
**PROBLEM TEACHING TECHNOLOGY.
TYPES OF TEACHING****Yakubova Nafisa Odiljanovna**

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ABSTRACT

The purpose of engineering graphics for the formation of the child's worldview, the formation of spatial imagination, as well as modeling and construction through drawing lessons is stated.

Keywords: drawing, ability, imagination, formation of spatial imagination, perception, modeling, activity.

Introduction

The teaching process in higher education institutions is carried out in a single system of multifaceted organization of forms and methods of teaching. The set of forms and methods of teaching in higher education is a single didactic complex, determined by the objective laws of the educational process. The classification of forms and methods of teaching in higher education is based on two interrelated and interdependent activities.

The activity of teachers in the management and organization of the educational process.

Learning and cognitive activity of students.

Forms of higher education include lectures, seminars and practical classes, laboratory classes, training conferences, consultations, excursions, expeditions, pedagogical practice of educational production, course and diploma work, independent study of students. is an example.

A lecture is a logical explanation of a scientific problem. According to SI Arhangelisky, the lecture is the most effective, lively form of communication with the inner world of students

through all the riches of the teacher's personality: consciousness, feelings, will, feelings, beliefs. At the same time it helps to realize the directional, informative, methodological and educational functions of teaching.

Main part

In the orientation function of the lecture, students' attention is drawn to the basic rules of the educational material, its role and importance in the study and future professional activity, methods of its mastering. The informative function of the lecture is carried out by the teacher at the discovery of the essence of the basic scientific facts, rules, conclusions. The application of the methodological function of teaching helps to compare research methods, to determine the principles and approaches of scientific research. The educational function of teaching is carried out in the course of the lecture by arousing the relationship of emotional assessment of the teaching material, the development of interest, logical thinking and clarification of the proof. The analysis showed that the main tasks to be solved in the lecture are:

A certain amount of scientific knowledge is stated;

Students will be introduced to science and research methodology;

Methodological connections between educational activities and all types of training are shown.

Didactic purpose, role in the teaching process, has its own characteristics in terms of methods of information presentation. According to the didactic purpose (direction) there are introductory, thematic and general final lectures. The visual or introductory lecture reveals the role of the course (section, topic) in the scientific system, the possibilities of practical application of this material, methods of studying the content of the course (section, topic). An important feature of such a lecture is that in it the teacher dwells only on one or another aspect of the main problem, which is then covered at an elementary level. Thematic lectures are especially common. Such a lecture is devoted to a particular topic, in which the facts, their analysis, the content of the conclusions are stated and specific scientific rules are proved. The general-final lecture will be devoted to the generalization of the previously studied materials. Its content is not similar to the content described earlier, but the high abstraction of information assimilated by students is systematized in an abstract stage. Such lectures play a special role in deepening students' knowledge and a better understanding of the methodology of science.

According to the description of the information, the lectures consist of dogmatic information and demonstration and problem lectures, but it should be noted that while noting the specific features of each lecture, it is necessary to distinguish their general aspects, because the lecture In the process of designing it is necessary to implement them, they are: scientific, convenience, professional orientation, the implementation of effective communication.

In addition to lectures, the system of higher education includes practical (exercises, seminars and laboratory) classes. They are: educational, pedagogical and connect theory with practice.

The term "practical training" is interpreted in the pedagogical literature in both broad and narrow

senses. The term "practical training" in a broad sense refers to exercises, seminars (all their types) and laboratory classes. One of the main criteria of practical training, which differs from the lecture, is the specific nature of the interaction of the participants of the educational process. They also differ in their functions. If the lecture describes the basis of scientific knowledge, the knowledge is deepened, expanded and detailed in practical classes. Most importantly, practical classes serve to test students' knowledge.

One of the forms of practical training is a seminar.

The seminar will focus on the following tasks. Strengthen the theoretical rules outlined in the lecture; expansion and deepening of knowledge on science; development of students' research and cognitive abilities; practical recognition of knowledge acquired in the process of theoretical teaching.

There are three types of seminars in pedagogical theory and practice: pre-seminar, seminar and special seminar.

Pre-seminar classes are held mainly to acquaint students with the peculiarities of independent work. It teaches methods of working with literature, reference books and other sources and prepares students for the initial transition to research work. Pre-seminar classes are a form of preparation for seminars and are usually held in the first year. The teacher leads the pre-seminar classes. Because students pay little attention to the study of a particular specialty. That is why they are not able to show enough initiative.

The seminar solves the most important tasks in comparison with the pre-seminar sessions. For example, some seminars aim to provide an in-depth study of a specific thematic course. Others will be devoted to the methodological development of a topic or course of particular and extremely important and general.

Independent work of students plays an important role in the radical reconstruction of the system of training, increasing the importance of the educational process. The analysis shows that independent work is a learning activity in which, along with the acquisition of knowledge, the formation of skills is also organized independently. In practice, this is done in 4 types of independent work, depending on the specific didactic purposes.

