Problem Based Learning And Its Efficiency In Teaching Process

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Abstract- In this article determined the efficiency and organizational process of problem based learning in teaching process. Problem-based instruction is more effective when problematic questions are addressed to the student himself and involve the use of his life experience (family relationships, hobbies, problems of adolescents). Work experience also shows that it is possible to bring problematic issues closer to real communication conditions not only due to the vitality of situations, but also by increasing the novelty of information, and this arouses interest in them.
Keywords: Problem-based learning, personal experience, student, consolidation, training.

Introduction

Problem-based learning is a system of teaching methods in which students gain knowledge not by memorizing them ready-made, but as a result of mental work to solve problems and problematic tasks based on the content of the material being studied. We use problem learning both at the stage of introducing educational material, and at the stage of its consolidation in the process of speech practice at different stages of training [14].

The problem situation is a cognitive difficulty, to overcome which students must acquire new knowledge or make intellectual efforts. This is an intellectual difficulty of a student, which impedes him in the immediate solution of a cognitive or practical task, requiring the search for new knowledge or new methods of action that can remove the difficulty that has arisen [1]. Problem situations can be:

• objective (the situation is set by the teacher)

• subjective (psychological state of intellectual difficulty in solving the problem).

 Four interrelated functions of the problem situation can be distinguished: a) stimulating;

b) educational;

c) organizing;

d) controlling.

Our experiences indicate that the problem situation stimulates speech activity, increase its volume and variety of utterance forms, and also contribute to the strength of the formed speech skills and abilities.

Research Methodology

 The problem situation, conscious and accepted by the learner for a solution, develops into a problem. The problem with the parameters and conditions of the solution is a problem.

Levels of Problem Situations

It is known that any creative activity involves obtaining new, previously unknown data. But obtaining results with objective novelty, as a rule, is characteristic of a creative person with a high level of general cultural development. But it is known that active creative activity arises in the presence of a cognitive or practical task. Therefore, the basis of the pedagogical guidance of students' problematic education is the formulation in front of them of a sequential series of gradually becoming more complicated mental tasks and learning how to solve them [9].

Since problem-based learning involves a strictly thought-out system of problem situations, problems and tasks, corresponding to the cognitive abilities of the trainees, various levels of complexity are provided for this purpose:

1st level: the teacher himself analyzes the problem situation, identifies the problem, formulates the problem and directs students to independently search for solutions;

2nd level: the difference is that the teacher and students analyze the situation and the teacher brings them to the problem, and they independently formulate the problem and solve it;

3rd level (highest): the teacher brings to the students the content of the problem situation, its analysis, problem identification, task formulation and the choice of the optimal solution, students carry out independently.

Pedagogical conditions for the success of problem-based learning

The following conditions are provided for the successful solution of developing educational tasks of problematic student learning in the classroom:

• the creation of cognitive difficulties corresponding to the intellectual abilities of students;

• providing students with a body of knowledge on the subject matter of the problem situation;

• compliance with individual characteristics, i.e. adherence to the principle of accessible difficulty (for strong students to give tasks of increased difficulty, for example, the role of leader)

• compliance with age interests;

• the formation of students' operational skills in solving problem problems.

Thus, students have the opportunity to visually trace all stages of intellectual activity to solve a problem, mental operations and ways of thinking.

As practice shows, such a technique as a joint solution of the problem is also effective. It is advisable to use it to understand the logic, sequence and stages of solving problem problems.

Pedagogical requirements for creating problem situations

In solving teaching and developing tasks of problem-based learning, the central link is the problematic situation. The success of the educational process depends on how well it is created. Therefore always

• create problem situations on real life material, historical, described in literature, and modern, but in no case do they become an arbitrary construction of the mind.

• direct problem situations to stimulate thinking, which is not an end in itself.

• construct a problem situation in such a way that its content corresponds to the theoretical knowledge of students.

• always build a problematic situation on familiar educational material that has not been previously analyzed.

• problematic situations are necessarily based on the students 'specific practical experience.

• formulate questions in such a way that they really are problematic and exclude any attempt to get rid of the learned material and require independent thinking.

• when compiling problem-questions, follow the rule: all questions must require either an explanation of certain phenomena from the point of view ("why?", "What explains?").

While discussing theoretical and practical problems, we usually use the discussion method to exchange experience between students, to clarify and coordinate the positions of all participants in the discussion, to develop a unified approach to the analysis of a certain phenomenon [5].

Experience suggests that the method of educational discussions improves and consolidates knowledge, increases the volume of new information, develops the ability to argue, prove, defend and defend one's opinion and listen to the opinion of others.

The discussion needs a good organization, so we draw up a plan for it in advance. In it, as a rule, we outline:

Present the topic in the form of a mental problem, which cannot be solved with an unambiguous answer - this requires reflection, which usually gives different answers. I also take care that the tasks correspond to the interests and age needs of students. And only then the discussion is perceived as vital, relevant and significant.

In the opening remarks, do not just propose to speak, answer questions, but create an intellectual and emotional atmosphere that encourages the participants in the discussion to speak freely and raise new questions. No less effective are tasks that focus on the search for the causes and motives of certain events and solutions, on the forecasting of possible results and consequences. The solution to these problems is a good basis for discussion [8].

As students are involved in a joint search for a solution to the problem, a spirit of competitiveness and interest appears.

When managing the discussion, also use the following techniques:

-stimulating collective thought with questions, situations, examples that need discussion, causing different opinions and, therefore, disputes. Also, offer to discuss the idea expressed by one of the students;

- stimulate activity with praise, a manifestation of interest;

- invite passive students to the discussion, asking questions that are related to their individual interests and inclinations;

- periodically summarize intermediate results that record successes in resolving one issue and determine the transition to another.

