

PROBLEM BASED LEARNING ITS IMPLEMENTATION AND ADVANTAGES ACHIEVED DURING CONTINUOUS LEARNING PROCESS

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ABSTRACT

This research provides information about one of the modern and effective teaching and learning strategies: Problem Based Learning, which is widely used in educational institutions. PBL is in demand because of its close connection with critical thinking and problem solving abilities. In this date you face with pros, that can be accepted as the main reason of its wide usage.

Key words: *Problem Based Learning, critical thinking, problem solving abilities, team, collaboration, student-centered learning, real life,*

АННОТАЦИЯ

Это исследование предоставляет информацию об одной из современных и эффективных стратегий преподавания и обучения: проблемно-ориентированном обучении, которая широко используется в образовательных учреждениях. PBL пользуется спросом из-за его тесной связи с критическим мышлением и способностями к решению проблем. На сегодняшний день вы сталкиваетесь с плюсами, которые можно принять за основную причину его широкого использования.

Ключевые слова: *проблемно-ориентированное обучение, критическое мышление, способность решать проблемы, команда, сотрудничество, лично-ориентированное обучение, реальная жизнь.*

ANNOTATSIYA

Ushbu tadqiqot zamonaviy va samarali ta'lim strategiyalaridan biri haqida ma'lumot beradi: ta'lim muassasalarida keng qo'llaniladigan muammoli ta'lim. PBL tanqidiy fikrlash va muammolarni hal qilish qobiliyatlari bilan chambarchas bog'liqligi tufayli talabga ega. Ushbu maqolada siz PBLning ijobiy tomonlariga duch kelasiz, bu uning keng qo'llanilishining asosiy sabablari sifatida qabul qilinishi mumkin.

Kalit so'zlar: *Muammoga asoslangan ta'lim, tanqidiy fikrlash, muammolarni hal qilish qobiliyati, jamoa, hamkorlik, o'quvchiga yo'naltirilgan ta'lim, real hayot,*

INTRODUCTION

Developing up to date, professional and practical skills in educational process is considered as the most problematic point in some educational institutions. For this reason today teachers try to use modern methods during their lessons. One of these methods is “Problem Based Learning”. PBL was originated in the 1960s at McMaster University Medical School, Canada. It is teaching way where some contextual problems are brought to the classroom, which can help teacher to stimulate students to learn. Problems are mainly case studies, simulations, role-playings, using illustrated problems which cover problems with multiple solutions, task or project based problems. This model in teaching and learning process presents meaningful and authentic problems. [1]

“Problem Based Learning” focuses on students in order to develop their ability of making systematical solutions, which directly improves learners’ critical thinking skill. In general critical thinking is personal ability to think clearly and rationally, which help to catch the logical connection between different types of ideas. Mostly critical thinking demands from person use ability to reason. Critical thinking describes being active learner rather than only recipient. Person with developed critical thinking will choose analyzing and solving problems systematically, not by relying on intuition or instinct. Critical thinking has several advantages as; understanding the connection between different ideas, building relevant arguments, recognizing values and relevance of arguments and ideas and recognizing errors in reasoning. Numerous methods today deal with motivation of students their achievement and creative thinking skills, but only several of them has impact on critical thinking of learners. Learning stages in problem based learning are mostly following ones: divide students into groups, planning the task, preparing a report, developing and presenting process and the last one analyzing and evaluating the given activity based on problem-solving skill. [1]

There are number of advantages that PBL provides during working process:

Critical thinking is in the top place among all pluses of PBL, it is developed thanks to questions, situations, cases, while working learners try to use all their knowledge and question every situation in order to find the right solution to given situation or case. It should be taken into consideration that this skill will not be improved if we work with learner rarely, only with continuous working period we can succeed. [2]

Development of transferable skills is also important skill, which can be taken as a result of PBL, as learner feels different situations in class he or she can transfer

all possible solutions and situations to real life. It also beneficial that student will be prepared to different life situations beforehand. [2]

Communication skills can be the next pros of PBL. Right communication and discussion skills are guaranteed by PBL as in process, want they it or do not they have to speak with each other in a group, team or even in pair-working, take into consideration different views and ideas of each other. [3]

Team and group work skills are highly evaluated today and teacher, who has chosen PBL to work with, will lead learners to higher levels. Learners should communicate with each other discuss, debate stand their own side or opinion, this process has such phases as listening each other, show tolerance, learning how to be a part of team or how to interact in pair-working [4]

Responsibility is also has its own place in this list. While working and interacting with group members learner will feel responsibility, because different from independent work in group failure of one learner can cause failure of the whole team, that is why it can improve responsibility to people. [4]

LITERATURE REVIEW

Tardif (2002) noted that teachers' aim is not only study pedagogy for the sake of knowing it, but in addition with acting with it, moreover teachers today want to be better professionals.

"I spent twenty years focused on [conceptual] knowledge. I mean, what this method [PBL] will help me think about... I'll probably have to become... maybe not an expert as I am in administration theory, but I'll have to have good knowledge about skills." [5]

Modern teachers point out that Problem Based Learning makes process of learning and teaching more interesting, fun and classes are provided in dynamic style both for students and for teacher, also lessons are unique, intellectually challenging. Above mentioned ideas it is coincided with Albanese and Mitchell's (1993) findings.

"How can teachers teach the same subject through lectures for ten years? What is their motivation? Teachers, too, need to feel motivated! [PBL] motivates in this way: the students always bring up different aspects [about the topic in question]". [5]

Modern teaching is today concerned about learner's interests and this can be seen in PBL. According to Shulman (1987) problem based learning can be combined with content knowledge, which is in connection with pedagogical content knowledge. It is proved that knowledge of teacher according to pedagogical content is strengthened in given period:

“I think that the skills mentioned by the [PBL] authors are very general, pertaining to general cognitive processes. However, what are the specific skills needed by students to learn about organizations? Maybe they are not that different, but they will certainly emphasize this or that. To which the Teacher added: From now on, I’ll keep my eyes open to the skills and group dynamics that suit the organizational theory. Obviously, I think there’s a common ground, a process common to all [disciplines], but [it varies] according to their content, right?” [5]

CONCLUSION

From this work it can be seen that modern teaching system is not only about knowledge from books and sources, it includes life knowledge as well. Main role of PBL is teaching through problems, cases taken from real world. As it has already mentioned in this article classes conducted with PBL are more effective, fun, collaborative for every participant and even for teacher, who is conducting the lesson. Team working, group and pair working, critical thinking, communication and discussion skills, responsibility to others, transferable skills all of them can be easily adopted to students during continuous learning process.

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