

***PEDAGOGICAL CONDITIONS OF DEVELOPMENT OF THINKING  
ABILITY OF PRIMARY CLASS STUDENTS BASED ON PROBLEM  
EDUCATION METHOD***

***Ph.D. Kholboyeva Gulnora Anorboyevna***

***Associate Professor of Primary Education Methodology Department***

***E-mail address: [kholboyeva@jdpu.uz](mailto:kholboyeva@jdpu.uz)***

***Kholmuratova Nilufar Azamjonovna***

***Master Student of Primary Education Direction***

***E-mail address: [kholmurotova@mail.ru](mailto:kholmurotova@mail.ru)***

***Jizzakh State Pedagogical University***

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**Jizzakh State Pedagogical University**

**Abstract.** The article covers the information about the formation of the ability to draw conclusions by developing the thinking ability of primary school students based on the method of problem-based education.

**Key words:** Problem-based learning, exercise, problem discussion, small groups, drawing conclusions.

## **INTRODUCTION**

Today, special attention is being paid to the education system, which has become a state policy in our country. In educational institutions, all conditions are created for students and young people to acquire highly spiritual, independent and free thinking skills, to master the achievements of modern science. Making use of the wide opportunities created, by applying modern information and communication tools, advanced pedagogical technologies in practice, students receive a large amount of information, process it, form independent thinking, work skills, develop their intellectual and creative abilities. , it is the task of every pedagogue to organize an effective educational process that ensures the

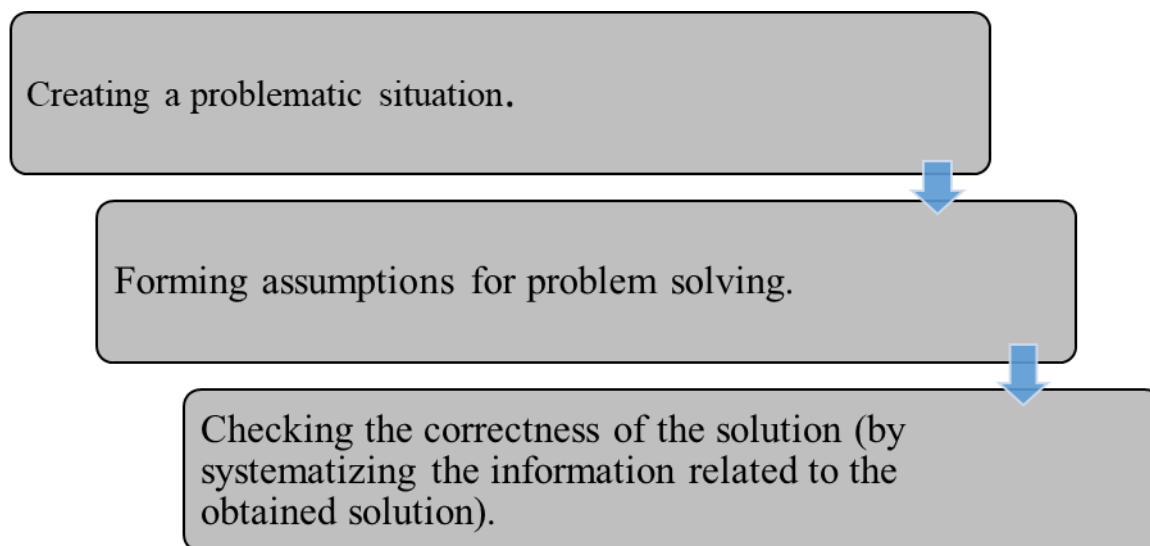
development of a highly qualified specialist who meets high moral and ethical requirements. A continuous education system has been created in our republic, and the development of the student's creative abilities, perception of the environment and acquisition of knowledge is an important stage in the process of primary education. The use of problem-based educational technologies in the training of the primary education system increases the effectiveness of the training.

## **MATERIALS AND METHODS**

Problem-based education - creating a problem situation by putting a problem in front of elementary school students to solve during the educational process and finding its solution during the training. The problem is posed by a primary school teacher.

Organizing the educational process in a problematic way requires a unique psychological approach to the classroom. For this, there should be no psychological barriers between teachers and students, and a warm psychological atmosphere should be created. Problem-based learning has the following stages.

### **Stages of problematic education:**



**Figure 1. Difficult stages of education**

Then the rule of effective conduct of today's training is adopted. This process is carried out together with all students in the class. The teacher asks the class what rules the students should follow to ensure the effectiveness of today's

lesson. To ensure the effectiveness of the training, it is recommended to follow the following rules: do not interrupt; being able to hear each other; the ability to listen to each other; the skill of speaking in turn: following the rule of raising hands; patience, mutual respect [1-3].

The teacher's unique psychological approach to the training process encourages students to think independently and express their opinions freely. At the same time, it creates conditions for a creative solution to the problem. The following active methods can be used for this.

Work in small groups. Pupils are divided into five or six small groups and freely discuss the problem at the stage of strengthening the topic. Pupils participating in groups try to prove that the pupils participating in this group are fully educated, as a result, together with the ability of teamwork, a sense of patriotism begins to form in the pupil. In addition, it leads to the formation of qualities such as the ability to think independently, self-confidence, perseverance in students.

## **RESULTS AND DISCUSSION**

These groups can be arranged randomly. For example, the groups are "nimble", "skillful", "skillful" and so on. or the second method: first, the best 6 students are identified, then 5-6 students with relatively low mastery, then the low mastery students are divided into equal groups. The members of this group will work alternately on the next school days.

A primary school teacher should choose and apply didactic in accordance with the type of training when using problematic educational technologies. For example, it should be widely used in math classes as "mental exercise" and similar didactic lessons. It is appropriate to use "role-playing games" and hokozas in reading and mother-tongue studies.

"Brainstorming" is as short, concise and as possible to collect as many ideas as possible, time is limited and speed is required. Opinions expressed in the form of a reply are also accepted and taken into account.

"Role-playing games" - drama, imitation of certain situations, creation of scenarios. Each participant in a role must freely understand the thoughts of this character and speak on his behalf. Students should get certain lessons and conclusions through this game.

"Creative activity" - drawing, writing a creative essay, playing roles, etc.  
"Problem situations" - certain situations, situations are created and allow to discuss in small groups and individually.

It is possible to prepare the ground for independent and creative thinking of students based on the use of various creative tasks designed to form creative activity in primary school reading classes. For example, when explaining the main topic, students can be interested in the following ways: 1) telling non-simple information; 2) tell about those that are directly relevant to all students; 3) providing objective and accurate information during the speech; 4) effective use of figurative comparisons.

Accordingly, the problematic issue can be evaluated as a practical or theoretical issue that serves the correct execution of the assigned task, leads to the achievement of the goal, and arouses the need to acquire new, unknown knowledge [4-6].

## **CONCLUSION**

In conclusion, it should be noted that the method of problem-based education is intended for all students, not only good learners. The essence of the work is that the problem-based approach should interest all students in the problem at hand and lead them to choose the most realistic hypothesis. The method of problem-based education allows to establish cooperative relations with students, to receive information from them quickly, to think independently and to express their opinions immediately.

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