

## PSYCHOLOGICAL AND PEDAGOGICAL PROBLEMS OF ACTIVATING THE LEARNING PROCESS

**Dilbar Negmatovna Alimdjanova**

Samarkand State Medical University, Samarkand, Uzbekistan

**Umida Muxammadjonovna Burgutova**

Samarkand State Medical University, Samarkand, Uzbekistan

**Gulirano Vahobjonovna Berdieva**

Samarkand State Institute of Foreign Languages, Samarkand, Uzbekistan

**Abstract:** An important condition for the implementation of the competence approach is the formation of an active cognitive position of the student. The problem of activating cognitive activity remains relevant for many years. The source of activity in learning can be defined as a personal property that is acquired and developed in an organized process of cognition. The ways of the teacher's work that activate the learning process can also act as a source of activity.

**Keywords:** cognitive position, personal property, learning process, assimilation of knowledge.

There are numerous classifications of teaching methods in pedagogy. We are interested in the one based on the actual role of the student. Traditionally, there are three methods in this classification:

1) Passive methods that offer students to act as an "object" of learning, which must assimilate and reproduce the material that will be transmitted by the teacher - the source of knowledge.

2) Active methods enable the student to become a "subject" of learning, perform creative tasks, and enter into a dialogue with the teacher. The main active methods are creative tasks, questions from student to teacher, and from teacher to student.

3) Interactive methods allow you to learn to interact with each other. These methods are most consistent with a personality-oriented approach, since they involve co-learning (collective, collaborative learning), and both the student and the teacher are subjects of the educational process. The teacher often acts only as an organizer of the learning process, a group leader, a facilitator, and a creator of conditions for the initiative of students.

Theoretical literature reviews presented by T.S. Panina, G.K. Selevko [51, 66] emphasize that a wide range of researchers (B.Ts. Badmaev, S.M. Kashapov, A.M. Smolkin, L.G. Semushina, V.A. Skakun, S.D. Smirnov, A.P. Panfilova, etc.) distinguish among the activating methods interactive teaching methods.

Research conducted in the 80s by the National Training Center (USA, Maryland) showed that interactive methods can dramatically increase the amount of material learned. The results of this study are reflected in the "learning pyramid", composed of the average percentages of the assimilation of knowledge obtained using various teaching methods:

- lecture - 5%;
- reading 10%;
- video and audio materials - 20%;
- demonstrations - 30%;
- discussion groups - 50%;
- practical actions - 75%;
- teaching others, immediate use of knowledge - 90%.

Here it is appropriate to quote a Chinese proverb: "Tell me, I will forget. Show me, I can remember. Let me do this and it will be mine forever." Undoubtedly, it is difficult to accurately measure the amount of material learned. In addition, the effect of using the same method depends on the talent of the teacher: the lecture as a passive method performed by the master of can be imprinted in the memory of the pa for many years. However, we can agree that, in general, the regularity of the "pyramid" is confirmed by practice. Its trends reflect the high potential of interactive methods that allow for discussion in groups, practice and practice skills in the classroom and in real life. And this is not accidental, since interactive methods include not only the student's thinking, but also his feelings, as well as will, behavior.

Interactive methods are very difficult to classify since many of them are complex interweaving of several techniques. The use of certain methods depends on various reasons: the purpose of the lesson, the experience of the participants and the teacher, and their taste. It is also necessary to stipulate the conditionality of the names of many methods. Often the same name is used to denote different content, and vice versa, the same methods are found under different names: creative tasks, work in small groups, educational games, excursions, social projects, competitions, performances, interactive lectures, student as a teacher, "everyone teaches everyone", discussion complex and debatable problems, project method, the scale of opinions, discussion, debate, symposium, brainstorming.

Interactive learning involves a different logic from the usual educational process: not from theory to practice, but from the formation of a new experience to its theoretical understanding through application. A striking example of such a sequence is D. Kolb's learning cycle: existing experience - analysis of experience - generalization, conceptualization, enrichment - approbation of new content, obtaining new experience. In passive learning, the student acts as an object of educational activity: he must assimilate and reproduce the material that will be transmitted to him by the teacher or other source of knowledge. This usually happens when using a lecture monologue, reading literature, and demonstrations. Students at the same time, as a rule, do not cooperate with each other and do not perform any problematic, search tasks.

Despite some differences in the definition of approaches to activation of activity, many researchers note that for teachers of any level of education, it is very important to establish open, trusting, friendly relations with students, the ability to use special social-psychological, didactic, and personal means for this. Today it has become obvious that it is necessary to manage not the personality, but the process of its development. And this means that priority in the work of a teacher is given to methods of indirect pedagogical influence: there is a rejection of frontal methods, slogans, and appeals, and abstention from excessive didacticism, edification, and authoritarianism. Instead, dialogical methods of communication, a joint search for truth, development through the creation of educational situations, and various creative activities come to the fore.

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