



## MODERN EDUCATIONAL TECHNOLOGIES AND ITS PROBLEMS

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### ABSTRACT

Modern educational technology in higher education is about problem-based learning, research and problem-solving. The purpose of problem-based learning is to find answers to educational problems, problems and questions in the process of working with students, to acquire new knowledge by solving them, to create and solve problem situations in the educational activities of students. With the help of problem-based learning, students develop a research approach to solving learning problems and specialization issues, the formation of independent learning skills.

### KEYWORDS

Terminology, Latin, gender, medical field, profession, pharmacy, clinical terminology.

### INTRODUCTION

A systematic approach to this process is considered an important condition for increasing the effectiveness of the educational process in higher educational institutions, and the following types of lessons are recommended for teachers:

1. Lecture (introductory lecture, thematic lecture, summarizing lecture) training.
2. Seminar (consolidating knowledge, intended for independent acquisition of new knowledge) classes.
3. Modular lesson.
4. Problem (brainstorming) lessons.
5. Discussion (scientific discussion and free thinking) lessons.
6. Didactic-game (plot-role, creative, business, conferences, game exercises) classes.
7. Test (didactic cards, test tasks, mutual control sheet with the help of control e-software) lessons.

The unique aspect of these lessons is during the lesson based on the presented problem situations.

Problem-based education means the creation of a problem situation under the guidance of a teacher, and the organization of an educational process that allows the creative assimilation of knowledge, skills and abilities and the development of mental activity as a result of the active independent activity of students. Also, the essence of problem-based teaching is the teacher's management of students' cognitive activities in order to acquire new knowledge by creating a problem situation in their educational work and solving educational tasks, problems and questions. This creates a scientific-research method of acquiring knowledge.

The success of problem-based learning depends on the following factors:

1. Problematization of educational material;
2. Activation of students' cognitive activity;
3. Harmonizing the educational process with play and work;
4. Having the ability to effectively use problematic methods by the teacher;
5. Compile a chain of problematic questions about solving a problem situation and explain to students in a logical sequence.

Problem methods create problem situations and require active cognitive activities based on the activation of knowledge and skills of analyzing individual objects, phenomena and laws in the process of solving problems and finding answers to complex questions.

The problematic situation arises in specific teaching conditions, which are organized according to the purpose of certain pedagogical tools, and it is necessary to develop special methods of creating such situations based on the characteristics of the studied topics. A problem situation in teaching is not just a state of mental strain associated with an "unexpected obstacle in the path of thought", but it is a state of mental tension specifically required by the goals of knowledge. At the basis of such a situation are traces of previously acquired knowledge and methods of mental and practical action to solve a new task. In this case, if any difficulty is not related to the problem situation, that is, if the new knowledge is not related to the previous knowledge, then the mental effort is not problematic. The problematic situation is different from any thinking difficulties, in which the student

realizes the internal, hidden connections of the concept or fact, which required difficulty, to the task, problem known to him before and at the same time.

Signs of a problem situation are:

- existence of a fact unfamiliar to the student;
- instructions given to the student to perform the tasks, their personal interest in solving the cognitive difficulties that have arisen.

During problem solving situations, the teacher directs the activity of students to logical operations of thinking: analysis, synthesis, comparison, analogy, generalization, classification and conclusion.

Problem situations can be used at all stages of the learning process: new topic statement, reinforcement and control of knowledge. In cases where the system of problem situations has been successfully created, it is recommended to pass this topic in the form of a problem lesson. In order to apply problem-based lessons to the teaching process, the teacher will have to solve the following issues:

- which subjects of the curriculum can be passed in the form of a problem lesson;
- identification of questions and tasks that cause a problematic situation regarding the issues in the subject text, in which didactics adhere to the principles of scientificity, systematicity, logic, sequence, consistency;
- necessity of determining the tools and methods that ensure the activation and management of students' cognitive activities, to determine the ways of their proper and effective use.

The teacher determines the didactic purpose of the studied chapters and topics, the type of training that

will be highly effective based on the educational content, plans the calendar topics from the beginning of the academic year.

Modern educational technology in higher educational institutions is problem-based teaching, research and problem solving. And educational technology consists in stimulating the process of active learning of the developing educational process, the problem teaching task, conducting research and educating the way of thinking. The process of problem-based teaching is widely used in the work practice of higher educational institutions in accordance with the goals of training the creative activity of a person, together with problem-based teaching, such as illustrative explanatory technology, information technology and programmed educational technology.

