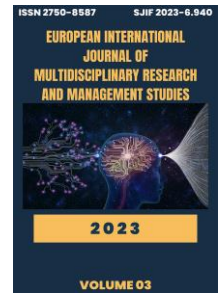


EUROPEAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND MANAGEMENT STUDIES

VOLUME03 ISSUE11

DOI: <https://doi.org/10.55640/eijmrms-03-11-15>

Pages: 85-89



PROBLEM-BASED LEARNING COMPONENTS IN RUSSIAN LANGUAGE CLASSES

Rakhimova Dilrabo Pulatovna

A Teacher Of The Department Of "Uzbek Language And Literature" Of Karshi Engineering And Economics Institute And Also A Teacher Of The Chair Of "Foreign Languages" Of Karshi University Of Economics And Pedagogy, Uzbekistan

ABOUT ARTICLE

Key words: Problem learning, problem situation, problem questions and tasks, syntax and punctuation.

Received: 06.11.2023

Accepted: 11.11.2023

Published: 16.11.2023

Abstract: The focus of the article is on how non-philological students can benefit from problem-based learning components in their hands-on Russian language and speech culture classes. By posing difficult questions and having students solve problem-cognitive tasks, the author explains two types of student cognitive activity and two approaches to structuring a problem situation that stimulates student cognitive activity. The example of studying the most difficult syntax and punctuation topics is used to evaluate the content. The article is intended for Russian language instructors and can be used to enhance the efficacy of instruction in the field of "Russian language and culture of speech," to advance efforts to improve the literacy rate and speech culture of.

INTRODUCTION

The issues of teaching in secondary schools typically receive more attention than the university's student work methodology. Traditional teaching modalities that do not guarantee the development of future specialists' professional and personal competencies frequently predominate in Russian language classes. In light of this, creative teaching strategies must be incorporated into higher education's pedagogical process.

Presently, innovative educators (including V.F. Shatalov, E.N. Ilyin, N.A. Zaitsev, V.V. Guzeev, V.D. Shadrikov, P.I. Tretyakov, M.E. Bershadsky, V.P. Bepalko, and others) have developed fifty technologies

[1, 82]. Problem-based and heuristic learning technologies, which are based on active teaching methods and can be successfully implemented in university practice, hold a special place among them.

The components of problem-based learning that can be applied to working with students in Russian language and speech culture classes are demonstrated in this article.

The process of gaining knowledge is a process of completing new tasks known as problem tasks, according to psychological and pedagogical studies of the regularities of the learning process (particularly in the works of D.N. Bogoyavlensky, N.A. Menchinskaya, V.A. Krutetsky, T.V. Kudryavtsev, V.V. Davydov, etc.). In the meantime, unique teaching techniques known as "developmental learning" were developed using the parameters and patterns of problem-solving processes.

The findings of these studies have demonstrated that one of the primary requirements for managing the training that guarantees the development of thinking is the early creation of tasks that put students in difficult situations and stimulate their minds. What is meant by the phrase "creating a problem situation"? It is well known that students do not always engage in active mental activity in response to even the most challenging questions.

It is important for the teacher to pose a question that is both challenging for the students to answer on their own and sufficiently complex to make it difficult for them to do so. What? Mainly through the use by the student of previously acquired knowledge and techniques of mental search, independent deduction of a new rule. Due to the creation of a problematic situation, it is found that the student cannot explain new facts with the help of existing knowledge or perform a known action in the same familiar ways and must find (discover, assimilate) new knowledge about the subject, method or conditions of performing the action.

Methodically correct ways of creating problematic situations can be found only if the teacher knows the general patterns of their occurrence. In the literature on problem-based learning, there are attempts to formulate these patterns in the form of types of problem situations [4].

Some authors believe that the types of problem situations can be not only "didactic", but also "private methodological". For example, T.V. Napolnova believes that "the problematic situation, which is the source of search in search tasks in the field of the Russian language, has its own special features." The author formulates nine types of problem situations on the material of the Russian language [3].

According to M.I. Makhmutov, a problematic situation—a student's internal response to the appearance of a contradiction—cannot be classified as a specific methodological idea. Any subject's material may contain an objective contradiction (between, say, new information and prior knowledge), but the resulting intellectual difficulty will be the same for all subjects. Therefore, he believes that the only way to identify the different kinds of problem situations in the Russian language (and other subjects) is to identify the concepts of "cognitive task" and "problem" [4].