When summarizing the discussion, always try to come to a certain positive result within the allotted time. If for some reason this could not be done by the end of the lesson, consider it appropriate to leave time for summing up and without hesitation to interrupt the discussion, no matter how interesting and lively the conversation is.

A collective exchange of views, a joint search for truth at the round table, I recognize as one of the effective teaching methods at the senior stage of training to implement the tasks of this concept. We use the following methods of this method:

- the method of "round table", as a rule, use when meeting with native speakers, with people who have been on tourist trips in different countries. Students offer a problem for discussion, which is brought to the experts invited to the round table in advance. - plan the event in such a way that all those present, and not just the host and invited guests, participate. Otherwise, it will not be a round table, but an evening of questions and answers. Try to create a trusting, friendly atmosphere in the lesson;

In order to increase student interest in learning English, their activity and practical orientation in the study of theoretical problems, we conduct our classes in the form of a business game. A business game is a pedagogical technique for modeling various situations aimed at teaching students how to make decisions.

Experience shows that classes in the form of a business game significantly activate the educational process, evoke a spirit of competition, emotional tension, contribute to the development of students' creative thinking, and teach them to purposefully apply existing knowledge in practice.

Organizing a business game in the classroom and preparing for it is a creative process, it requires interest and initiative. While planning a business game, predict the achievement of the necessary goals and follow the requirements of the business game:

-the game is conducted by me in an atmosphere of ease and search with the involvement of the maximum number of participants;

-the intellectual abilities, age and individual characteristics of students, their level of knowledge and interests are taken into account;

- inform the rules of the game.

A business game consists of three stages: preparation for the game (determination of the goals of the game, development of the rules, definition and distribution of them taking into account the individual characteristics of the students, elaboration of evaluation criteria, methodological and material support of the game, determination of self-study tasks, time calculation, theoretical training); conducting a business game, summing up.

During the lesson use various options for organizing and conducting business games: (warm-up teams, questions for captains, questions for teams, "homework", etc.), "What? Where? When? " (A quiz taking into account intellectual abilities), imitation games (debate, talk shows, liberal club and others)

Thus, business games change the usual atmosphere in the classroom, develop creative abilities, form the practical skills and abilities necessary for the formation of skills to adapt to changing life realities, and create the conditions for self-realization of a person.

The essence of the method of "Brain storming" lies in the collective search for unconventional ways to solve the problem. It contributes to the development of the dynamism of thought processes, the ability to abstract from everyday conditions and existing restrictions, from the usual views on phenomena and processes, and forms the ability to focus on any narrow topical goal [14].

Depending on the topic of the lesson and the features of the content of the material in the classroom, we use different types of situations.

1. Situational illustrations. Give an example from practice or personal experience. Show the work of other students who have achieved significant academic success.

2. The situation is an assessment. Students are invited to describe a specific act. Objective: to assess the significance of the situation and the correctness of actions. For example, propose for analysis a description of a specific case (a conflict between students in the cafeteria and appropriate measures by the messenger on duty). Students analyze the situation, give an assessment of the correctness of actions and offer their own option.

3. The situation is an exercise. Students do a little research in class. For example, each student receives a task - to conduct a study in a group (how much time they spend on TV, what are their favorite programs), interview other students, fill out a table, analyze the results, draw conclusions and give advice or share their experiences.

Results & Discussions

Problematic teaching creates an atmosphere of easy communication, where my role as a teacher is changing. This can be especially clearly observed in the work on the project using active forms of training. The relationship between me and students, based on cooperation, mutual assistance, is taught to live in society. We take

an active part in project activities as an assistant, adviser, source of information, sharing a common responsibility for the result.

Problematic teaching is of practical importance in the formation of personality, as students discuss problems related to history and geography, literature and music, ecology and biology. Integrated lessons contribute to the creation of a holistic perception of the world: prepare students for cultural, professional and personal communication, develop imagination, imagination and thinking, stimulate interest, support high motivation for learning, and introduce them to the cultural heritage and spiritual valuesof their people and other peoples of the world.

The use of information technology indicates a close relationship between literature, history, computer science, because it is used as a learning tool. The Internet creates a unique opportunity to create a natural language environment. I use the information resources of the Internet, integrating them into the educational process, when working on a project to independently search for information, to enrich the vocabulary, and check grammar. Students receive homework - to find additional information about the biography and creative activities of the authors of the studied works in the library or on the Internet. Authentic materials found by students become the basis of problematic discussions for the development of listening skills, monologic and dialogical speech.

Thus, problem-based learning teaches students to gain knowledge on their own. We live in an information society and the main capital is the ability to obtain information, which is the most valuable and important product of the future market economy. In other words, problem-based learning clearly reflects a change in the essence of education "From education for life to education through life"

Problematic learning introduces new methods into the educational process, revitalizes and activates them, eliminates the most tenacious and tenacious weeds of formalism in learning, eliminates mindless memorization and retelling of "book" knowledge, introduces active thinking, creative independence in the process of cognizing the world.

The methodology of problem teaching differs from the traditional one in that it puts the student in a position where he is forced to think actively and intensively, mobilizing his intellectual potential to solve the problem and form a theoretical conclusion.

Conclusion

Thus, problem-based teaching supplements the traditional illustrative and explanatory teaching of students. At the same time, it contributes to the destruction of old stereotypes of passive learning, forcing students to think, to seek, together with the teacher, answers to complex life questions.

In conclusion, it should be noted that problematic learning stimulates the personal activity of students, and this ensures an active attitude towards knowledge, systematic and persistent students, and, of course, a positive result in training and education.

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