and methodological requirements related to some current literary science. Scientist K.Khusanboyeva points out that there are general requirements for organizing literature classes in a problematic manner or creating problematic situation. In her opinion, they are:

In order to create a problematic situation in the practice of literary education, a practical and theoretical problem should be put in such a way that, during its solution, the student should learn new knowledge by himself. The following conditions are followed when raising an issue that creates a problematic situation:

A. Problem assignment may rely on students' previously formed knowledge, skills and experience. It is important that students understand the terms of the assignment and come to its solution freely as a result of doing it sincerely. In the problem, there should be an unmarked problem (ways of effectiveness, conditions or attitude) that the students need to determine during the solution of the problem;

B. In order to solve the problem, the student should have mastered the general laws related to such issues, the general ways or certain conditions for the placement of such assignments.

C. Solving the problem should arouse the need to acquire new knowledge in students.

DISCUSSION

Interpretation, as mentioned in scientific and pedagogical researches, the problem organization of the process of imparting knowledge provides education, interesting and developmental opportunities of the teaching process. The main tasks of problem-based teaching are as follows:

1. Release of students' learning efficiency to free and creativity;
2. Ensuring the students' assimilation of new knowledge and effective methods;
3. Freedom of education and growth of creative abilities of students;
4. Increasing the level of scientific knowledge;
5. To ensure formation of student's viewpoints;
6. Development of qualities of emotional perfection in the child, inner interest in knowing the secrets of man and the

universe in his heart; In addition, there are three main tasks of problem-based teaching:

1. Educating students to acquire knowledge creatively using logical methods or special ways of creativity;
2. Cultivating the ability to creatively apply knowledge related to life situations;
3. Formation of creativity and efficiency skills;

Each of the above tasks is embodied in the practical and theoretically-intellectual effectiveness of an individual student and is connected to the following importance of problem-based teaching:

1. It is the unique intellectual efficiency of the student in freely mastering a new concept through a problem, which ensures deep, solid assimilation of knowledge.

2. Problematic teaching is the most effective way to form a person's viewpoints. The reason is that the knowledge gathered in the process of problem-solving training becomes a solid work with the help of creativity and practical efficiency.

1. There are legitimate connections between education and financial problems. Help to apply the acquired knowledge in various practical ways in connection with marriage.

2. Each student's work creates an opportunity for systematic and effective application.

3. The individuality of problem-based teaching requires the child to have a certain level of knowledge, skills and experiences in order to master the lesson, and the presence of different types of problems systemizes the diversity of imagination and results in diversity provides ways to achieve.

4. Another feature of problem-based teaching is its mobility. This mobility problem is unique to each child.

5. Problem-based teaching is based on the high speed of students. The reason is that the problem itself is the main source of mental strength. A student's emotions are in a continuous, natural relationship with his psycho-sensitivity effectiveness. Any thinking in the form of research provides individual feelings, emotional momentum, individual acceptance of the educational problem.

6. Problem-based learning is more productive and mastering creativity.

The effectiveness of students increases. Increases children's self-confidence. Taking into account the special aspects of the problematic teaching types as mentioned above, questions and

tasks that help to create a problematic situation in Karakalpak literature classes in schools and look at this problem should be given by the pedagogue as an open reading problem to the students. We found it appropriate to demonstrate this on the example of the creativity of the writer T.Qayipbergenov.

5th grade. According to the excerpt T.Qayipbergenov's short story "Thanks to the teacher":

1. What kind of mental state did Turdimurad fall into when Menglimurod collided with the teacher for the first time? What would you do if it were you? Compare with the present time.

2. Do you support Turdimurad, Sayib, Kunnazar, Sarsenbay playing and working together?

6th grade. T.Qayipbergenov's novel essay "Karakalpaknama". About friendship: 1. "To make friends, you need to match your eyes. Also, if you try everyone, your situation will not get better" with your friends. Why? Give the reason.

2. What do you think what is the difference between eternal and temporary friends?

8th grade. According to T.Qayipbergenov's story "Your action is not what you say":

1. Is the word "Torebay" synonymous with work? What prevented him?

2. What is the first thing that a person needs for his words to be the same?

3. A boy in a bus to Torebay: "Are there many students who break the rules in your class?" What did he mean by that? Let us know what you think.

9th grade. According to T.Qayipbergenov's novel "Mamanbiy legend":

1. What would be your answer to the question of Murad Shaykh in the meeting: "Who can tell what is in the depths of the mind?"

2. Ubaydulla biy in the assembly: "Are there many rich people or poor people?" What would be your answer to the question?

10th grade. According to excerpt from T.Qayipbergenov's novel "Karakalpak girl":

1. Why did the novel get the term "Karakalpak girl"? What other term would you give to the novel?

2. Describe the characters of the novel Jumagul and Sanem. Describe the hardship they have gone through, focusing on their unique aspects.

3. Who is Anar Kampir in the novel? Why does Jumagul go to his house?

11th grade. According to T.Qayipbergenov's novel essay (Karakalpaknama):

1. To what extent is the origin of the term (Karakalpak) in the story close to the truth? Prove your point.

2. What would you do if you were and get hold of the writer's dream device, "A device that can completely remember all the events and incidents that happened to me from my childhood to this day?"

CONCLUSION

One of the useful methods teaching Karakalpak literature is to go over examples that create a problematic situation and understand their meaning. First, the teacher focuses on what he needs to know in this matter, on the basis of which concepts conflicting opinions appear. Taking into account that the problem has a comparative type, it is determined that students master the materials of Karakalpak literature. Thus, by organizing Karakalpak literature classes in schools in a problem-based way, it is possible to increase the meaningfulness and effectiveness of the lesson, and it has a positive effect on the mental-intellectual and spiritual development of schoolchildren. Problem-based teaching cannot be considered as a universal tool that corrects all deficiencies in the learning process.

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