It is easier to come up with solutions when one is aware of the main categories of problematic scenarios and is using appropriate language teaching techniques when teaching Russian. One of the ways to create a problematic situation in practical classes on the Russian language and culture of speech is to pose a problematic question.

Problematic questions are ones that stump students' intellectual faculties and for which there is no precedent in their prior knowledge or in the material being taught. For instance, we will raise this troublesome query when revisiting the subject of "Punctuation marks in a non-union complex sentence": Is it possible to use sentences with different forms to convey the same idea or meaning? (Yes, it is feasible; linguistic phenomena are connected and readily transform between different forms).

It is possible to identify the following categories of difficult questions about syntax and punctuation:

1) sought to highlight inconsistencies in the scientific fact itself, such as those involving punctuation and intonation:

Преждевременно вернувшаяся со службы Александра Федоровна // сидела на корточках на полу (пауза есть, запятой нет).

2) sought to highlight the inconsistency between popular belief and the scientific explanation for this fact:

Между тем наступила ночь. «Между тем» можно убрать из предложения. Является ли это слово вводным?

3) intended to identify discrepancies between the students' prior knowledge and the newly reported information by the instructor.

Дед чистил рыбу, засучив рукава. Все готовились к спектаклю засучив рукава. Почему во втором предложении запятая не ставится?

The problem-cognitive task's structure incorporates the problematic issue. T.V. Napolnova provides a methodological definition of the problem-cognitive task based on I.Ya. Lerner's definition, accounting for the unique characteristics of the Russian language as a subject of instruction: This type of challenging work involves students learning new information and new methods for acquiring it without the teacher's direct involvement. Independently analyzing language phenomena" [3].

The problem-cognitive task's structure incorporates the problematic issue. The methodological definition of the problem-cognitive task provided by T.V. Napolnova takes into account the unique characteristics of the Russian language as a subject of study. She bases her definition on the definition provided by I.Ya. Lerner and states that the task is one in which students independently analyze linguistic phenomena and master new information without the direct involvement of the teacher [3]. Thus, the problem-cognitive tasks related to the Russian language constitute a category of educational assignments wherein learners acquire theoretical knowledge through autonomous analysis of linguistic phenomena. Cognitive tasks consist of the following elements, according to I. Ya. Lerner: condition, question, and solution. She observes that "these components are closely interrelated" [5: 64].

The structure of cognitive tasks in the Russian language is as follows, taking into account these provisions: The requirements are questions targeted at the study of linguistic facts and linguistic facts, each of which has a particular issue. What challenges might there be, for instance, when placing a comma in a sentence? The door opened abruptly, and who entered?

The actual description of the task can be correlated with the problem situation since the problem-cognitive task presumes the existence of a problem situation. As a result, the relationship between these ideas can be shown as follows:

In the Russian language, there are two categories of problem-cognitive tasks:

1) without specifying the foundational text: Are sentences that are indefinite and personal considered incomplete? Make your case.

2) with a specific backing: Is it possible to regard a statement like " Люблю грозу в начале мая..." as incomplete? Make your case. In response to the question, students choose the examples required for their own analysis and thought confirmation in the first scenario, and examine a pre-made example in the second.

In our observation of students' cognitive activity, we identified only two methods (posing problematic issues and solving problem-cognitive tasks) for structuring a problem situation in real-world classes on the Russian language and speech culture. However, the instructor has no limits in this regard and is free to take any other route. It's critical to intentionally employ challenging exercises and questions so that students absorb material during class in a conscious, non-memory-based manner. This will raise interest in the subject and enhance the caliber of knowledge because genuine interest in a subject arises only when students make their own discoveries.

REFERENCE

1. Luneva L.P. The use of cutting-edge and interactive pedagogical technologies in the university forms of education: current state and prospects of development / comp. prof. A.D. Deikina, prof. E.G. Shatov, assoc. L.Y. Komissarova. – M.: Remder, 2007. 176 p.
2. Matyushkin A.M. Difficult situations in cognition and education. *Pedagogy, M.* (1972), 208 pages.
3. Napolnova T.V. Brainstorming exercises for teaching Russian language comprehension // *Brainstorming exercises for teaching humanities / ed. by I.Ya. Lerner.* – M.: Pedagogy, 1972. 175 p.
4. Makhmutov M.I. *Problem-based learning theory and practice.* Kazan: Tatar Book Publishing House, 1972. 550 pages.
5. Lerner, I. Ya. *Learning through Problems.* 164 pages. M.: Znanie, 1974.