Original Research Article

The Integration of Problematic Teaching Method and Innovation in Education

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ABSTRACT

This article analyzes the content of the educational content linking the problematic teaching methodology with information and pedagogical technologies, interactive teaching methods in the teaching of future teachers and coaches in order to implement the pre-school education reform and the requirements of this sector. It also focuses on creating a psychological environment that is related to achieve designing the learning processes.

Kata kunci: education; problematic teaching; pedagogical technologies; interactive methods; pre-school education

INTRODUCTION

"The primary and most important part of pre-school education is the system. Raising a healthy gene pool, mature staff, first of all, starts with this system. Pre-school education institutions have not introduced educational, social, personal, emotional, speech, mathematical, physical, psychological, physical, and creative development programs for children "- critics point out that the analysis of reforms carried out in preschool education on December 19, under the chairmanship of President Shavkat Mirziyoev and a video platform meeting on the future tasks (Frehywot, Vovides, …, & 2013, n.d.; Hamidov, Thiel, & Zikos, 2015; Hong, Park, Surender, Reddy, & Jurn, 2001; Hornidge et al., 2011; Redfoot, 1984).

Today, special attention is paid to this sphere, which plays an important role in the future and prosperity of the country. The Decree of the Head of the State "On measures to radically improve the system of pre-school education management" dated 30 September this year outlines priorities and priorities for the sector.

In this regard, the most important task of improving the quality of education is to train highly qualified educators and trainers. Creating a psychological environment that is related to achieving the design of educational process for learning future pedagogues and coaches is a

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problem posed by a specific approach to problem-based learning in the education system through the use of information and pedagogical technologies, learning content and interactive methods of teaching. The Competence approach requires the development of creative, intellectual and communicative activities of students in contemporary education, in designing educational processes to ensure interrelationship between the objectives, content, methods, forms and tools of education. Designing educational processes to teach creative, learning, communicative, socio-emotional, physical, and gambling activities, taking into account the competencies of the pre-school age children's development program, will be aimed at applying problematic education in future teachers and trainers and, on the contrary, problematic training methodology has proven to be As a result, the problem of problem-based learning in education and the harmonization of modern teaching technologies in education - it is desirable to achieve innovation in education.

METHOD

The solution of this issue of state importance depends on the introduction of modern educational programs and technologies in educational process in the field of preschool education. Therefore, we are going to learn about the following problem situations in terms of improving the quality of preparing students for preschool education:

- application of new methods of teaching preschool education;

- Designing of preschool educational process;

- Importance of future teachers and mentors education;

- pedagogical technology in preschool education;

- educational activity of future teens (reproductive, productive);

- innovation of preschool education.

The next stage of implementation of the "National Program of Personnel Training" demonstrates that the components of the educational process in the field of pre-school education are a complex of problems connected with the incompleteness of education, education, personal development, and use of modern pedagogical technologies in preschool education. These problems are to study the problems of quality of education, ie, teaching future teachers and coaches to master the culture of communication, while the student's learning content is designed to design the learning process. Cooperative learning creates a favorable psychological environment for students to fully demonstrate their abilities in education.

Understanding the educational content of preschool education (perception, perception, imaginary process), that is, understanding the purpose of learning and learning about the content of education; the content of the training material - the formation of new knowledge (based on analysis, synthesis, conclusions); reinforce new knowledge (through exercises, independent work, and supplementary comments); including four stages, depending on the teacher's ability to apply the applied knowledge. The design of the learning process ensures consistency between student learning processes and the purpose, content, method, form and means of education, which are components of education. Learning objectives are knowledge acquisition, knowledge and skills, and broader and more meaningful in learning activities, the student's role in society, the desire to engage with others (peer-to-peer), prepare for positive human habits and habits, to choose between one of the subjects and to pursue new goals such as interest, the process of learning involves the problem of learning content, the solution to these problems and the learning methods or the relationships between the two. The student's learning activities consist of three steps, such as collecting all information on the subject, processing the collected information, and applying information. If one of these steps is insufficient, there will be no knowledge or knowledge in the learning activities (Blank, 2013; Cohen, 1979; Hamidov et al., 2015).