In the process of problem-based learning, the role of independence of the student is more effective than in reproductive learning methods. The goal of problem-based teaching is to search for answers to educational issues, problems and questions in the process of working with students, to acquire new knowledge with ways to solve them, to create and solve problematic situations in the educational activities of students, and teachers (pedagogues) to arouse interest in them. consists of getting

Professor N.N.Azizkhojaeva defined the meaning of the problematic situation as follows, i.e., the problematic situation is a dialectical conflict between information, knowledge and new evidence, events, situations, and the lack of previous knowledge to understand them. These contradictions (misunderstandings) serve as a driving force for mastering creative knowledge.

The nature of the problem situation in the educational process is as follows:

- the presence of unknown news for students;
- solving problems by themselves;
- try to learn the misunderstandings caused by their personal interests and needs;
- such as trying to find out what is unknown, understand its meaning, and solve it.

Analyzing and thinking about the encountered problems is one of the important requirements for the development of independent mental activity of students. This type of reasoning makes the student realize that he/she has not understood this and focuses on seriously paying attention to the meaning of this sentence.

It is also important for the teacher to clearly understand his educational activities in organizing and conducting problem-based education. The teacher should not give ready-made ideas to the students, but should give the right direction to their search. Students should aim to have an independent opinion by analyzing events, messages, incidents and various evidences encountered in classes and in everyday life. Also, problem-based education in higher and secondary special educational institutions creates an opportunity to have a great positive impact on students' research activities, deep acquisition of knowledge and skills, and their outlook on the changes around them.

In the problem-based education system, the teacher organizes the educational and research activities of the students in such a way that their attention is focused on solving the difficulties and shortcomings that have arisen, independently analyzing various information, finding solutions, summarizing and drawing conclusions, and applying the knowledge and skills they have acquired in the next situations. should be

aimed at receiving. Therefore, as a result of this, it allows students to think independently, gain knowledge, set new goals, learn new ways of thinking, and develop their thinking. Students study educational materials in the process of problem-based education, independently analyze relevant information, put forward hypotheses of given educational issues and solve them with ways of proof, intelligently try to master the educational process, increases their intellectual activity.

The activity of the teacher in problem classes is to identify educational problems based on the content of the subject, to create a system of problem situations, to present educational problems to students at a high scientific and methodical level, to achieve effective use of these educational problems in the lesson, to direct the activity of students to solving problems.

Students' activities will consist of perceiving problematic situations, searching for solutions, analyzing the problem, putting forward assumptions, justifying assumptions from a scientific and logical point of view, checking assumptions and drawing conclusions.

The didactic purpose of modern problem classes is as follows:

- a) The skills of acquiring new knowledge by creatively applying the previously acquired knowledge by students in solving educational problems;
- b) Skills of creative assimilation and practical application of knowledge;
- c) It consists in developing inquisitiveness, interest, motives, logical thinking, creative activity, mental maturity, intelligence.

A problem-based exercise involves a problematic situation and includes all the stages of a traditional lesson: checking homework, special oral exercises, setting a lesson goal for students, preparing and studying new educational material, connecting new and previously learned material, strengthening the exercise. such as completing and giving homework. The process of gathering facts about the newly learned laws and regulations, comparing and analyzing them with each other, learning and strengthening knowledge is carried out in the problem classes.

There are three conditions for problem-based learning in education:

1. Systematic, orderly development of educational materials in the organization of problem-based education.
2. Giving the opportunity to choose the methods of solving the task when given.
3. A student should be able to correctly evaluate his knowledge in order to set a goal for learning and achieve his goal.

A number of didactic goals are also envisaged when creating a problem situation in the educational process, namely;

- a) students' attention is drawn to the educational material;
- b) arousing interest in science in students;
- c) revitalizing their development activities;
- d) put before them issues that develop mental activity;
- e) demonstrate, based on evidence, that the knowledge that students need to learn is insufficient;

f) teaching to analyze educational materials;

g) to help them in finding ways to solve problems in teaching.

Problem situations in the educational process are divided into several types:

1. Students cannot find a solution to the problem in front of them, when a problematic question arises, they cannot answer it in time, they have difficulties in understanding a new topic.
2. Students cannot apply their previously acquired knowledge when new conditions and situations arise.
3. Contradictions arise between their theoretical solution to the problem and the implementation of this chosen method.
4. The lack of knowledge between the results of the tasks performed by the students and their theoretical understanding also leads to problematic situations.

In order for problem-based teaching to be effective and appropriate in the educational process, it is necessary to make it a part of the basis of the educational process and educational work. With the help of problem-based education, students are trained to develop a research approach to solving educational problems and specialized issues, and the ability to learn independently.

Thus, problem-based education helps students to effectively master knowledge systems and mental and practical activities, to use their new knowledge effectively in future situations, to solve educational problems, to teach independent research, to have creative experience and to develop it, to analyze the

tasks of the educational process. does, opens up opportunities to identify problematic learning.

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