



## **PROBLEM LEARNING METHODS IN OUT-OF-CLASS STUDY IN PRIMARY SCHOOL**

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### **Annotation**

This article is devoted to the practical study of stories and popular science articles from the types of works of art in primary school, has its own characteristics in terms of viewing works of art of different genres and methods of problem reading of these works in extracurricular reading.

**Keywords:** Storytelling, problem learning, reproductive method, fiction.

One of the most important positive results of the reforms carried out in the Republic of Uzbekistan is the work carried out by the state on the education and upbringing of the younger generation.

The future of any society depends on its educational status, the structure and essence of the new system, and the culture of enlightenment. After all, the level of education is the only factor that determines the image of the state and nation, society, its bright future and its secular prestige in the world.

In order for the child to take a direct part in the formation of the personality, to be included in this process voluntarily, it is necessary to evoke a conscious need in him, an internal interest. One way to do this is to present him with a problem.

Problem-based learning is learning that involves problem solving to ensure that learners are actively involved in learning.

In the psyche of a student faced with a problem, there is an inner need that motivates intellectual activity. This need stimulates the child's curiosity about the nature of the complex problem facing him. Out of curiosity, he uses his intellectual ability and creative experience to solve a problem. If the student does not have a situation to complete the task. It is important to note that if the child does not strain, does not seek, does not check and solves the problem easily, then the task is not problematic.

If a child is interested in a problem, but the solution to the problem is much higher than his level of knowledge and intellectual potential, the child will not be able to solve the problem and implement problem learning, even if he may not be happy about its success.

Problem-based learning is a didactic system that involves the creative acquisition of knowledge, teaching and a combination of teaching methods. This education





provides a solid foundation for knowledge, allows students to learn on their own, develops their creativity, shapes their worldview and gives them an excellent opportunity to independently discover this or that truth.

In problem-based learning, learners look for ways to solve a problem on their own or with the help of a teacher, discover innovation, solve a problem, enrich their knowledge, and enjoy the process spiritually. The joy of discovery and creativity affects the psyche and human activity and leads him to perfection.

The use of problem situations in the educational process ensures the independence of the student's thinking. Independence is primarily a skill. When he is regularly confronted with such a situation, this skill becomes a skill, and the student acquires the ability to think independently.

This process becomes simple for the student, and the depth of this skill is reflected in his speech and actions.

The ability to create a problematic situation in literary education, to get students to independently solve problems and manage it requires more serious work from the teacher.

The teacher poses a specific problem to the students and begins to solve it, providing them with the opportunity to act independently. Teaching is based on an independent analysis of the teaching material (this method) by these students under the guidance of a teacher.

The peculiarity of the reproductive method is that the student performs the task according to a given pattern. It is also possible to get creative, partly exploratory techniques.

Problematic learning, partial research and research (creative) methods of the above classifications, which serve to form students' curiosity, have completely lost their expression.

Secondly, the existing teaching methods are mainly used for teaching the grammar of the language. Both the teacher's statement and the conversation are aimed at observing and analyzing the facts of the language, as well as grammatical analysis, the use of visual aids, and a thorough study of the laws of the native language.

In lower grades, stories, poems, fairy tales, parables, proverbs and riddles are practically studied in the light of a work of fiction. In addition, popular science articles are taught. Works of art from different genres have their own visual characteristics and their impact on students varies. Accordingly, when reading works of art of different genres, the teacher must choose the appropriate methods.

A story is a small piece of art that summarizes a specific event in a person's life, important aspects of life. A "story" often describes an episode in a person's life. Its content is more vital than a fairy tale.





Storytelling is a genre suitable for elementary school students. Younger schoolchildren are more interested in the behavior of characters, their appearance, portraits and stories about events. Thus, the acquaintance of children with a story, which is a type of work of art, is associated with an explanation of its plot.

Explaining the content of a story read in an expressive reading class, dedicated to storytelling in elementary school, working on a dictionary, and retelling the text read are the main types of work. The content of the story is usually analyzed based on questions. The questions focus on analyzing the behavior and attitudes of the participants. Questions are used for two purposes: to analyze the content of a story and to compare and contrast facts, opinions, conclusions, events and behavior.

It is also important to explain the meaning of words and phrases that students do not understand in story reading class, otherwise they will not be able to understand the content of the story. Instead of spending a lot of time explaining the meaning of a word, it is explained with a brief explanation of the word, which is most important for understanding its meaning.

When reading a story, the analysis of the content of the story and, on this basis, the development of students' speech plays a central role. After reading the story, students are given time to think and prepare to voice their opinions. The purpose of the first questions about the story they have read is to find out if the children liked the story, which character in it influenced the child, and who or what the children would like to tell. Only after that, the plot of the story uses questions that help to understand the direction of the story, understand the context, the character of the characters and, finally, find out the main idea of the work.

When analyzing a work of art, participants should be given a full explanation of the plot, and participants should not neglect types of work such as analysis of characteristics, language of the work.

The questions are usually asked by the teacher, but it is also helpful to ask students to ask questions about the content of the work to reveal the behavior of the participants. This method is very popular among children and brings language to life: it helps students to better understand the content of the work, to express their thoughts consistently, to fully remember the connection between content and events.

Selective reading in the process of working with the text, rereading with a specific task, answering questions, drawing up a question on part of the story itself, so that students can better understand the story, learn the idea put forward in it. All types of work are used, such as drawing with graphics, planning, preparation for expressive reading from all types of retelling.

Below is an outline for a small lesson in fictional storytelling:

1. Preparation for reading the story (a short description of life, the period described in the story);





2. Expressive reading of the story (completed or logically completed parts) by a teacher or a previously prepared student;
3. Cognitive testing (a little talk about the behavior of participants, relationships between people and events);
4. Rereading the story (dividing the story into parts, teaching students, explaining the meaning of some words);
5. Conversation and search for a title for each part of the story; plot planning;
6. Expressive reading of passages of the story;
7. Retelling according to plan;
8. Preparing to read or act out a story (in class or at home);
9. Expressive reading and expressive retelling.

This story is an option for a reading lesson plan and is subject to change. However, it should be borne in mind that in addition to knowing the main idea of the content of the story, the educational effect of the work (education of students on the example of a work of art) is taken into account, especially the aesthetic one, and much attention is paid to expressive retelling.

Problem-based learning is aimed at developing the creative abilities of students. Creative learning is developmental learning. Problem-solving learning is a key tool for developing this thinking ability and need for knowledge.

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