



## **PRACTICAL SESSION STRATEGIES IN THE CLASSROOM: PROBLEM-BASED LEARNING**

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### **Abstract**

This article analyzes effective ways to organize practical session strategies in the classroom, focusing on the pedagogical potential of the problem-based learning method. It examines the theoretical foundations of problem-based learning, its role in the educational process, and its importance in developing students' critical and independent thinking. Furthermore, the article demonstrates the mechanism for applying this method using literary works. Specifically, it reveals methods for creating a problem-based situation, organizing an inquiry-based discussion, and utilizing a research method, using the novels "Bygone Days" (author - Abdulla Qodiriy) and "Night and Day" (author - Abdulhamid Cho'lpon) as examples. According to the research findings, problem-based learning enlivens the classroom process, fosters a conscious attitude in students toward social, moral, and personal issues, and creates an opportunity to connect theoretical knowledge with real-life situations.

**Keywords:** problem-based learning, practical session, interactive methods, critical thinking, independent thinking, pedagogical technology, inquiry-based discussion, research method, literary analysis, communicative competence, social conflict, personal freedom, tradition and innovation, educational effectiveness, learning motivation

### **Introduction**

In the modern educational process, practical training strategies are of significant importance. The learning process should not be limited to theoretical knowledge but must also cultivate students' ability to apply this knowledge in real communication. Therefore, practical sessions are a key tool for developing



students' speech activity, expanding their independent thinking, and enhancing their communicative competence.

The practical strategies employed in lessons are based on an interactive and student-centered approach. Specifically, methods such as pair work, group discussions, role-playing games, debates, project work, and tasks based on problem-based scenarios effectively develop student skills. Such activities enable students to expand their vocabulary, reinforce grammatical knowledge, and communicate freely and fluently.

### **Literature Review**

The theory of problem-based learning and its practical significance have been highlighted by a number of foreign and local researchers. In particular, the work "Problem-Based Learning" by Howard S. Barrows and Robyn M. Tamblyn developed the conceptual foundations of the problem-based learning method and analyzed the mechanisms for forming independent thinking and problem-solving skills in students.

The issue of problem-based learning is also widely covered in local pedagogical literature. N.N. Azizkhodjayeva established the role of problem-based learning within the framework of pedagogical technology and pedagogical skill, as well as the requirements for a teacher's methodological preparation. Furthermore, A.R. Khodjaboyev and co-authors demonstrated the importance of creating problem-based situations, fostering an orientation towards inquiry, and the research method itself within the methodology of vocational education.

The topics of lesson design and needs assessment are covered in Hamza Moning's methodological guide, which emphasizes that analyzing the audience's needs is a crucial factor for the effective organization of problem-based learning.

### **Research Methodology**

In this study, several interconnected methods were used to determine the effectiveness of applying problem-based learning in practical sessions.

Firstly, using the method of theoretical analysis, the scientific and theoretical foundations of problem-based learning, its place in pedagogical technologies, and its connection to practical training strategies were examined.



Secondly, through the comparative-analytical method, traditional and problem-based teaching approaches were compared, and their respective advantages and disadvantages were clarified.

Thirdly, the method of pedagogical observation was used to study student activity, independent thinking, and participation in the problem-solving process during lessons.

Fourthly, based on the experimental method, problem-based scenarios were created using literary works - specifically, the novels “O‘tkan kunlar” (Days Gone By) and “Kecha va kunduz” (Night and Day) - and their impact on the development of students' critical thinking and communication skills was analyzed.

Additionally, through interviews and question-and-answer sessions, the opinions, conclusions, and attitudes of the students were ascertained, and the obtained results were summarized.

### **Discussion and Results**

Teacher-centred/subject-based approaches are familiar to all of us, and in this approach, we would not have difficulty designing, selecting, or implementing the necessary learning activities, such as goals, teaching methods, learning resources, and assessment methods. Problem-based learning and independent learning provide a new set of problems in the selection, design, and implementation of these functions. Auxiliary training skills are required. Problem-based learning units that are separate from the learning resources are needed.[1]

Also, practical training strategies revitalize the lesson process, increasing students' interest and motivation. As a result, they not only learn, but also master how to use it effectively. Based on the requirements of modern education, the application of effective practical strategies in lessons is an important factor in the future educational and professional success of students.

There are many and diverse teaching methods, each with its own advantages and disadvantages. A healthy combination of several methods in course design ensures diversity, overcoming boredom and boredom, and invigorating participants. But a mixture is not an end in itself. Teaching methods that correspond to the objectives of each training session and learning outcomes should be carefully selected.[2]



Effective teaching technology in modern higher education is problem-based learning. Its task is to stimulate the active cognitive process and to form a scientific research style in thinking. Problem-based learning corresponds to the goals of fostering a creative, active personality. The task of problem-based learning is to assist students in effectively mastering the system of knowledge and methods of mental and practical activity, to form in them the ability to creatively apply the acquired knowledge in a new situation, to solve problems of cognitive independence, as well as educational and upbringing problems.

Problem-based learning is not about providing students with ready-made knowledge, but rather a pedagogical approach that directs them to independent thinking, research, and drawing conclusions in the process of solving a specific problem or situation. This method is especially effective in practical classes, as it connects theoretical knowledge with a real situation.