Access to mental information includes working with them. The basis of this knowledge work is to get information, work with information, work with text, find the most important information, define key points, search, analyze, summarize, generate conclusions, and work with every piece of information. Mental knowledge is provided through the methods of mental activity (analysis, synthesis, comparison, abstraction, generalization, inductive and deductive conclusions). Creative methods include the ability of students to apply their knowledge and skills in various situations, to look for different ways of solving the problem (teacher does not say or do). Such methods are among the problematic methods. Getting creative knowledge is, first of all, the idea that students have the ability to learn in a variety of fields, solving problems in a single, but not limited to, multiple solutions, and predict the outcomes and consequences of this solution. Communicative skills include the ability to communicate primarily with the students, focus on listening to and discuss their point of view, make their point of view, argue, argue, and reach out to a decision-maker. In modern education, students need to develop their creative, intellectual, communicative skills.

RESULTS AND DISCUSSION

Pedagogical technology is based on the programmed learning method. "The programmed learning method is based on the study of the content of every teaching material on a small part (step, episode, chapter), based on basic concepts and basic concepts, with the least ability to learn the pupil. Each small piece is tested and evaluated to determine how much the student is learning. Then, students should be inspected and assessed through specially trained supervision based on taxonomy (learning objectives) (as far as possible) using the subject matter entirely. "

The cognitive activity is subdivided into components that have the target, motive, and result. In the teaching methodology based on programmed learning, each small segment has its own goals, motives, tools, and outcomes. The goal (a predetermined, planned outcome) requires the student to pursue an informed goal (goal-oriented). The purpose of the learning process (the development of a single piece) is the result. This result is achieved by the purpose of acquiring the next part, that is, as a means of achieving the goals. That is to say, based on pedagogical technologies, the problem is to solve a specific problem, which is to ensure the reproductive level of learning and the development of each piece. Provides reproductive levels of initial learning and memory recovery based on methodology of programmed learning. However, the achievement of next productive and creative abilities requires the use of problematic learning methods. The student's acquired knowledge (in reproductive style) is the result of a learning outcome, which is the subject of the curriculum(Carter, Gartner, & Reynolds, 1996; Kalpakjian & Schmid, 2014; Kuvnakov & Kasimov, 2010).

The knowledge gained by analyzing and summarizing the facts of the subject matter is the main aspect of the activity. Adaptation of the content of education to the programmed learning method (though very often requires a lot of time, effort and effort) provides a wide range of opportunities for students to participate in joint learning, and consequently, achieving results in education. Thus, studying a topic tackles the chain of problems that are interconnected.

In the traditional teaching experience, the lack of a mechanism for effective use of the programmed approach, the dynamics of knowledge acquisition, ie the principle of "knowledge abilities, and the ability to qualify" (mental development dynamics) does not give the expected result. There is a lack of access to advanced in-service experiences. The traditional teaching methodology can not be integrated with innovation in education. Innovation is the innovation

in education, based on science, scientific methodology and innovation development, where innovation, innovation in education, special emphasis on educational processes, and relying on new knowledge based on science and synthesis and integration. Pedagogical and information technologies, based on technological approach, are also innovative in education.

Modern education is based on a technological approach. The problem lies in the problem of technology (or chain of interconnected problems).

The learning process, based on the problematic learning method, is divided into four problematic situations:

- Formulate and solve the problem;

- Verification of the given solution;

- Applying for theoretical and practical issues;

- Regulation and systematization.

The student issues an important discovery for himself. This is the confidence in it. The traditional approach to education is that of the problematic teaching methodology.

It is desirable to lean on the problem-based teaching methodology in designing the modern educational process. It is known that the design of educational process is based on modern information and pedagogical technologies (based on experimental psychology), and problematic education is based on traditional teaching methodology (classical psychology and pedagogy). Creative and projecting methods are also part of the problematic learning methods. The design of teaching processes has been proven to be a direct use of problematic learning and vice versa, resulting in the design of the curriculum. As a result, there is a tendency of traditional teaching methodology and conformity of modern pedagogical technologies in education. As a result of the differentiated and individual approaches of the teaching process design and the joint learning of the students, the results of each student's education are evident. At the same time, the responsibilities of the trainee and the responsibilities of educators are clearly marked. Such design of educational process summarizes, clarifies the curricula of the teaching staff working in the educational system and creates the convenience of teaching and learning.

CONCLUSION

In general, the above mentioned educational technologies and design are for students studying for preschool education; 1) Designing a pedagogical process (knowing what is known, understanding the meaning and striving to resolve it); 2) Motivation (needs, benefits, goals,

interests); 3) Giving (engine, way, method, activity); 4) Concepts such as education (education, training, development).

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