



## ORGANIZING LESSONS IN A PROBLEM-BASED LEARNING METHOD

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**Abstract:** The article describes the stages of using the problem-based teaching method in native language and literature lessons, the obstacles that arise during its application and ways to overcome them, and the role of students in ensuring the effectiveness of their knowledge acquisition.

**Keywords:** problem-based learning, creative research, modern education, form, method, tool, problem, solution.

In recent years, research in the field of pedagogy and methodology has paid great attention to advanced technological methods such as **problem-based learning, modular, developmental, game-based, and cooperative learning for the effective acquisition of knowledge**. How can they be used to develop the professional qualifications of a teacher of native language and literature? For example, problem-based learning is an advanced method that reflects the essence of modern education. It is used to form skills and competencies in learners such as creative research, conducting small studies, putting forward certain hypotheses, substantiating results, and coming to certain conclusions.

In the process of professional development, teachers of the native language and literature are given tasks and issues related to the organization of lessons, which help them develop cognitive activity and creative thinking. The use of the problem-based teaching method of creating and solving problem situations in the process of professional development helps teachers of the native language and literature to effectively organize lessons, correctly choose the form, method, means and ways. This method allows students to put forward several different solutions to the problem, evaluate their practical value, and choose the most suitable one from among the proposed alternatives.

Mother tongue and literature teachers This method can be effectively used to solve some problems that are important for the activity. The training begins with identifying a specific problem situation, taking into account the relevance and uniqueness of the problem. A number of problems related to one topic are taken and the most relevant ones are selected from them. It is explained that the students will work individually, in pairs or in small groups during the lesson. Some examples of training sessions conducted using the method of solving problem situations can be seen in the following examples.

In the 7th grade, when analyzing the story "Horror" by A. Qahhor, the problem is posed: "What forced the hero of the work, Unsin, to leave the dodho's house by boiling a pot in the cemetery?", the reasons that cause this problem are: not getting used to the uncomfortable conditions in which he lives, the desire to live freely, the pain of everyday life, being young, missing his parents, striving for a new and better life, etc., and the ways to solve the problem

are: the inability to defeat a strong-willed, free-spirited person, getting rid of oppressive people like the dodho, eliminating immorality, and the need to "sit quietly" to face life's trials.

In the 8th grade, the analysis of the text of the passage "The Runaway" from Said Ahmad's novel "Horizon" involves solving the following problem situation:

Problem type	The cause of the problem	Solution to the problem
What are the reasons for Tursunboy's escape from the war?	Tursunboy's selfishness. Excessive love for a child turns into anger. That fear and remorse prevailed over all other feelings. The son was overly pampered.	To receive love from a child, you need to give him the love he deserves and the right upbringing.

When teaching the topic "Form-forming suffixes" given in the 6th grade native language textbook, it is recommended to use the following problem-solving technology:

Problem type	The cause of the problem	Solution to the problem
How to distinguish possessiveness in nouns and person-number form in verbs	Because both forms look the same. M.: My book, I went.	Possessive forms are attached to nouns and indicate the owner of something. The personal form is added to verbs and indicates the doer of the action.

One of the unique features of problem-based learning is that it provides the student with the opportunity to engage in scientific and creative thinking, think quickly and logically, compare words and terms, the idea and meaning of the work, and choose the most appropriate solution for himself. This technology directs the student to consistent and logical thinking. It leads to the strengthening of the self-confidence of the learning subject, serves to reveal the facets of his private intellectual talent. In problem-based learning, the individual's psyche, his ability to master, level of knowledge, creativity and efficiency qualities are revealed. The emergence of such necessities as logical thinking and not making mistakes directs the student to search and discover. It causes him to realize his identity as a person, to demonstrate his knowledge and talent to others.

Advantages of technology. Participants work collaboratively. Problem-solving skills are developed. They learn to focus, perceive, think logically, and isolate the relevant from the problems.

Disadvantages : It takes a lot of time. The opinions of all participants may not be fully taken into account. Excessive comments are recorded in order to reach a mutual agreement, etc.

Through the method of creating problem situations, students are accustomed to finding quick and correct solutions to various life problems. For example, in the case of poetic works, when analyzing Cholpon's poem "Binafsha" in the 7th grade literature textbook, students are asked, based on the text of the work, what the image of the violet in the poem means, whether it is really a spring flower - a violet, the problem is posed. As a solution to this problem, most students will undoubtedly answer that the poet's inner feelings in the poem are directed to

the blue of the violet. It is also natural that the response of the humiliated girl through the lines "Caught in love, in sorrow" will also be of interest to them. However, the teacher, in this process, draws the students' attention to the lines "Purple, my chest is a place of freedom for you" and draws attention to the fact that the purple symbol, which embodies the meanings of an insulted country and an oppressed nation, gives the poem its charm, showing that problem-based learning has thought-provoking aspects.

It is advisable to carry out educational and organizational work on problem-based learning technology in the following sequence:

- dividing learners into small groups;
- distributing thematic problems to group participants;
- identify the main problem in the chosen topic;
- to mutually study the causes of this problem and come to a consensus;
- develop ways to solve the problem;
- Review the completed work in a group and prepare for presentation;
- conducting group presentations;
- analyze and respond to the work of neighboring groups;
- draw a general conclusion on problem-based learning technology.

It is also necessary to pay attention to creating problem situations and anticipating ways to solve them during lessons on various topics in the native language literature curriculum.

Ways to create a problem situation:

- the teacher explains to the students a conflict situation related to the topic of the lesson and suggests finding a way to resolve it;
- expresses different points of view on an issue;
- It offers solutions to problems that are not sufficiently solved, have too much information, or are poorly formulated.

Levels of problem solving:

- the teacher sets the problem and solves it himself;
- the teacher poses a problem and finds a solution together with the students;
- Students themselves pose the problem and find its solution.

Methods used to resolve a problematic situation:

- studying and analyzing the problem from different perspectives;
- compare, generalize;
- identifying and comparing facts;
- draw conclusions depending on the situation;
- students asking specific questions themselves, etc.

In such a training, trainees are recommended to perform the following tasks:

The students prepare a lesson plan on the topic of their choice in their specialty, using the most appropriate problem-based learning methods, and based on it, they briefly present the lesson with the participation of the group and hold an appropriate discussion. This is intended to further strengthen the knowledge and skills of the students on the following issues:

– Identifying problematic issues related to teaching the subject and lesson topic, creating problem situations from them, and planning their practical use in advance. Taking into account the level of preparation of students. Preparing the necessary teaching aids.

– To indicate the existing conflict in a problematic situation, clearly state the task and sufficient conditions for its resolution.

– Showing students the mistakes they make in solving problems, their causes and characteristics. Discussing the consequences of students' conclusions based on incorrect assumptions and helping them find the right path, etc.

It is justified to present problematic situations to the listeners using real-life or specially prepared examples, because each listener is interested in finding solutions to problems related to psychological and pedagogical phenomena encountered in their professional activities.

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