In problem-based learning, the primary task is to determine the needs of the audience. According to the conclusions of the Swedish researcher Dr. Hamza Mo: The first step in organizing the lesson is to identify the needs of the target participants. There are various ways to conduct a needs assessment. An in-depth survey of key informants can also be used to provide additional details and insights into needs, the overall course design approach, and the focus on the material. Need refers to the gap between what exists and what can or should exist in a given context, leading to strategies aimed at eliminating the gap between what exists and what should or should exist.[4]

A problematic situation is an understood difficulty, the ways of understanding it are unknown, it is necessary to search for them. A problem is a situation that can be solved based on the tools available to students (knowledge, skills, experience in search activities). Therefore, any problem includes a situation, but not every problem is a problem. A cognitive task is a problem that can be solved under certain conditions or parameters. In the content of such a task lies such a problem that the contradiction between a certain thing leads to its emergence. Problem-based learning is arranged in the following order based on the requirements for independent creative activity of the three methods: a) problem-based presentation of educational material; b) conducting a research interview; c) research method. To illustrate problem-based learning using a literary work, one can use, for example, the novel \*O'tkan kunlar\* (Days Gone By). This work not only depicts



historical events but also encourages students to think deeply about social, moral, and personal choices.

We will examine problem-based learning using the works of Abdulla Qodiriy, author of the novel *\*O'tkan kunlar\** (Days Gone By),[6] and Abdulhamid Cho'lpon, author of the novel *\*Kecha va kunduz\** (Night and Day).[7] Because these novels offer a profound artistic interpretation of the conflicts between society and the individual, tradition and innovation, and freedom and social pressure, they serve as a rich pedagogical resource for creating problematic situations in the classroom.

Using these works as a basis, the teacher does not provide students with a ready-made conclusion but instead presents the fates and decisions of the characters as a problem. For example, the character of Otabek is used to analyze the clash between traditional views and modern thinking, while the character of Zebi is used to explore the conflict between personal freedom and societal demands. Students evaluate these situations from historical, social, and moral perspectives and attempt to substantiate their opinions with evidence.

Thus, organizing problem-based learning based on these works helps develop students' critical thinking, independent reasoning, and communication skills, and creates an opportunity to connect theoretical knowledge with real-life issues.

**Applying problem-based learning methods:**

Example 1: For instance, Otabek being caught between old customs and modern views is presented as a problematic situation. The teacher might ask the following question:

"If you were in Otabek's place, would you submit to family traditions or choose your personal happiness?"

This question does not demand a ready-made answer but rather encourages students to understand internal conflicts, provide justifications, and draw their own independent conclusions.

<b>Problem-based presentation of educational material</b>	<b>Exploratory conversation</b>	<b>Research method</b>
The teacher doesn't simply narrate Otabek's marriage process, but reveals the conflict: the clash between old traditions and new thinking. Then the students perceive the event as a problem.	Questions can encourage students to think:	Students are divided into small groups and study the following:
	How did Otabek's decision affect society?	The issue of individual freedom in the social environment of the 19th century.
	How can Kumush's position and position be assessed?	The Conflict of Tradition and Innovation.



As a result, they analyze the problem from a historical, social, and moral point of view.

To demonstrate problem-based learning based on another literary work, one can use the novel "Night and Day." In this work, social inequality in society, the fate of women, and issues of freedom are depicted as central problems.

Example 2:

Take, for example, the image of Zebi. She remains between forced marriage and personal happiness. The teacher can ask the following problematic question: "Does Zebi have the right to self-determination, or should the demands of society prevail?"

This question encourages students to analyze the situation, argue, and defend their point of view rather than simply retelling a story.

Problem-based presentation of educational material	Exploratory interview	Research method
The teacher doesn't simply tell a story about Zebi's life, but reveals her inner conflict - the contradiction between individual freedom and social pressure.	The thinking process is deepened through the following questions:	Students are divided into groups and learn the following:
	What were the consequences of Zebi's decision?	Status of women at the beginning of the 20th century.
	How did the customs of society influence his life?	Jadid ideas and individual freedom.
	Would the outcome have been different if the event had occurred in the present day?	The social causes of the tragedy in the work.

With this approach, the result for students is:

- ✓ critical and independent thinking,
- ✓ a conscious attitude towards social problems,
- ✓ forms a culture of argumentation and communication.

Thus, problem-based learning, organized on the basis of a literary work, makes it possible to connect theoretical knowledge with real-life problems in practical classes.

### Conclusion

The use of practical training strategies, especially the problem-based learning method, in lessons of the modern education system significantly increases the effectiveness of the educational process. Problem-based learning, rather than



providing students with ready-made knowledge, directs them towards research, independent thinking, problem analysis, and finding solutions. As a result, knowledge is consciously acquired, and the possibility of applying it in real-life situations is expanded.

Problem situations created on the basis of literary works, in particular, the novels "Days Gone By" and "Night and Day," form a conscious attitude of students towards social, moral, and personal choices. Through problem-based presentation of educational material, research-based conversations, and research methods, students develop critical thinking, reasoning skills, and communication culture. Also, problem-based learning stimulates the learning process and increases students' interest and internal motivation. This forms the ability not only to learn, but also to use it effectively and consciously. Consequently, the systematic and purposeful application of practical training strategies in lessons, especially problem-based learning, creates a solid foundation for the future educational and professional success of students.

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