

USE OF PROBLEM-BASED EDUCATIONAL TECHNOLOGIES IN EDUCATIONAL PROCESSES

Khamrakulov Zafarjon Yigitalievich

Senior lecturer of Kokand State pedagogical institute,

Gmail: zafarjonxamraqulov@gmail.com

Abstract: *the article discusses the conceptual basis of using problem-based educational technologies in educational processes. The role of problem-based education in the teaching of criminal law is analyzed.*

Keywords: *problem-based education, educational technologies, criminal law, students, innovation, pedagogy*

The use of problem-based educational technologies in educational processes is of great importance in students' independent thinking, finding ways to solve problems, and awakening interest in science. The main goal of person-oriented education is focused on the formation of high professional culture, independence, creativity and free thinking skills in the young generation. This goal requires students to be active and proactive. The organization of pedagogical activity in the following directions in the development of their creative skills will ensure success:

- development of mechanisms for determining students' levels of creative thinking;
- making sure that learners are aware of innovative technologies;
- regularly evaluate the effectiveness of theoretical and practical training;
- improving the methods, forms and means of forming students' creative thinking skills;
- improving the professional competence of students based on cooperation with institutions and organizations where practice is held;
- to determine the ways to overcome the problems and difficulties encountered during the practice in order to strengthen the acquired theoretical knowledge.

Problem-based learning technology is effective in teaching science. As a result of this technology, students' creative acquisition of knowledge and skills develops. Problem-based teaching means creating problem situations under the guidance of the teacher during the educational process, and students' independent search for its solution.





The problem situation is considered the main concept of problem-based learning technology. A problem situation is a tool for organizing problem-based learning, and it can be different:

- On unknown content: object of activity is unknown; mode of action is unknown; the conditions of performance of the activity are unknown; destination unknown.

- On information inconsistency: proposal; conflict; failure to respond; uncertainty; rejection.

- Methodological characteristics: not done on purpose; targeted; problematic expression; game problem situation; public problem experiment; imaginative problem experiment; problem solving.

There are some rules to follow when dealing with problematic situations. Because when such educational technology is used, it is expected to achieve great results with little effort.

First, it is necessary to create certain difficulties for the student in studying problem situations. Situations that do not contain difficulty lead to reproductive thinking. Too difficult assignments lead to demotivation of students. For this, the teacher is required to take into account the general level of knowledge of the students in the audience. Some groups of students may have lower interest and aspirations, while others may have higher. The skill of the teacher shows its strength in this place.

Secondly, the reality of the problematic situation is of great importance, it should attract the student's attention and remind him of similar realities encountered in his life. Situations that do not correspond to reality can frustrate the student. Incidents in the field of criminal law always attract the attention of students. They want to find a logical solution to the punishment that the convict received because of the criminal events that they have witnessed before. Therefore, it is appropriate for problematic situations to remind students of certain realities.

Third, problem situations must have an emotional impact on students. The presented problematic situation should be applied to the realities that sometimes make human flesh tickle. Because future pedagogues, if they will teach jurisprudence in educational institutions in the future, it is natural that such information will be important for them. In order for a pedagogue who teaches the subject of criminal law to educate school children in the spirit of hatred towards crime, it is necessary to prepare him for this at the institution of higher education.

Fourthly, it is necessary for the teacher to rely on a special methodology for formulating the problem situation and using it in training according to the topics. For





this, the teacher needs pedagogical skills. He should develop such situations on the basis of the conclusions and conclusions he has witnessed during his life or heard from others, based on the students' questions. It is also possible for the students themselves to present such situations. It is considered appropriate to organize the collected materials, simplify them for the audience, make the necessary changes and clarifications.

When presenting a problem situation to students, the teacher must follow the following methodological methods within the scope of his function:

- Creates a conflict between theoretical and practical knowledge for learners;
- Teaches students to look at the situation from different positions, compare, systematize, go from general to specific, think logically;
- Directs students to work with legislation through a problematic situation;
- Guides students to acquire the skills to make clear decisions in certain situations;
- Achieves dialectical study of science on the basis of inter-discipline situations.

Problem-based learning technologies ensure the effectiveness of the educational process in higher education and help students develop independent, creative, logical and analytical skills. Problem-based learning has the potential to further develop students' interests. To do this, students are assigned as a special task to collect material about problematic criminal situations that they have witnessed. Naturally, this task is a good opportunity for students to find out the logical conclusion of problematic criminal events that they themselves have not been able to solve before.

Educational technology based on the study of problem situations gives more effective results based on student activity. If the students' activity is not noticeable, the teacher should turn to simpler forms of problem situations. In some cases, a large proportion of students may have a weak inclination to study criminal law. In order to correct the situation in the audience, it is advisable to give examples that are easier for students to understand, and the solution to the problem should be simpler. If, even then, the interest of students in the audience to criminal law and problematic situations is at a very low level, in such cases, the use of other types of innovative technologies is required.





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