# THE IMPORTANCE OF PROBLEM EDUCATIONAL TECHNOLOGY IN ACTIVATING STUDENTS' LEARNING ACTIVITY

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**Abstract**

The article talks about the important aspects of problem-based learning technologies in today's modern educational conditions and the role of problem-based learning technologies in activating students' learning and developing analytical, independent and creative thinking.

Today's modern education considers problematic processes that meet the requirements of scientific and technical development of young people with strong potential, competitive, special abilities, keeping up with the times, purposeful.

**Keywords**: problem-based education, analytical thinking, knowledge, higher education, activity, student, cognitive activity, thinking, creative thinking, potential.

# MUAMMOLI TA’LIM JARAYONINI RIVOJLAHTIRISH TEXNOLOGIYASI

**Annotatsiya**

Maqolada bugungi zamonaviy ta’lim sharotida muammoli ta’lim texnologiyalarining ahamiyatli jihatlari va talabalarning o‘quv-bilish faoliyatini faollashtirishda, tahliliy va mustaqil va ijodiy fikrlashini rivojlantirishda muammoli ta’lim texnologiyalarining o‘rni haqida so‘z boradi.

Bugungi zamonaviy ta’lim yoshlardan kuchli salohiyatli, raqobatbardosh, maxsus qobiliyatli, zamon bilan hamnafas, maqsadli, ilmiy-texnika taraqqiyot talablariga javob beradigan muammoli jarayonlar ko’rib chiqiladi.

**Kalit so‘zlar:** muammoli ta’lim, tahliliy fikrlash, bilim, Oliy ta’lim, faollik, talaba, bilish faoliyati, tafakkur, ijodiy fikrlash, salohiyat

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# ТЕХНОЛОГИЯ ПОВЫШЕНИЯ ПРОСЕССА АНАЛИТИЧЕСКОГО ОБУЧЕНИЯ СТУДЕНТОВ

**Аннотация**

В статье говорится о важных аспектах технологий проблемного обучения в современных образовательных условиях и о роли технологий проблемного обучения в активизации обучения учащихся и развитии аналитического, самостоятельного и творческого мышления.

Сегодняшнее современное образование рассматривает проблемные процессы, отвечающие требованиям научно-технического развития молодежи, обладающей сильным потенциалом, конкурентоспособной, особыми способностями, идущей в ногу со временем, целеустремленной.

**Ключевые слова:** проблемное образование, аналитическое мышление, знания, высшее образование, деятельность, студент, познавательная деятельность, мышление, творческое мышление, потенциал.

## Enter

Changes in human society in recent decades became the basis for the humanization of the educational system in pedagogy, its transformation into a paradigm of competence. On the one hand, it can provide a high level of knowledge of the whole world around us, as well as the ability to determine the target process for the design of new pedagogical technologies. innovation is proving to be very important. The development of innovations is definitely related to the new pedagogical requirements aimed at improving the level of knowledge and intellectual potential of students.

The well-known scientist A. Verbitsky emphasizes the following points about the activation of students' educational activities in educational processes: "Students have different levels of complexity in solving certain problems, they acquire knowledge and are creative in solving them. relies on improving abilities. At the same time, the educational content of pedagogues focused on the individual is similar to them.

The main part. Today's modern education requires young people to have strong potential, competitive, special abilities, keep pace with the times, be purposeful, meet the requirements of scientific and technical development, and have a strong will. In the implementation of such qualities, problem-based educational technology is of great importance. Problem-based education is one of the widely used and most

demanded pedagogical technologies in analytical thinking and activation of students' educational activities. Theoretical and practical aspects of this are studied by a number of scientists A. Brushlinsky, T. Kudryavsev, A. Matyushkin and others.

The general content of the problem-based educational technology includes the fact that the information or information that is ready in the analytical thinking of students is not given in a ready-made form, but it is appropriate to give them in problematic forms aimed at activating the learning activity of students. Students develop their analytical thinking and conduct independent activity. As a result of such search activity, new knowledge, abilities, and skills are created, which are characterized by greater depth, consistency, and awareness.

- Methodological aspects. Students' interest in learning, activity, creative thinking, knowledge and other necessary personal qualities related to thinking also develop. Nowadays, in the views of scientists who research the concept of problem-based education in the science of pedagogy, these important aspects are shown, that is, the education that is the basis for the creation of knowledge about the independent activities of students related to problematic situations in the educational process and the independent implementation of solutions. D. Konkov, M. Glebov, E. Yakovleva and others claim that According to pedagogue A.M. Matyushkin, studying problem-based learning in education means organizing a learning task in education and forming a problem in it, helping students to solve problems in this education, strengthening students' acquired knowledge. and checking is the creation of this set of actions.

The idea of acquiring new knowledge through analytical thinking by asking complex questions that require independent thinking in the student has been rooted in foreign didactics and philosophy for a long time and goes back to the philosophical views of Socrates, the works of F. Aquinas, F. Bacon and I. Kant. Philosophers of pedagogy in their works create the idea of refusing to memorize ready-made knowledge, which contradicted the views of the subject's great activity in learning knowledge.

Problem-based education was used by the American psychologist, philosopher and pedagogue D. Dewey in the experimental school he established in Chicago in 1894. In the 60s of the 20th century, research was conducted in this direction. By the 70-80s, it was widely introduced into practice. In-depth study of problem-based teaching began in the 60s of the 20th century, based on the idea that "Thinking begins with a problem situation." From the point of view of the psychology of thinking, the

idea and principles of problem-based teaching were developed by S. L. Rubinstein, M. I. Makhmutov, V. Okon, I. Ya. Lerner.

The basis of problem-based learning technology is the fact that human thinking begins with the solution of a problem situation, and it comes from the fact that he has the ability to identify, research and solve problems. Problem-based education is of great importance in developing the student's creative thinking and creative abilities.

S.L. Rubinstein's "fakk

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