Volume 1, Issue 2, May 2023 **ISSN (E):** 2938-3803

FEATURES OF THE SYSTEM OF COMMUNICATION IN THE ORGANIZATION OF PROBLEM EDUCATIONAL CLASSES

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Abstract:
This article discusses the features of the organization of problem-based learning in the educational process and the importance of the communicative system in problem-based learning.

Keywords: pedagogical technologies, problem-based learning, thinking, communication system, independent thinking.

Web of Humanities: Journal of Social Science and Humanitarian Research

Introduction

In the course of organized learning, the problem is posed by the professor, and it is important to find a solution to the problem with the involvement of students. There are cases when the time allotted for training is enough to find a solution to the problem, and in some cases, there is not enough time to find a solution to the problem.

The complete solution of the problem depends on a number of factors, including the ability to quickly recall the necessary information, the speed of temporary connections, the presence of various sensory properties, attention and interest of a person. In addition, it has been proven that the search for a solution to this problem depends on the level of human knowledge, mental abilities, skills available and qualifications.

Communication is a form of interpersonal relationships through which people psychologically communicate with each other, exchange information, interact, influence, perceive, understand and evaluate processes. Therefore, in the process of problem-based learning, it is necessary to take into account the following psychological structure of communication:

1. *The communicative side of communication* (the process of exchanging information between the professor and the audience).
2. *The interactive side of communication* (the process of influencing the behavior of students).
3. *The perceptual side of communication* (a complex psychological process associated with the perception and understanding of the professor and students in problem-based learning).

When organizing problem-based learning, a number of difficult situations are encountered. One of them is that the technological features of the interaction between the professor and students create more such situations.

Volume 1, Issue 2, May 2023 **ISSN (E):** 2938-3803

First of all, the professor must determine the level of his communication with the audience and the range of types of communication that the audience can establish with them.

For example, at a simple level of communication, the audience is perceived as an object that must be formed by the professor based on a pre-existing template. Characteristics of a person that cannot be used in direct production are rejected. Its independent development in the direction chosen by it is considered inexpedient. Such communication is characterized by a commanding and teaching tone, which indicates the right to "punish and forgive».

The same attitude can be shown by listeners not "from above" from the position of "leader", but "from below". For example, reading a newspaper while the professor is listening, he can perceive it as a radio where you can talk.

Psychological analysis shows that at this level of communication, the activity of the audience fades away. Many students cannot stop at a simple logical conclusion based on the professor's speech, and the professor himself is forced to draw conclusions and write a conclusion.

If the professor has mastered the "technology" of conducting problematic exercises, knows some set of rules and patterns, it may seem that he can automatically set the level of communication with the necessary businesslike attitude. With the correct formulation of the problem, it will be possible to effectively bring communication to the level of work, in such communication there will be mutual equality in the positions of the professor and the listener, and it will manifest itself not in the form of "big-small", but in the form of "adult-adult". But in order to correctly set the task, it will be necessary to interact with the audience at the required level.

First, without optimal collaboration, research opportunities are limited. The professor moves from establishing simple discipline in the classroom to developing an attitude that encourages student creativity (from a simple level of communication). To do this, the professor needs to prepare at the required level, change the ideas fixed in his imagination and eliminate the hesitations of the listeners.

Secondly, the professor himself must be ready to create, communicate with the audience, revise a pre-prepared plan, forecasts, and even initial draft conclusions.

He must be able to accept the valid opinions of the audience and, in addition, help them justify their own opinions (even if they are against it) and show their positive attitude in order to convey to the audience the essence of future cooperation.

If the professor has not mastered the highest levels of communication, then he assigns the role of listeners to the audience, which slows down the activity. The second important task is to build the relationships necessary for problem-based learning, where the responsibility lies on the learners.

In the process of organizing problematic classes, if the students take the position of students, the professor himself has to solve prepared problematic tasks. In this case, the audience not only expects, but also requires the professor to show a typical solution.

