

## Role Play as a Form of Learning

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**Anatatsiya:** This thesis deals with how it is easier for students to work collectively than individually.

**Kalit so'zlar:** students, skills, abilities, group, collective.

**Introduction:** With the development of the socio-economic status of the country, the pedagogical process also requires the modernization of productivity to teach and educate “as always”, transformations are necessary in the very model of preparing a person for life. However, one of the forms of organizing the cognitive activity of students in universities is the use of elements of problem-based learning. The content of the curriculum is such that it cannot be mastered only with the help of simple memorization of reproductive thinking. The task is for students to receive knowledge not in a finished form, but to extract it on their own, while first finding ways to obtain it. In most cases, a problem correctly posed to students causes almost every one of them to want to find a solution, at least make such an attempt. At the same time, the cognitive need that arises in students is the most effective motive that encourages them to learn.

Problem-based learning has a positive impact on the assimilation of all components of the content of education (knowledge, skills). Experience of creative activity value orientations. Elements of problem-based learning motivate students to search for information on their own, activate thinking, making it personally significant. They allow you to teach yourself to see the problem, to formulate it, to look for possible solutions. The game is one of the forms of problem-based learning, which is a system of problematic creative tasks related by a single topic, the distribution of roles between students. It develops the creative abilities of students, organizes group activities and collective search for solutions. So, for example, athletes are offered a game problem situation. The games are played in stages. At the preparatory stage, there is a distribution of roles, several groups and teams are formed from them. Here, the practical experience of each participant in the role-playing game is actively used, experience is exchanged in solving problem or tasks, positions are clarified and generalizing conclusions or solutions are developed. In a collective discussion in small groups, it is necessary that each member of the group has the opportunity to express his position, his point of view. Collective discussion of the problem allows you to identify different approaches and solutions to the same problem. This is followed by an intergroup discussion. Each small group reports its version of solving the problem under consideration to other teams. Naturally, during the game, it is revealed that its participants do not have sufficient knowledge and skills to solve the problem. However, with the help of a coach, a deeper understanding of the problem is achieved, skills are developed in analyzing the situation and the abilities of the individual are manifested. This training model contributes to the development of creative abilities, the development of the athlete's practical thinking, and forms the motivation for self-improvement.

Problem-based learning is an operation of logical thinking (analysis, generalization) and the rules for applying previously known methods of education and training, which are structured taking into account the patterns of research activities of students (problem situation, interest in learning, need), this is a new system. That is why problem-based learning ensures the development of the student's mental abilities, the formation of his general development and beliefs. Not excluding all the achievements of didactics, but using them, problem education remains an education that develops scientific knowledge and concepts, the formation of a worldview, the comprehensive development of a person and his intellectual activity.

Today, problem-based learning refers to problem situations created by the teacher in the classroom, and the active independent activity of students aimed at solving them. As a result, students acquire professional knowledge, skills and competencies, as well as develop thinking abilities.

Problem-based learning is the most effective teaching method. The teacher creates a problem situation, directs the student to solve it, organizes the search for a solution. Problem-based learning management requires pedagogical skill, since the emergence of a problem situation is an individual situation and requires a differentiated and individualized approach.

The theory of problem-based learning explains the psychological and pedagogical ways and methods of organizing training that develops the intellectual abilities of students.

Thus, when it is called problem education, a problem situation is created at the initiative of the teacher (teacher), and this problem is education that allows you to creatively acquire knowledge, skills and abilities and develop mental activity, as a result, students are actively independent, organizing the process. Also, the essence of problem-based learning is the teacher's (teacher's) management of the cognitive activity of students to acquire new knowledge by creating a problematic

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situation in their studies and solving educational problems, problems and questions. This creates a research method for obtaining knowledge.

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