



## THE CONCEPT OF PROBLEMATIVENESS IN THE FIELD OF PHILOSOPHY EDUCATION

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**Abstract:** *This article explores the fundamental nature and purposes of problem-based learning, as well as the characteristics of the problem-oriented approach in lectures, seminars, and the analysis of primary materials. The content of the philosophy course examines the components of the theory and technique of problem-based learning.*

**Key words:** *philosophy, problem-oriented approach, social sciences, idea, methods.*

The creation of active forms of study and education via creativity plays a crucial role in enhancing the quality of teaching social sciences and communist education to students. Under contemporary circumstances, it is imperative to extensively foster the imaginative aptitudes of prospective professionals, enhance the practical focus of classes, eliminate careless writing and superficiality, and universally transition towards delivering thought-provoking lectures on pivotal aspects of philosophical theory. The active forms of study and creative education are best shown in the challenging design of the educational process. This involves creating problematic scenarios that combine familiar and unfamiliar content for students, thereby presenting them with a certain level of difficulty.

A crucial indication of problem-based learning is the dialectical progression of ideas towards the truth. The learner gains new information, abilities, and personal attributes by recognizing and resolving the contradictions that exist in challenging circumstances. Therefore, the problem-based approach to learning serves three interconnected purposes: educational, developmental, and educational. When teaching and studying philosophy at the university, the issue method serves as a tool of formation and growth. a) Worldview knowledge refers to a comprehensive understanding of the fundamental laws governing the movement and development of nature, society, and human thought. b) Cognitive skills and abilities encompass a set of techniques derived from the dialectical-materialistic method of thinking, which contribute to the cultivation of a culture of thinking. c) Personal beliefs encompass a system of specific interests and needs that shape one's assessment and understanding of phenomena, and guide individuals in their efforts to transform the world around them, reflecting an active life position.

Problemativeness is often seen as a private technique and tactical approach to teaching in contemporary educational literature. It refers to a certain degree of instruction when pupils freely learn new information inside a difficult circumstance. Meanwhile, the complex nature of the educational process encompasses the actions of both the educator (teaching) and the students (learning) in their interconnectedness. This implies that the primary focus of instruction is on the act of teaching. The concept of "problemativeness" serves as a fundamental basis for shaping a system. Hence, the focus should not be on substituting the instructive and demonstrative style of instruction with a challenging one,



but rather on integrating the challenging principle across the whole educational system, across all aspects of the educational process, and in all instructional methodologies. The students' disposition towards their creative endeavor should infuse the introduction, elucidation, and reinforcement of the instructional content. "Minimize instruction to the greatest extent possible," said the exceptional German educator A. Disterveg. The user's text is empty. Any instructional approach is deemed unfavorable if it instills in pupils a mere inclination to accept information without critical thinking or engagement, while it is considered favorable if it stimulates their autonomy and self-reliance. 2. Disseminating information without indicating the means and approaches used to acquire it invariably leads to the development of rigid adherence to established practices and inflexible thinking. The problematic method should serve as the foundation for reorganizing the course on philosophy to meet contemporary needs. This includes enhancing the ideological focus of the course, deepening its theoretical base, intensifying instruction, and updating the content. The incorporation of the principle of problemativeness in different educational methods offers distinct possibilities for problem-based learning. These options vary in terms of the level and methods used to approach problems, the manner in which problem situations are generated, and the extent of students' self-directed engagement.

Upon obtaining unique scientific findings from the investigation, a student is able to compose a scientific paper. Educational and research activity necessitates the whole use of one's intellectual, volitional, and emotional faculties, making it the most crucial kind of self-study. It develops the capacity for critical thinking, the capacity for critical self-evaluation, and creativity, which cannot exist without the presence of criticism and self-criticism. According to G. Ibsen, "to create involves having a genuine evaluation of oneself."

Conclusion. To sum up, it is important to note that every teacher has to put in a lot of methodological work to make the principle of problemativeness work in different educational settings. The same goes for the principles of systematicity, visibility, individualization, and other basic teaching principles. The advancement of each social sciences teacher in scientific, pedagogical, and methodological aspects is essential for achieving a high standard of teaching and education.

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