IMPROVING STUDENTS' EDUCATIONAL ACTIVITIES THROUGH CASE STUDIES

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ABSTRACT

The article is devoted to the content of problematic teaching, the teacher's lesson the ability to create problem situations in the processes and intellectual student psychological and pedagogical ways of organizing education. The main stages of teaching on the basis of problem-based education goals are indicated.

Keywords: Problem-based, educational technology, problem situation, intellectual activity, psychological-pedagogical methods, ability.

"Conflict is the driving force for creative acquisition of knowledge."

The principles of socio-economic development of our republic in the present period require further increase of our spiritual potential and economic power, and their reconstruction in a way that meets the requirements of scientific and technical development of the 21st century, in order to take a worthy place among the developed countries of the world. For this, it is necessary to change the outlook of our youth, to raise their knowledge and spirituality to the level of world standards.

Development of a student's ability to think independently and creatively is one of the main quality indicators of education. Only a person will have the ability to think independently and creatively can benefit both himself and society by solving his own problems. At the same time, with the increasing effectiveness of education and training, the organization of the educational process in higher education institutions, the use of various forms, methods and tools of education the importance of application issues is also increasing. Because today's students have the ability to use various sources of information acquisition. Therefore, students' independent thinking, self-work skills are important to use problem situations aimed at formation is enough. Today, the society has set a task for the educationalinstitutions: to develop their independent knowledge in a purposeful manner. Problem-based learning technology takes a leading place in solving these tasks.

Problem-based education is considered the main link of developmental educational technology. Problem-based education - creating a problem situation by putting a problem in front of students to solve during the educational process and finding its solution during the training. The problem can be set by the teacher or by the students. Problem-based education was used by the American psychologist, philosopher and pedagogue D. Dewey in the experimental school he established in 1894 in Chicago. In the 60s of the 20th century, research was conducted in this direction. By the 70-80s, it was widely introduced into practice. In-depth study of problem-based teaching began in the 60s of the 20th century, based on the idea that "Thinking begins with a problem situation." The idea and principles of problem-based teaching from the point of view of the psychology of thinking were developed by S. L. Rubinstein, M. I. Makhmutov, V. Okon, I. Ya. Lerner.

Problem-based educational technologies are based on the activation and acceleration of student activity. The basis of problem-based learning technology is the fact that human thinking begins with solving a problem situation and has the ability to identify, research and solve its problems. Problem-

based education is of great importance in improving students' creative thinking and creative abilities. Ways to create a problematic situation:

- The teacher explains to the students the conflicting situation related to the subject of the lesson and offers to find a way to solve it;
- Expressing different points of view on the same issue;
- Suggesting issues for which there is insufficient or excessive information to be solved, or where the question is posed incorrectly.

Levels of problem solving:
- The teacher sets a problem and solves it himself;
- The teacher sets a problem and finds its solution together with the students;
- Pupils themselves set a problem and find its solution.

Methods used to solve the problem situation:
- Studying and analyzing the problem from different points of view;
- Comparison, generalization;
- Identification and application of evidence;
- Making conclusions depending on the situation;
- Students themselves ask specific questions, etc.

Stages of problem-based education: 1. Creating a problem situation.

2. Formation of assumptions for problem solving. 3. Checking the correctness of the solution (by systematizing the information related to the received solution).

Troubleshooting Steps:

1. Proof - this is done on the basis of finding connections with previously recognized causes.

2. Verification - this is done by justifying the correctness of the problem being solved as a result of the selected cause.

3. Explanation - the solution to the problem is based on the identification of reasons that confirm its correctness

The type of problem-based education has 3 different forms from a scientific and methodological point of view.

1. Creating a problematic situation.

2. Setting the problem.

3. Finding a solution to the problem.

A problem situation can be formed in all educational activities. It depends on the teacher how much to form it during the lesson. The importance of the problematic situation is that it focuses students' attention on one place (problem) and teaches students to search and think. Problem-based education involves the creation of a problem situation under the guidance of a teacher, and this problem implies the organization of an educational process that allows for the creative assimilation of theoretical knowledge, practical skills and abilities, and the development of mental activity as a result of the active, independent activity of students. .

In the process of problem-based teaching, students are given research, heuristic, problem situation analysis tasks.

In this:

• On drafting non-standard issues;

• With an unformed question;

• With redundant information;

• Independent generalization based on his practical observations;

• To describe the essence of some object without using instructions;

• Determining the limits and levels of application of the obtained results;

• To determine the mechanism of manifestation of the phenomenon;

• It is possible to give tasks such as finding "in a moment".

The algorithm for arriving at a solution in problem situations is carried out in the following order:

Setting the problem, collecting data, processing, determining the solution model, collecting additional data and reflecting them in the selected solution model, new data and the solution model is to identify the conflict, find a solution to the conflict, and create a new solution model.

The essence of problem teaching is that it is a conflict between information familiar to the student and new facts and events (for which he lacks prior knowledge to understand and explain).

There are four degrees of problem-based in education. The first level of problem-based education - a problem is created by the teacher and solutions are developed by the teacher, in this case, students learn to work in the process of problem-solving. At the second level of problem-based education - a problem is created by the teacher and the students will be solved. In this case, students observe the method of problem solving and are in a passive state. They get acquainted with problem-solving skills. At the third level of problem-based education, a problem situation is created by the student and the problem is revealed. A solution is found in students' independent development. Students take an active part in this and develop their independent and creative thinking . At the fourth level of problem-based education, students organize both the problem situation and the solution to the problem themselves. They learn to see the existing problem in the subject and find its solution independently. This is the highest level of problem-based education, because students learn to think creatively. In this case, students will be very active. The teacher acts as an observer and sometimes as a guide.

Creating a problem situation requires a special skill from the teacher and it cannot be done without any preparation. To a problematic situation to bring, to ensure the active participation of students to solve this problem ,engaging in independent thinking requires creativity from the teacher. Problematic through the effective use of student resources in the process of solving the situation learns to think independently. A problematic situation and the ability to organize is realized as a result of the teacher's innovative activity is increased.

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