

## Use of Problem Technology of Learning in Literary Education

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### Abstract

This article examines the theoretical and methodological foundations for the use of problem-based learning in primary school. The lessons are focused on the development of the intelligence of schoolchildren through the use of problem learning technology in literary education.

**Keywords:** problem, problem learning, reading lessons, creative thinking.

One of the most important aspects of modern education is its humanity and humanism. This principle is based on the orientation of the educational process to a person, taking into account the intellectual and physical beliefs, mental state and all-round development of each student in this process. This principle requires a change in the nature of education, taking into account the individual intellectual capabilities of students in educational activities. One of the prerequisites for this process is the use of new learning technologies and innovative teaching methods.

Lessons using problem-based learning technology in literary education also provide flexibility of mind, depth of thinking, independence and logic, development of creative imagination, independent activity and, at the same time, the formation of critical approach skills in any situation.

The systematic use of problem-based learning technology when working with schoolchildren also gives them the first signs of a culture of thinking, that is, managing their mental activity, setting goals and determining ways to achieve them. In addition, according to N.F. Talyzina, "problem-based learning: develops the skills of solving problems, hypotheses, clarifying concepts, observing, inferring, comparing and systematizing educational material, and working independently with text. All this, in turn, is the basis for independent acquisition of knowledge and success in this process" [1, p.75].

The use of problematic elements of teaching in reading in primary school improves the intelligence

of students, develops creativity, ensures their comprehensive development, at the same time, uses various types of creative activities, applies knowledge in new situations and solves learning problems, forms and develops creative work experience, for example, the formation of social, moral needs.

In the process of generating assumptions when using problem-based learning in the early grades, the teacher must: clearly articulate the problem so that students achieve mastery; help students in problem solving and analysis, that is, what is given, what should be achieved, what activities to use; give recommendations in the organization of student activities; it is desirable to require students to provide detailed background, conjecture, and proof of hypotheses.

When using problem-based learning when organizing reading lessons in elementary school, the teacher is recommended to use various methods and techniques, i.e. tasks for solving problems and questions of a theoretical and practical nature.

It is desirable that all the work related to solving the problem is done by the students themselves, even in reading lessons. But, at the same time, do not refuse the support of the teacher. Teacher support in this process should be minimal and appropriate. It should also be borne in mind that non-systematic problem-solving tasks are not able to form the abstract and logical thinking of students and negatively affect the formation of independent creative, research skills, so problem-based learning using reading lessons in elementary school has a positive effect.

One of the main requirements of problem-based learning is the structure and sequence of the teacher's work [2, p.72]. Before carrying out work on the systematization of problem situations, the teacher must comply with the following methodological requirements:

- 1) coverage of aspects regarding the performance of primary school students;
- 2) the suitability of traditional and innovative methods used in problem-based learning technology for students to master the material;
- 3) formation in students of signs of independent creative and research creative thinking;
- 4) coverage of optimal options for problem situations for schoolchildren with varying degrees of complexity;
- 5) in the learning process, it is advisable to take into account the requirements for the level of complexity, consistency, consistency of problem situations from the content.

Mastering problematic teaching methods in literature education in the lower grades requires the presentation of practical examples of problematic situations using educational materials as an example. Below we provide examples of the use of problem-based learning on the example of a number of teaching materials from 1st grade textbooks.

For example, in the textbook for first-graders "Book for reading" there is a poem by the famous children's poet T. Adashbaev "Winter" [3, p.11]. Before organizing the work using the problem-based learning method for this poem, you need to hang pictures of a winter landscape on the board (or on the screen) (preferably with the image of children in winter clothes). Then the teacher expressively reads the poem. Students read the text of the textbook with him. This type of work encourages students to expressively read the text under the guidance of a teacher, while at the same time encouraging them to delve into the essence of the text. When students become familiar with the content of the text, their attention is drawn to the images on the board (or screen). First of all, the attention of students is attracted by winter clothes and games.

