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Using Problem-Based Teaching Technology In Literary Education

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Abstract: *This article examines the theoretical and methodological foundations of using problem-based learning in elementary school. Lessons focus on developing students' intellect through the use of problem-based learning techniques in literary education.*

Key words: *problem, problem-based learning, reading lessons, creative thinking.*

Introduction

One of the most important aspects of modern education is its humaneness and compassion. This principle is based on the individual-centeredness of the educational process, taking into account the intellectual and physical beliefs, state of mind, and comprehensive development of each student. This principle requires a change in the nature of instruction, taking into account the individual intellectual capabilities of students in their learning activities [1]. One of the prerequisites for this process is the use of new learning technologies and innovative teaching methods.

Lessons using problem-based learning techniques in literary education also promote mental flexibility, depth of thought, independence and logic, the development of creative imagination, independent activity, and, at the same time, the development of critical thinking skills in any situation. Systematic use of problem-based learning techniques with schoolchildren also provides them with the first signs of a culture of thinking, that is, the ability to manage their mental activity, set goals, and identify ways to achieve them. Furthermore, according to N.F. Talyzina, "problem-based learning develops skills in problem-solving, hypotheses, clarifying concepts, observation, inference, comparison and systematization of educational material, and independent work with text. All of this, in turn, forms the basis for independent knowledge acquisition and success in this process" [2].

Methodology.

Using problem-based learning elements in reading in elementary school improves students' intelligence, develops creativity, and ensures their comprehensive development. It also utilizes various types of creative activity, applies knowledge to new situations, and solves learning problems. It also fosters and develops creative work experience, such as developing social and moral needs.

When developing hypotheses when using problem-based learning in elementary grades, the teacher should: clearly formulate the problem so that students achieve mastery; assist students in problem-solving and analysis, i.e., understanding what is given, what needs to be achieved, and what types of activities to use; provide recommendations for organizing student activities; it is advisable to require students to provide a detailed basis, assumptions, and evidence for their hypotheses.

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

Results

It is desirable that students complete all the work related to solving the problem themselves, even during reading lessons. But, at the same time, don't neglect teacher support. Teacher support in this process should be minimal and appropriate. It should also be considered that unsystematic problem-solving tasks fail to develop students' abstract and logical thinking and negatively impact the development of independent creative and research skills. Therefore, problem-based

learning , and its use in reading lessons in elementary school, has a positive impact. One of the main requirements of problem-based learning is the structure and consistency of the teacher's work [3]. Before working on systematizing problem situations, the teacher must adhere to the following methodological requirements:

1) coverage of aspects related to the academic performance of elementary school students;

2) the suitability of traditional and innovative methods used in

problem-based learning technology for student mastery;

3) the development of independent creative and research-based thinking in students;

4) coverage of optimal solutions for problem situations for schoolchildren of varying degrees of complexity;

5) During the teaching process, it is advisable to consider the requirements for the level of complexity, consistency, and coherence of problematic situations within the content [4], [5].

Developing problem-based teaching methods in literary education in the lower grades requires the presentation of practical examples of problematic situations using educational materials. Below, we provide examples of the use of problem-based learning using a range of educational materials from first-grade textbooks.

For example, the first-grade textbook "Book for Reading" presents the poem "Winter" by the renowned children's poet T. Adashbaev.

Before organizing the problem-based learning activity for this poem, hang pictures of a winter landscape (preferably with children in winter clothing) on the board (or screen). Then, the teacher reads the poem expressively. The students read the textbook text with the teacher. This type of activity encourages students to read the text expressively under the teacher's guidance, while simultaneously challenging them to understand the essence of the text [6].

As students become familiar with the text, their attention is drawn to the images on the board (or screen). The students' attention is primarily drawn to winter clothing and games. The children will be asked, "What games do they play?"

Of course, the students will answer these questions without thinking. Gradually, the questions become more complex: "What is a plowed field, and why does Frost walk there?"

Who is Father Frost, and why does he howl? Consider why winter is called a "guest" in the poem. Do you think he's really a guest? Consider the expression "winter wrapped in a white sheet." Consider whether this is true. What do you think this means? And so on. The teacher can also fill in the students' answers [7].

After clarifying the students' ideas about winter, they become more confident and interested in the text, and they are asked the following challenging questions: "Consider why it's cold in winter? Why do you think children sweat even in winter?" Thus, we pose the students with a problematic situation. Solving these problems requires students to have certain knowledge. The teacher understands perfectly well that the Earth rotates on its axis continuously, and therefore, the Earth experiences a change of seasons. As a result of this rotation, the sun's rays fall on it in winter. As a result, the heat and light coming from the sun to the Earth decrease. During periods of low temperatures, the Earth experiences a cold climate in winter, and the days become shorter due to decreased light. Of course, most students may not know this [8]. Then, it would be appropriate for the

teacher to place a model of the Earth's rotation around its own axis (taken from a geography class) in front of the students. 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 rather retains the thermal energy escaping from the body for a longer period of time. In winter, people wear warm clothing to prevent heat from escaping. In winter, children move a lot, playing various games, so their bodies generate more thermal energy. Thick clothing prevents heat loss, and they become hot and sweaty. After a certain period of time, when the human body slows down, the clothing, which becomes damp due to sweat secreted by the body, begins to cool due to the lack of energy and has the opposite effect on the body [9].

