

# Dialogue Leading to A Problematic Situation and Its Place In School Education

Akhmedov B.A.  
Chirchik State Pedagogical University

**Abstract:** the article talks about the methodology of approach to problem-based education, its skills and principles.

**Key words:** education, pedagogy, educational efficiency, educational technology, teaching methodology, holistic approach.

In order to introduce students to a dialogue situation in education, the teacher should diagnose the presence of students' free expression of their opinion, that is, their readiness for dialogic communication, including basic knowledge and motives, communicative experience, various possible options for developing the educational material and the plot line of the dialogue, methods of interaction of students, their participation in discussions, the design of their roles, the system of exciting problems and questions and assignments aimed at effectively forming the content of informatics material is of great importance.

This method of setting learning problems is difficult for the teacher, because it requires four activities in a row:

1. Creating a problem situation.
2. Encourage understanding of conflicts in problematic situations.
3. Encourage the formation of educational problems.
4. Accepting educational problems proposed by students.

Exhortation dialogue text implies the following questions: What will be the topic of the lesson? What was the question? Acceptance of the learning problems expressed by the students, because in the exclamatory dialogue there may be wrong learning problems expressed by the students, but in this case they should not be negatively evaluated. Instead, ask the following questions to encourage students to rephrase learning problems: Who else wants to say? Who thinks otherwise? Who can express his opinion more clearly? This method of setting learning problems is simpler than the previous one, that is, it does not require creating a problem situation. This dialogue reflects the system of questions and tasks that the student can handle, which leads the class step by step to form the topic of the lesson [1].

In this dialogue, the origin of students' wrong answers is less. But if this happens, the teacher's reaction is important - "Well, who thinks otherwise?" can include different types of questions and assignments. Problem situation-prompting dialogue is a method of creating a problem situation and includes a combination of specific questions that stimulate students to understand the conflict and the formation of learning problems (see Table 1).

Table 1

## An exhortation dialogue to a problematic situation

Ways to create a problem situation	Encourage understanding	Encourage problem formulation
Simultaneously presenting opposing facts, theories, and opinions to students.	What surprised you? What did you find interesting? What are the facts?	Choose the right one.
Challenge students to think about new material with questions or practical tasks.	One question? How many ideas? Is the assignment one? How did you do it? Why	What was the question?

	did it happen? What do we not know?	
<b>Determining students' ideas about life with incorrect questions or practical tasks.</b>	What did you think at first? How is it really?	What will be the subject of the lesson?
<b>Giving practical assignments that are not like the previous ones.</b>	Can you complete the task? What is the difficulty? What makes this assignment different from the previous one?	

The essence of the methods of finding solutions to educational problems is simple: the teacher helps students to discover new knowledge. There are two main ways to provide such an opening in the lesson: a dialogue that prompts the hypothesis and introduction to knowledge [1]. We will consider them in detail.

The hypothesis-promoting dialogue method is very complicated for the teacher, because it requires the implementation of four pedagogical activities, that is, prompting to propose hypotheses, accepting hypotheses proposed by students, prompting to test the hypothesis, and asking students to accept the proposed verification. Let's take a look at these activities. To be prompted to propose a hypothesis is to make a guess, the truth or falsity of which will be determined by examination. A dialog that prompts you to propose hypotheses is narrowly structured. It begins with a general appeal, that is, with a call to think: What are the hypotheses, assumptions? If the general exclamation does not help, the solution hypothesis is not stated, the dialogue continues with solution guidance. If guidance does not work, the teacher ends the dialogue by announcing the resolving hypotheses. In a hypothesis-testing dialogue, students may suggest faulty evidence or a flawed plan of action, and the teacher responds with the following response: So. Who thinks otherwise? [2].

There are two options for proposing hypotheses in the lesson: sequential and simultaneous. In the first case, first one false hypothesis is proposed and tested, then another, until the main hypothesis is arrived at. In the second case, all hypotheses (both false and basic) are proposed at once, after which the test begins. In order to propose a hypothesis, we will consider the specific features of exclamatory dialogue [2]. In the sequence variant, the dialogue begins with a general exclamation (What are the hypotheses?), after which the students state the hypothesis that is often wrong. Responding to this with the word "so", the teacher moves on to the examination, which begins with a general exclamation (Do you agree? or How can this hypothesis be tested?) and follows a narrow pattern of counterarguments. Then, the dialogical cycle of "push-forward-test" is repeated until the main hypothesis is advanced and tested.

In the simultaneous variant, the dialogue begins with a general exclamation (What hypotheses are there? What other hypotheses are there?), which continues until the main hypothesis is stated. After all the hypotheses are proposed and recorded, their testing begins, which can be organized in different ways. In some cases, for each hypothesis, an exclamation dialog appears, first the erroneous hypotheses are checked, then the main one. Otherwise, all hypotheses can be tested in one go.

Knowledge dialogue is a method of solving educational problems, and it is much simpler than the previous one, it does not require the proposal and testing of a hypothesis. Introductory dialogue reflects a system of questions and tasks that students can use to lead the class to the formation of new knowledge step by step [3].

We have proposed a methodical model for improving the quality of students' acquisition of knowledge in informatics. This model consisted of four interrelated components: goal, content, process and diagnostic result (Fig.).

