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Research Article

THE ROLE OF COMPREHENSIVE EDUCATION IN THE CONDITIONS OF THE NEW UZBEKISTAN

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ABSTRACT

In the course of the development of the modern education system, the role and importance of problem-based education methods is increasing. This method is aimed at developing students' independent thinking, analysis and problem-solving skills. In this article, we will talk about the main principles, advantages of problem-based education and ways to organize it effectively.

KEYWORDS

Problem-based education, alternative, communicative, critical, analytical, development.

INTRODUCTION

Among the concepts that form the basis of problem-based education are the concepts and considerations related to problem solving. It is very important to explain their content. For all the above concepts, the initial term "problem" is a question or task that requires a solution, research, because it contains an explicit or implicit contradiction. The concept of a problem is a difficulty that needs to be solved clearly and the need to find solutions to uncertain situations. This, in turn, provides an opportunity to deeply analyze the content of the situations that have arisen. "problematicity" should be understood as the process of forming and uncovering problems in educational activities described in detail in a specific problematic task. In recent decades, changes in human society have become the basis for humanizing the educational system in pedagogy, turning it into a paradigm of competence. This transition, on the one hand, provides a high level of knowledge of the world around us, as well as setting a target process for designing new pedagogical technologies.

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Basic principles of problem-based education

- Problem Creation: One of the main principles of problem-based learning is to present students with problems to solve. These problems should be designed to test and develop students' knowledge and skills.
- Development of independent thinking: students develop their thinking skills in the process of solving problems independently. It helps them learn analytical and critical thinking.
- Creative approach: problem-based learning requires creative approaches from students. In this process, students strive to find new and innovative solutions.
- Practical skills: students will have the opportunity to apply their theoretical knowledge in practice in the process of solving problems. This allows them to deepen their understanding and consolidate the knowledge they have learned.

Advantages of problem-based education

1. Increasing the activity of students: in the process of problem education, students become active and actively participate in the educational process. This increases their interest in the lesson and makes the learning process more effective.

2. Consolidation of knowledge: students consolidate their knowledge in the process of solving problems. This knowledge will be interconnected and put into practice, which will increase their recall.

3. Development of independence: students develop the ability to make independent decisions and take responsibility in the process of problem-based learning. It helps them to be independent in life and make the right decisions in different situations.

4. Development of creativity: problem-based learning serves to develop students' creativity. They learn creativity in the process of searching for new and innovative solutions.

Ways of organizing problem-based education

- Well-designed lessons: To effectively organize problem-based learning, lessons must be well-designed. Students should be presented with interesting and relevant problems in each lesson.
- Grouping students: Students can be encouraged to group and solve problems together. This process helps students develop teamwork skills.
- Encourage active student participation: In problem-based learning, it is important to encourage active student participation. Various interactive methods and technologies can be used for this purpose.
- Reflection and analysis: reflection and analysis should be conducted together with the students at the end of the lessons. This process allows students to analyze their work and results.

Problem-based education is an important component of the modern education system and is of great importance in the development of students'

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independent thinking, creative approach and practical skills. To effectively organize this method, well-designed lessons, grouping of students, encouragement of active participation and reflection processes are necessary. In this way, problem-based learning can be effective and interesting for students.

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 student's independent activity and independent implementation of solutions related to problematic situations in the educational process. They claim that lim consists of D. Konkov, M. Glebova, E. Yakovleva and others. I can see different approaches that are unique within the framework of practical activities aimed at developing analytical thinking. According to pedagogue A.M. Atyushkin, 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 the knowledge acquired by students and is to create a set of actions to check. Another well-known scientist, A. Verbitsky, emphasizes the following points regarding the development of students' analytical thinking in educational processes. That is, students master knowledge of different levels of complexity in solving specific problems. In solving them, he relies on the development of his creative abilities. At the same time, the educational content of pedagogues focused on the individual is closely related to them.

Since ancient times, scientists ask complex questions that require independent thinking, and the idea of obtaining new knowledge through analytical thinking has been rooted in foreign didactics and philosophy for a long time and is embodied in the philosophical views of Socrates, the works of F. Aquinas, F. Bacon and I. Kant. goes back. 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. This contributed to the formation of independent approaches in didactics at the beginning of the 20th century. For example, the method of laboratory training, science teaching techniques, as well as heuristic, experimental-heuristic, laboratory-heuristic, and others are among them. Nowadays, according to the opinions of many pedagogic scientists, they say that the above-mentioned methods are based on scientific research. In other words, V. Ratiev, R. Rafikova, and others emphasize their views on the development of education through the implementation of motivational effects aimed at developing their creative abilities along with the development or activation of the thinking of learners in the educational system. . In the 20th century, two main approaches to problem-based education were formed in American pedagogy. The first is the ideas of the teacher and psychologist D. Dewey, who is the founder of the philosophy of pragmatism. In his pedagogical views, he repeated the opinion of F. Bacon, the founder of empiricism, who believed that the basis of human knowledge about the world around him is only his empirical activity, which confirms or rejects knowledge. D. Dewey, at the same time, made sure that without practical actions, human knowledge skills are only assumptions, in education, that is, the learning process depends on the free activity of students with educational and practical directions. should be based. In this school, educational processes were carried out within the pedagogical game technology of students. But he could not create a

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whole system. Nevertheless, it was possible to create solutions and theories in the middle of the last century.

Polish scientist V. Okon demonstrated the method known to foreign scientists. In his book "Fundamentals of problem-based education", he believes that the essence of problem-based education is to create an educational situation on the basis of knowledge of which the teacher forces the student to search for an individual solution. The process of solving the problem itself depends on several factors, in particular, the nature and complexity of the problem. According to V. Okon, in addition to simple problems, the student may encounter more complex problems, the successful solution of which is associated with additional actions. In this regard, V. Okon repeats the implementation of the scientific method discovered by R. Descartes, in particular, the solution of the main problem is achieved by dividing a complex problem into the required number of small parts and then solving them in a certain order.

In the case of teaching students, it is necessary to take into account the specific features of improving students' analytical thinking skills, and the main focus is on the role of the analytical thinking development model in the development of students' analytical thinking skills. This approach requires conducting activities related to the modeling of methodological problems in the processes of educational organization. Research-based modeling of the development of students' analytical thinking is an important factor in the large-scale coverage of student research in this area.

The methodological aspects of researching the peculiarities and development of analytical thinking through the pedagogical model are that the problem of developing analytical thinking is not only related to one field, but also the problems of the complex of philosophical and integrative sciences are of great importance. Another important point in the organization of today's educational processes is that students' education depends on their ability to think analytically. Based on the pedagogical model that we have developed, it is considered necessary to pay attention to the uniqueness of the elements that make up the components of the methodological model, aimed at increasing the analytical thinking of students, and their importance in determining the level of their analytical thinking. In doing so, we have shown that they are related to issues of analytical thinking, based on the normative requirements, social requirements, and conditions of educational processes. In pedagogical situations or pedagogical structures: standard and non-standard thinking of students is widely used in necessary conditions and in solving existing problems. Analytical abilities of students are developed on the basis of students' analytical thinking. This pedagogical model has several components. The distribution of the specified components allows to determine the criteria for the development of students' analytical thinking in higher education institutions.

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