As a result, they become cold. Of course, students may not know these facts

from a scientific perspective. However, they answer in general terms. It's helpful for the teacher to generalize their ideas in this way and find a solution to the problem through collaboration. These activities teach students from an early age to think logically and base their conclusions on both practical and theoretical considerations.

The problem-based approach is the guiding principle of the current "School of Russia" educational program, giving teachers the opportunity to actively utilize problem-based learning in their lessons [10]. Problem-based learning seamlessly combines students' research activity with their assimilation of established scientific conclusions. To study the aforementioned problem, an experiment is being conducted, involving second-grade students from the Michurinsk Municipal Educational Institution Gymnasium. Participants are divided into experimental and control groups [11].

The objective of this experiment is to determine the effectiveness of organizing lessons on the subject "World Around Us" based on the use of problem-based learning concepts. According to A.M.

Matyushkin, a problem situation includes three components. According to the first, an action must be performed that generates a cognitive need in the subject. The second condition presupposes the presence of an unknown, which must be revealed in the problem situation that has arisen. The third component considers the subject's ability to complete the task, analyze the conditions, and discover the unknown [12].

The results obtained during the ascertaining phase of the study allow us to formulate approaches, strategies, and methods for organizing problem-based learning in relation to the identified gaps in students' knowledge. This area focuses primarily on the psychological conditions of problem-based learning technology. Following A.M. Matyushkin's rules for creating a problem situation, during the experiment, three main conditions become the primary focus for solving the problem. Thus, when setting tasks, it is necessary to take into account the accumulated knowledge possessed by the student. The next condition requires the use of general methods of action to solve the problem [13].

Let's consider a lesson on the topic: "Water and Its Properties." In the experimental class, problem-based learning is used. In the control group, lessons are conducted in a traditional format. Using the experimental class as an example, we will demonstrate how a lesson can be organized using problem-based learning. We view the inclusion of problem situations in the lesson as an opportunity to actively support the development of children's intellectual abilities.

First of all, this promotes inquiry, independence, and the development of students' inductive thinking. At the first stage of the lesson, they are asked to consider a problem situation in which children need to determine the cause of water movement in a river (why does water flow in a river?). After posing the problem situation, the students express their suggestions. During the lesson, the teacher invites the children to answer this problematic question. At the first stage of the lesson, hypotheses are put forward regarding the problem. The students then search for a solution [14]. For this purpose, the teacher divides the class into several groups of 5-6 students. Participants in each group discuss a specific hypothesis. The teacher monitors the group activities, provides assistance when needed, and guides the students in the right direction. At the end of the lesson, the children present the results of their activities and analyze the results of their work.

The question of the children's greatest activity and interest during the lesson in the experimental class was appropriate. The analysis data indicate a high result (70%), which was recorded directly at the problem-solving stage. The significance of student activity indicators (25%) is observed during the process of hypothesis development and presentation of the results analysis. The formulation of the problem question is determined by five percent [15], [16].

When organizing literary education in senior grades, it is advisable to slightly increase the level of difficulty of assignments and problematic questions, based on the principles of continuity and consistency of instruction. Literature for fifth-grade students in comprehensive schools [17] The textbook "Literature" includes the text "Vatan Suymak" (Love for the Motherland) and the poem "Vatan" by one of the famous figures of Uzbek literature, the educator Abdullah Avloni. One hour is allocated for studying this topic in the curriculum. As is well known, a sense of homeland is one of the most sacred and revered feelings of humanity. A. Avloni extols his homeland and his love for it: "Every city and country of birth is called a homeland. Even this feeling 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 Turkestanis love our homeland more than our souls, the Arabs love Arabia, the sands, the hot deserts, and the Eskimos love the north, the coldest snows, and the glaciers, more than on any other land. If they did not love, they would leave their homeland and move to countries with good weather and an easy life."

Conclusion.

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

After reading the text, the teacher should take a break and observe the students' mood. Then, it is recommended to ask a series of questions to convey the various feelings that arose in the students' minds into their language. – Is the sense of homeland unique to people?

– Does a person have to be far from home to feel homesick?

Pay attention to the poems. 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 someone who "sold their homeland"?

This way, the reader will better understand that the Motherland is a sacred place, that it is the duty of every citizen to defend the Motherland, protect it from enemies, and serve its prosperity and well-being. Patriotic and civic education in the hearts of the younger generation will be honed.

It is important to teach nascent children to think independently, logically, scientifically, and creatively, to ask similar problematic questions and tasks while developing skills to overcome obstacles independently. Such questions demonstrate the assimilation of the educational material, reinforce it, consolidate knowledge. It fosters a positive emotional attitude toward reading in students and develops an internal desire to learn. In this type of education, the primary goal of modern pedagogy is the formation and development of students' personal qualities.

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