By expecting a passive attitude, the professor can legitimize it and even encourage the appropriate behavior of the audience.

Thirdly, along with the responsibility of the audience, the professor must commit to present scientific results clearly and truthfully, refusing the status of an "expert" who knows the

Volume 1, Issue 2, May 2023 **ISSN (E):** 2938-3803

answers to all the questions of the program.

Fourth, listeners should be receptive, regardless of their situation, while maintaining the belief that they have opportunities for effective collaboration.

The professor must be able to approach the issue consistently, abandoning the idea of "implanting" a given amount of knowledge: he must know that his task is to develop the knowledge, skills and abilities that the audience can master.

It would be wrong to accept only cases of establishing the necessary connection as a component of the "technology" of organizing a problematic exercise.

This is not about simple communication, but about the official level of communication. For normal communication, the level of external ordering of the audience is sufficient, at which the professor can consider that his task has been completed.

Reflecting on the socio-psychological conditions for the transition to problem-based learning, let us dwell on the most important of them:

1. Implementation of the principle as the basis of creativity.
2. Maintain interest in science, taking into account the interests and capabilities of the audience.
3. Have a clearly articulated position on the issues of the topic: your assessment, your opinion, your personal choice of theoretical analysis, etc.
4. Ensuring the "subjectivity" of the information presented. That is, to present information sincerely.
5. Always understand and control not only the content of your speech and facial expressions, but also intonation, hand movements.

One of the frequent disadvantages of implementing a problematic method is the specific interpretation of the "problem report". At the same time, any question or task of the professor that requires some effort on the part of the listener is called a "difficult element" or a problem.

First, not all questions and tasks are problematic. There are questions that require ready-made answers, express the answer in themselves, create a ready-made answer with intonation. For example, listeners answer "no" to the question "Is it worth spending money (expenses) on this?". The intonation of the professor is quickly noticed. And the answer always satisfies him. "Dialog" is displayed only under the name "activity".

Secondly, it is inappropriate to overestimate the value of ambiguous words and prepared expressions for the professor in their traditional use.

Thirdly, based on its own logic, the question is not only a means of developing thinking, but also a means of instilling hidden ideas into the mind that cannot be proved or substantiated in other ways. For example, "who prepares the best lecture plan ahead of time?" - to the question, the lecture plan is approved by the professor personally, not during the lecture, but before interacting with the audience.

In problem-based learning, it is desirable that the student begins solving the problem with the following questions:

- What do we know?
- What do we need to clarify?
- What should we do to make it happen?
- When should we respond?

Volume 1, Issue 2, May 2023 **ISSN (E):** 2938-3803

- How much time do we need to spend on this?
- Why was the problem not solved earlier?

The above questions will be guiding criteria for the professor in managing their activities and achieving the intended results.

Conclusions:

- In the educational process, the source of activity is controlled by a conscious goal as a guideline for activity as it arises as a conscious need. In order to ensure success in the organization of the educational process, the psychological state that arises between the professor and the student must reflect the specific objective properties of things and events, determine the guidelines for achieving the goal. Therefore, it is impossible to organize learning without cognitive processes, without voluntary effort, because it acquires the character of creativity only when it enters into an organic connection with both factors.
- In addition, most students are looking for tasks that require great skill and not be too easy. In general, the introduction of these problematic activities into the educational process also creates an opportunity to achieve interesting and effective results.
- It is known that the transfer of skills, competencies and ways of mental activity formed by students to new conditions is of a motivational nature.

Tasks in problem-based learning, taking into account a number of features and requirements, ensure its full implementation:

- problem-based learning should be aimed at the needs of the student and increase his activity;
- the problem must be clearly and clearly presented to the trainee;
- must be important;
- the problem should be taken from real life, not invented;
- it is necessary to show the importance of the problem for the student;
- must have a clear decision;
- make sure the problem allows the student to work collaboratively and actively;
- it is necessary to create an information base on the problem;
- it is important to show that the issue is important to others.

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