Children will be asked what games they play? Of course, students will answer these questions without thinking. Gradually, the questions become more complicated: "What is a plowed field and why is Frost walking there? Who is Santa Claus and why does he howl? Think about why winter in the poem is called a "guest"? Do you think he is really a guest? Think about the expression, "winter wrapped in a white sheet", consider whether it is so. What do you think this means? And so on. The teacher can also fill in the students' answers.

After clarifying the students' ideas about winter, they become more confident and interested in the text, and they will be asked the following problematic questions: "Think about why it is cold in winter? Why do you think children sweat even in winter? And thus we put students in a problematic situation. Solving these problems requires certain knowledge from students. The teacher perfectly understands that the Earth rotates around its axis without stopping, and therefore the seasons change on the Earth. As a result of this rotation, the sun's rays fall on it in winter. As a result, heat and light from the sun to the earth are reduced. During the temperature drop, the Earth experiences a cold climate in winter, and the days become shorter due to reduced light. Of course, most students may not know this. Then it will be appropriate for the teacher to place in front of the students a model of the rotation of the Earth around its own axis (taken from the geography classroom). The students must solve the problem.

The solution to the second problem is based on the following knowledge: it is known that warm clothing does not keep a person warm, but retains the thermal energy leaving his body for a longer period of time. In winter, people wear warm clothing to keep the heat from escaping from their bodies. In winter, children move a lot, playing various games, so their bodies release more heat energy. Wearing thick clothing prevents heat from escaping and makes them hot and sweaty. After a certain period of time, when the movement of the human body slows down, clothes that become damp due to body sweat begin to cool due to lack of energy and have the opposite effect on the body. As a result, it causes a cold. Of course, students may not know these facts on a scientific basis. However, they answer in a general way. It is advisable for the teacher to generalize his ideas in this

way, to find a solution to the problem on the basis of cooperation. These activities teach students from an early age to think logically and base their conclusions on both practical and theoretical considerations.

When organizing literary education in high school, it is desirable to slightly increase the level of complexity of educational tasks and problematic issues, based on the principles of continuity and sequence of education. Literature for students of the 5th grade of secondary schools [4, p.45] the textbook "Literature" contains the text "Vatan suimak" (Love for the Motherland) and the poem "Vatan" by one of the famous figures of Uzbek literature, educator Abdullah Avloni. In the calendar-thematic plan<sup>5</sup>, 1 hour is allotted for the study of this topic. As you know, the feeling of homeland is one of the most sacred and revered feelings of mankind. A. Avloni sings of his homeland and his love for it: "Each city and country of birth is called homeland. Even this sense of homeland is present in animals. If an animal loses its homeland, it will not live as happily as in its own land... Just as we Turkestan's love our homeland more than our soul, the Arabs love Arabia, the sands, the hot deserts, the Eskimos love the north, the coldest snows and glaciers than on any other land. If they did not love, they would leave their homeland and move to countries where the weather is good and life is easy."

The teacher must read the text of the poem himself, and in the process of reading the feeling of the homeland should be expressed in a tone of self-confidence, determination, satisfaction, pride in the lines of the poem. Because the feeling of homeland cannot be created artificially.

After reading the text, the teacher should take a break and observe the mood of the students. It is then recommended to ask a series of questions to convey the various feelings that arose in the minds of the students into their own language while reading the piece.

- Is the feeling of homeland unique among people?
- Does a person have to be away from home to be homesick?

Pay attention to the verses. Why does the author call the Motherland "our mother"? What do you think is the connection between the concepts of Motherland and Mother?

If a country could be sold, what would you compare its price to? Have you ever heard of those who "sold their homeland"?

So the reader will better understand that the Motherland is a holy place, that the duty of everyone citizen - to defend the Motherland, to protect it from enemies, to serve the prosperity and well-being of the Motherland. Patriotic and civic education in the hearts of the younger generation will be polished.

It is important to teach a nascent person to think independently, logically, scientifically, creatively,

ask similar problematic questions and tasks when developing the skills to overcome obstacles on their own. Such questions indicate the assimilation of educational material, strengthen it, consolidate knowledge. Stimulates the student's positive emotional attitude to reading, forms an internal need for learning. In such education, the main task of modern pedagogy is the formation and development of the student's personal qualities.

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