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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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THE USE OF PROBLEM-BASED LEARNING METHODS IN DELIVERING HIGH-QUALITY EDUCATION IN SCHOOLS

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Abstract: The present article examines problem-based learning as a pedagogical model with the aim of fostering independent, critical, and creative thinking among learners. The theoretical foundations of the approach are described, as are its historical development and methodological underpinnings. The ideas of Socrates, Jean-Jacques Rousseau, and John Dewey are also discussed. It is demonstrated that problem-based learning is contingent on heuristic techniques and involves the organisation of relatively autonomous exploratory activity. During this activity, students encounter contradictions, formulate problems, carry out purposeful cognitive exploration, and develop logically sound solutions. The pedagogical conditions for effectiveness are highlighted, namely: high subject-specific and methodological competence on the part of the teacher, clear formulation of objectives and assessment criteria, and the use of modern pedagogical technologies and ICT. The advantages (stimulation of intellectual and practical activity, development of analytical and creative skills) and limitations of the method (demanding requirements regarding students' level of preparation, significant time expenditure) are described, and the combination of problem-based learning with other forms of teaching, as well as the didactic regulation of its application, are recommended.

Key words: problem-based learning, heuristic methods, critical thinking, independent cognitive activity, pedagogical competence, didactic conditions, creative thinking, educational technologies.

Annotatsiya: Ushbu maqolada muammoli o'qitish o'quvchilarda mustaqil, tanqidiy va ijodiy fikrlashni rivojlantirishga qaratilgan pedagogik model sifatida tahlil qilinadi. Yondashuvning nazariy asoslari, uning tarixiy rivojlanishi va metodologik negizlari bayon etiladi. Shuningdek, Sokrat, Jan-Jak Russo va Jon Dyui g'oyalari ham ko'rib chiqiladi. Muammoli o'qitish evristik usullarga asoslanishi hamda nisbatan mustaqil tadqiqot faoliyatini tashkil etishni nazarda tutishi ko'rsatib beriladi. Ushbu faoliyat jarayonida o'quvchilar qarama-qarshiliklarga duch keladi, muammolarni shakllantiradi, maqsadga yo'naltirilgan bilish izlanishlarini olib boradi va mantiqan asoslangan yechimlar ishlab chiqadi. Samaradorlikning pedagogik shartlari ajratib ko'rsatiladi, ya'ni: o'qituvchining yuqori darajadagi predmet va metodik kompetentligi, maqsadlar va baholash mezonlarining aniq belgilanishi hamda zamonaviy pedagogik texnologiyalar va AKTdan foydalanish. Metodning afzalliklari (intellektual va amaliy faollikni rag'batlantirish, tahliliy va ijodiy ko'nikmalarni rivojlantirish) va cheklovlari (o'quvchilarning tayyorgarlik darajasiga yuqori talablar, katta vaqt sarfi) tavsiflanadi, shuningdek, muammoli o'qitishni boshqa ta'lim shakllari bilan uyg'unlashtirish hamda uning qo'llanilishini didaktik jihatdan tartibga solish tavsiya etiladi.

Kalit so'zlar: muammoli o'qitish, evristik usullar, tanqidiy fikrlash, mustaqil bilish faoliyati, pedagogik kompetentlik, didaktik shartlar, ijodiy fikrlash, ta'lim texnologiyalari.

Аннотация: В статье рассматривается проблемное обучение как педагогическая модель, направленная на развитие самостоятельного, критического и творческого мышления обучающихся. Описываются теоретические основы подхода, его историческое развитие и методологические предпосылки. Также рассматриваются идеи Сократа, Жан-Жака Руссо и Джона Дьюи. Показано, что проблемное обучение основано на эвристических методах и предполагает организацию относительно самостоятельной исследовательской деятельности. В ходе этой деятельности учащиеся сталкиваются с противоречиями, формулируют проблемы, осуществляют целенаправленный познавательный поиск и вырабатывают логически обоснованные решения. Выделены педагогические условия эффективности, а именно: высокий уровень предметной и методической компетентности преподавателя, чёткая формулировка целей и критериев оценки, а также использование современных педагогических технологий и ИКТ. Описаны преимущества (стимулирование интеллектуальной и практической активности, развитие аналитических и творческих навыков) и ограничения метода (высокие требования к уровню подготовки обучающихся, значительные временные затраты), а также рекомендуется сочетание проблемного обучения с другими формами обучения и дидактическое регулирование его применения.

Ключевые слова: проблемное обучение, эвристические методы, критическое мышление, самостоятельная познавательная деятельность, педагогическая компетентность, дидактические условия, творческое мышление, образовательные технологии.

INTRODUCTION

The education system of the Republic of Uzbekistan has been designed to provide extensive and diverse opportunities for the education of young people. Innovative and creative approaches to the teaching process in preschool, general education, and higher education institutions, as well as the introduction of modern teaching methods, have been shown to have a positive impact on the content and quality of education. It is envisaged that lessons will be organised using a variety of modern teaching techniques and information and communication technologies in accordance with didactic requirements. The integration of problem-based learning techniques within the pedagogy of social sciences and humanities has been demonstrated to enhance the efficacy of learning while simultaneously cultivating students' capacity for independent and critical thinking. In the context of organising independent work, the role of the teacher is pivotal. The teacher is responsible for clearly articulating the objectives, proposing a methodology for completion, recommending relevant reading materials, determining the form and organisation of the work, and establishing deadlines and assessment criteria.