The purpose component includes social order and purpose. The goal of the model is to improve the quality of students' acquisition of information technology knowledge.

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The content component includes tasks, approaches, principles, pedagogical conditions and problem-based learning functions. This component theoretically bases the quality of knowledge acquisition of informatics by school teachers.

The process component consists of knowledge, skills, abilities, skills and professional qualities, as well as forms, methods and tools. In this case, problem-based educational methods are used to improve the quality of knowledge acquisition of informatics among schoolchildren. This component fully embodies the educational process of computer science.

The diagnostic-resultative component covers the stages of pedagogical experience-testing, evaluation criteria, levels of preparation and the result. This component verifies that the three components listed above have been implemented correctly.

It should be noted that the developed methodological model was developed as a result of maintaining an organic algorithmic sequence, taking into account methodological approaches, principles and functions, and it is possible to achieve high efficiency not only in the teaching of informatics, but also in the teaching of other general education subjects. predicts.

If the methodological model is considered as a continuous system from the goal to the result, it requires consistent implementation of the algorithmic sequence implemented in improving the quality of knowledge acquisition of informatics by schoolchildren. Using the model, it is determined that students are effective depending on the quality of knowledge acquisition. The effectiveness of the model developed by us was confirmed by the results of pedagogical experiments.

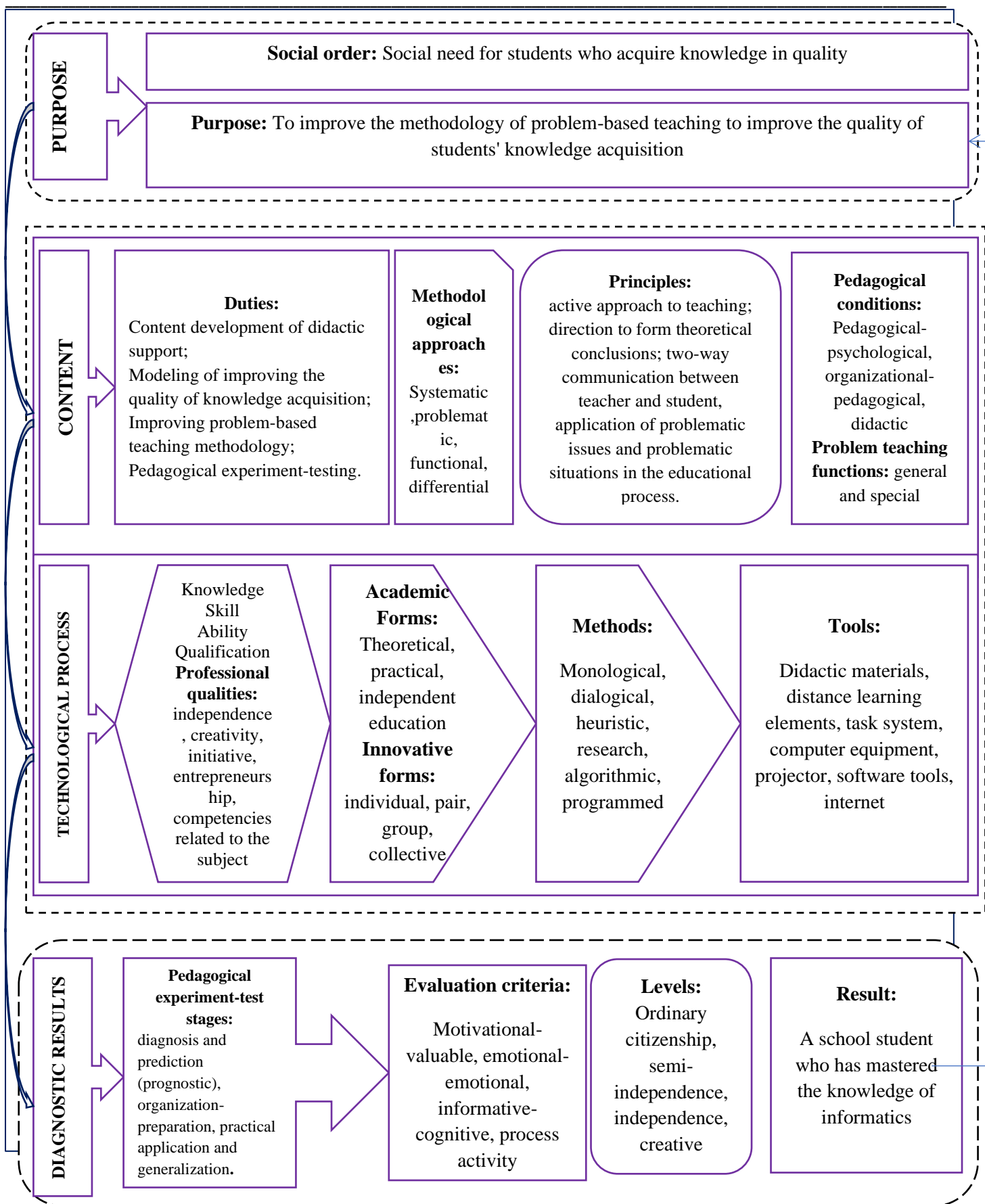


Figure. A methodical model of improving the quality of students' acquisition of knowledge from informatics

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