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DIFFERENT APPROACHES TO THE DEFINITION OF THE PROBLEM "PROBLEM APPROACH"

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Annotation
In recent years, the "problem approach" has taken a strong place in research. Because the main focus is on the formation of "learning skills" in students, which is the basis of educational activities. The problem-solving process is one of the most important aspects of educational activity, in which students gain in-depth skills to apply theoretical material in practice, form creative activities and develop creative abilities.

Keywords: Problem, problem approach, non-standard issues, creative ability, problem situation.

Introduction

Today, researchers are working to create innovations in the field of education around the world, teaching students how to solve non-standard problems in science, providing school students with accurate information on such issues, developing students' creative abilities[15].

In the Strategy of Actions on the five main directions of development of the Republic of Uzbekistan in the Republic of Uzbekistan for 2017-2021 in the priority direction of social industrial development "in-depth study of sciences" This will expand the opportunities to provide the educational process with the necessary information, find and implement optimal solutions for their development. to create the necessary conditions for the manifestation of intellectual abilities and the formation of a spiritually mature person " functions such as

The "matter" and the "problem situation" are in many ways similar. But it is not complicated by the research of many researchers who have done research on this subject. For example, researcher L.M. Friedman considers the problematic situation to be the beginning and explains that the problem arises on this basis. [2].

The problem situation is a broad methodological phenomenon, which includes both the tasks and the subject-learners who perform the tasks. The learner involved in the problem situation thinks actively, uses the available knowledge and experience independently, comes to the solution independently. The learning problem is a problem only for the learner who understands it[11]. In order to make the learning problem a problem for the subject, it consists of two or more tasks. If the learner does

not understand any of the tasks given to understand the problem (e.g., one goose is in front, two are in the back), the second situation (e.g., one goose is in the back, two geese are in the front) is moved. Switching from one learning situation to another provides an understanding of the underlying problem posed. Although the transition from assignment to assignment takes a lot of time, the gaps in education are somewhat reduced[19]. This is the inherent effectiveness of problem-based learning. R. Ibragimov's research work reflects the problem, types of tasks and technologies of their use [4]. The author considers such assignments as a) assignments on problematic issues; b) issues that can be resolved in different ways; c) issues with the same content but different solutions; g) insufficient conditions; d) issues of redundancy; e) issues with completely incorrect information; j) tasks to be solved to generalize various activities; h) types of interdisciplinary issues[4]. In our view, some of the components of the system become an issue for the subject when the issues posed by the problem approach, the need for a specific target issue, and the problem being identified by the person are unknown[10]. According to the author, "whether a person goes in search of a solution or not, there is a problem, because it is important for the subject to understand that the problem system is problematic and to have a target instruction (or subjective need)."

In addition to the above, it should be noted that in applying the concept of issue in one sense or another, it is necessary to pay close attention to the meaning of the term "issue" by the author, which authors he is relying on, and which situations he contradicts[18].

The main feature of the problem is that it does not have temporary solutions, ie it is not possible to directly apply the processes identified in the sequence, the specific content (answers in the general pattern)[9]. This makes the issue relative; and the problematic question is left to the man who does not yet know its solution. In addition, the issue differs from the problematic situation. In the first case, the question is clearly developed, and in the second case it is not yet developed. The problem situation is the basis for the formation of pedagogical issues[8].

The problem with the use of the problem is that in the teaching of science it consists of different aspects: the definition of the function and purpose of the problem in the educational process, the classification and classification of problems, the definition of content and solutions, the improvement of teaching methods, the interaction between theoretical knowledge and the problem. means opening the connection. These and other aspects of the "Question" are reflected in the psychological-pedagogical, didactic and methodological literature. However, it must be acknowledged that not all of the above opinions are correct[21].

In the works of G.A.Ball [1], V.V.Davydov [8], D.B.Elkonin [7], educational activity is described as a system of educational issues. For example, D.B. Elkonin describes the educational process as a set of actions aimed at achieving the educational goals set for students. Specifically, it views the learning issue as a unit of learning activity. This view has led to the emergence of the concept of a problem-based approach in didactics. According to the requirements of this (problematic) approach, the formation of new knowledge, skills and competencies is based on a system of specially designed situations[20]. To do this, a set of educational issues is used.

GD Bukharova presented the problem approach as an activity of students, which requires the application and solution of a system of different problems. This means that at each stage it is necessary not only to identify a system of specific problems, but also to be able to solve them successfully[17]. According to G.D. Bukharova, the problem-based approach is primarily aimed at the formation and development of thinking skills in man, which on this basis ensures the formation of the necessary level of mental actions and actions in man [9, p. 48]. He also tried to justify the relevance of the problem-based approach based on the following: first, the sharp reduction in time for teaching mathematics and science in school; secondly, the study of fundamental sciences contributes to the formation of scientific thinking, scientific outlook in students, the acquisition by students of the necessary knowledge system for future mastery of engineering and technology; third, problem-solving is always focused on the development of a person's mental abilities, developing their creative potential[22]. Throughout his life, he showed that a person has to deal with various issues: social, professional, industrial, educational, domestic and other issues, whether he wants to or not.

According to U.J. Sodikov, the essence of the interdisciplinary approach is to teach students the methods, techniques and techniques of teaching positive motivation to solve educational problems, to notice their creative abilities. [3]

In this regard, it is worth noting that a lot of scientific work has been done on the systematization of non-standard issues, manuals have been created. In these studies, the non-standard issue is classified on various grounds. For example, opinions were put forward on the didactic basis and other characteristics of the teaching process in terms of science, requirements, complexity, mental activity in solving the problem, the development of the declaration of the condition, that is, there was diversity[16].

The research of many researchers emphasizes the need for a specific approach in classifying the issues identified. It should be noted that there is one drawback in the considered options: "different classified sections do not correspond to each other, that

is," overlap ", and their combination does not form a holistic set of non-standard issues[12]."

In recent years, the "problem approach" has taken a strong place in research. Because the main focus is on the formation of "learning skills" in students, which is the basis of educational activities. The problem-solving process is one of the most important aspects of educational activity, in which students gain in-depth skills to apply theoretical material in practice, form creative activities and develop creative abilities. We, on the other hand, offer and recommend non-standard topics that are of great interest and excitement to learners. Because such an approach to the teaching of science, which is typical of the above, has allowed us to develop teaching materials that contain non-standard issues, but also serve to stimulate creative activity in students.

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