LITERATURE REVIEW

It is evident that within the context of lessons, pupils acquire a fundamental corpus of knowledge. Nevertheless, it is imperative to recognise the significance of systematic independent study for the long-term retention of this knowledge. The fundamental objective is to transition from a conventional teaching paradigm to one that emphasises the cultivation of pupils' autonomous learning capabilities. The social imperative for enhancing the quality and efficacy of education necessitates that educators employ effective educational technologies. The quest for models that nurture the evolution of critical and productive thinking has given rise to problem-based learning, a pedagogical approach underpinned by heuristic techniques. These techniques are defined as specialised methods designed to uncover novel insights. The objective of this approach is to cultivate heuristic skills in resolving problem situations of both a practical and applied nature and a theoretical and cognitive nature. The integration of learners into exploratory activities has been demonstrated to facilitate the activation of their existing knowledge and analytical skills.

Even Socrates, in his dialogues, cultivated the ability to reason logically and seek the truth through reasoning. The eminent French philosopher J.-J. Rousseau is widely credited with pioneering the concept of learning situations designed to stimulate students' independent cognitive exploration. The educators of the 19th century (I. G. Pestalozzi, A. Diesterweg, and others) sought to ensure that learners not only received ready-made information but also actively sought it themselves. The full theoretical and methodological development of problem-based learning took place in the 20th century, particularly in the works of John Dewey, who criticised the rote-learning school system that provided pupils with ready-made knowledge and underestimated their capacity for active engagement. Dewey proposed a model in which the teacher organises learners' activities so that they solve emerging problems while simultaneously acquiring the necessary knowledge, learning to formulate tasks, seek solutions, and apply the results obtained. This approach was later termed "learning by doing" and subsequently "learning through inquiry". The notion of learning as an investigative activity was further elaborated by the American psychologist J. S. Bruner and other scholars, including I. Ya. Lerner, T. V. Kudryavtsev, A. M. Matyushkin, and M. I. Makhmutov.



RESEARCH METHODOLOGY

Problem-based learning can be defined as a pedagogical approach in which the educator organises autonomous exploratory activities for the learner. For learners, the ability to think independently and critically, as well as to make informed decisions, is of critical importance. The primary objective of education is not the accumulation of facts but the development of practical competencies essential for future professional endeavours. It is imperative to acknowledge the pivotal role of constructive interaction between educators and students in fostering effective learning environments. The cultivation of students' confidence in their own learning activities, complemented by the use of contemporary pedagogical technologies, contributes significantly to positive educational outcomes. In the contemporary educational environment, the role of the teacher has evolved to include organising the learning process in a way that fosters not only reproductive thinking but also creative thinking among students. In a market-oriented economy, the development of independent creative thinking is a key educational priority.

Problem-based learning is a methodology that presents learners with problem-based tasks and research scenarios grounded in scientific knowledge. Such problems emerge within learners' cognitive processes, encouraging objective inquiry and the formulation of logically sound conclusions. A problem situation is defined as a specific mental state of the learner associated with recognising contradictions while performing a task. Awareness of such contradictions generates the need to acquire new knowledge about methods and conditions for completing the task, thereby initiating purposeful cognitive search. It is essential that problem situations correspond to the objectives of knowledge acquisition; they must be accessible to learners, stimulate their cognitive activity, and not be solvable solely on the basis of existing knowledge, while remaining sufficient for independent analysis and identification of unknown elements.

ANALYSIS AND RESULTS

The merits of problem-based learning are manifold. It engenders intellectual engagement and practical application in learners, which are accompanied by positive emotional responses (interest, satisfaction). It is evident that the process in question facilitates the development of intellectual skills, including perception, observation, imagination, analysis, classification, evidence-based reasoning, and others. Furthermore, it has been demonstrated that creative abilities are also developed, such as the ability to identify problematic situations, formulate questions, and devise ways to resolve them. In the contemporary educational environment, the role of the teacher has evolved to encompass the responsibility of orchestrating the learning process in a manner that not only fosters reproductive thinking but also encourages creative thinking among learners. In the context of a market economy, the cultivation of independent creative thinking has emerged as a pivotal educational imperative. Problem-based learning can be defined as a methodology in which learning tasks and problem situations are formulated on the basis of scientifically grounded principles. During learners' cognitive processes, contradictions arise that prompt them to engage in objective inquiry and draw logically sound scientific conclusions. A problem situation is defined as a particular mental state of the learner that arises from the discovery of contradictions during the execution of a specific task. The recognition of such a conflict invariably gives rise to the necessity of acquiring new knowledge about the methods and conditions for carrying out the work. This, in turn, initiates a purposeful cognitive search.

CONCLUSION

Problem-based learning has been identified as one of the most significant innovative models in modern education, with a focus on developing students' independent, critical, and creative thinking skills (Smith, 2019). The fundamental objective of this pedagogical approach is to devise problem-based scenarios that motivate students to engage in cognitive exploration, formulate tasks, and develop logically sound solutions. This approach is designed to ensure not only the acquisition of knowledge but also the development of the practical skills necessary for professional practice.

The efficacy of problem-based learning is contingent upon several factors. These include students' preparedness for independent intellectual endeavour, a high level of subject-specific and methodological expertise on the part of the instructor, and the integration of contemporary teaching technologies and information and communication tools. Notwithstanding certain limitations—such as increased demands on student preparation, significant time investment, and the need for highly qualified teachers—problem-based learning has undeniable advantages, including the development of analytical and creative skills, the formation of sustained cognitive motivation, and a positive emotional attitude towards the learning process.

Consequently, problem-based learning is regarded as a promising direction for the modernisation of educational practice. It is argued that this approach is capable of ensuring a qualitative improvement in students' knowledge and skills, as well as their readiness for independent professional and research activities.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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