Independent work The first type of private didactic goal is to determine the skills that are formed and required by students on the basis of the factors of formation of the initial knowledge (the first stage of knowledge), ie, the algorithm of the activity and the conditions of the task. To achieve this goal, it is necessary to solve tasks that are perceived by students. Independent work is the second type of private didactic purpose. Such assimilated information forms knowledge aimed at processing in memory and performing typical tasks, ie the second stage of knowledge. This goal can be achieved by clearly describing the objects and events based on the description of the selected facts, or by substantiating and expressing the reasons for the changes in the studied objects and events, based on the description of the selected facts. Both of these should be done on the basis of the ability of students to properly engage and activate the previously formed, formed system of knowledge. Cognitive activity of students consists of processing, partial redesigning and updating the content, structure of previously acquired educational information. Such redesign and updating necessitates the analysis of the described object, the choice of methods of solution, such as the performance of the task in different ways, finding the most correct or logical sequence from them.

The second type of independent work is a general description of all types, in which the idea (principle) of solving problems is announced,

students are required to develop this idea (principle) and apply it to specific conditions.

The third type of private-didactic purpose of independent work is the knowledge formed in students during the third stage - the performance of non-typical tasks.

This goal can be achieved in the process of solving cognitive problems that require students to build an algorithmic basis for the causes of changes in the object under study. Cognitive activity in the third type of independent work is generally the accumulation and demonstration of new experience based on previously acquired and molded experience (experience of certain algorithmic actions) through the transfer of knowledge, skills and abilities. will be.

The essence of this type of work is research, expression of ideas, implementation. It always goes beyond stereotypes, and in the lively process of thinking, students' assignments are based on previously learned learning information and a new approach to them. (in terms of specific assignment requirements).

The fourth type of private-didactic purpose of independent work is to create factors for creative activity. The cognitive activity of students in carrying out such work is that students get deeper and deeper into the essence of the object under discussion, to find the necessary new, previously unknown ideas and to solve the principles of generating new information. new relationships build relationships. At the same time, at each stage of the task, the student is forced to focus on the nature of the actions, which are new to him, the nature of this or that information.

Creative research work. In such cases, the task is to create the conditions necessary for the emergence of a problematic situation. The student seeks and researches ways to solve problems in his work, free from ready-made samples. Such work

includes experiments, tasks related to the design of equipment, models and fixtures.

Thus, independent work is the most important method of teaching, in which students increase their individual activity in the process of preparation for lessons, strengthening the acquired knowledge, skills and abilities. The main conditions for the effective organization of independent work are:

- scientific work of independent work, his research efforts;

- formation of the need to further increase their knowledge independently;

- individualization of tasks of independent work;

- methodological guidance in the organization of independent work;

Independent study. The educational process in higher education also provides for the organization of independent study. Independent study of students is considered as their desire to expand and deepen their knowledge, improve existing skills and learn new ones. The main purpose of independent study is to develop personal and professional qualities of students. The objectives of independent education are: to renew the intellectual potential of the individual, to raise their ideological and theoretical level, to improve their professional skills and culture. The educational process in higher education should be focused on the formation of the need for independent study, and the self-assessment of students, their readiness, a conscious attitude to the acquisition of new knowledge. In order to ensure the consistency and expediency of the lessons on independent study, a plan is developed.

The plan has the following requirements:

- volume and sequence of planned works;

- their deadlines;

- giving targeted instructions for each type of independent activity.

The process of independent study must cover its exact form, methods and techniques. The main method of independent study is individual work on the literature. This method develops the ability to find the most important information in the flow of information, to evaluate it correctly, to use this information in their professional activities. Allows you to use independent training methods based on the information obtained. The use of this method provides the necessary quality indicators in practice. Independent study also includes performing tasks of practical importance and working with audiovisual equipment. One of the important methods of independent study is their communication. The ultimate goal of independent study is to help students to explore creatively, work on themselves and understand the essence of comprehensive research.

There are various definitions and descriptions of problem-based learning in the modern pedagogical literature. The essence of problem-based learning is the organization of the teacher's management of students' learning activities in order to create a problematic situation in the learning process and to learn new knowledge by solving learning tasks, problems, problematic questions. This creates a research method of knowledge acquisition.

Conclusion

It is known that any basis of teaching is based on certain laws of human activity, personal development and the principles and rules of pedagogical science formed on their basis. The process of human cognitive activity is based on the didactic principle-problem of objective laws in solving logical cognitive contradictions. The analysis of the current process of teaching begins with the fact that the thinking of psychologists and educators is a problematic situation, an unexpected

surprise and fascination; shows that the conclusions are close to the truth. In the context of learning, the same mental, emotional and emotional state of a person serves as a kind of motivation for him to think and think. The problem situation arises in the context of specific teaching, which is organized in accordance with the purpose of certain pedagogical tools.

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