

Technology of Problem Learning as a Tool for the Development of Students' Independent Work

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Annotation: This article discusses the relevance of problem-based learning technology in higher education institutions, as well as the essence and principles of these methods for self-development and implementation of students.

Keywords: professional competence, problem-based learning, independent skills, development tool, interactive learning, principles of problem-based learning, students' research work.

One of the main goals of the modern system of higher professional education is the need to prepare future graduates for continuous improvement of their own skills throughout their professional lives. In this regard, the independent work of students acquires special importance in the educational system of the university, which differs from other types of work in that the student himself sets a goal, to achieve which he chooses the task and type of upcoming activity.

Thus, we are talking about the self-realization of students in the educational process of the university. And accordingly, it is necessary to pay attention to the very problem of forming students' readiness for self-realization. It is clear that this process is slow, complex, multi-stage, but it is precisely the student's ability to work independently that is the foundation for obtaining a quality education, and, consequently, the demand for a future specialist in the labor market. At the same time, modern students, being users of advanced technologies, are infantilistic to a certain extent. In this regard, of course, a teacher who organizes the educational process plays a huge role in shaping students' readiness for self-realization.

Independent work at a university is quite often the final stage of all other types of educational activities. Of course, it is assumed that her basic skills and abilities should be formed in high school. However, as practice shows, this does not always happen. Teachers often have to deal with the opposite phenomenon. Getting into new learning conditions after school, many students cannot immediately adapt to them, since not all of them know the methods of independent work. It is no coincidence that this is why one of the main tasks of a teacher of both higher and secondary vocational educational institutions is to help students organize and learn to work independently.

The most important tool for the development of independent work of students, of course, is the technology of problem-based learning. The essence of this pedagogical technology is to pose such a question, in answering which students will have to deviate from the patterns learned from school or received through the media. The organizer of the educational process, through successively more complex tasks or questions, creates in the student's thinking such a problematic situation, for which he does not have enough knowledge to get out, as a result of which he will be forced to actively form the missing knowledge himself with the help of a teacher or with the participation of other students.

Thus, a student or student receives new knowledge not in the ready-made formulations of the teacher, but as a result of their own active cognitive activity.

We also note that the future specialist needs not only a trained memory, but also the ability to analyze and generalize the studied phenomena, facts and information, which is difficult to imagine outside the problematic approach. Therefore, the student needs both the ability to creatively approach the use of knowledge, and the ability to draw conclusions from their own and others' mistakes, as well as the ability to update and develop existing knowledge and skills.

Such skills are formed not only when performing various types of independent work, but also in scientific student societies, within which student discussions and collective work of a research nature are organized. From all of the above, one of the most important principles of problem-based learning follows logically - the principle of scientific research of the problems under study. It is very important that the educational and cognitive activity of students be creative, exploratory in nature. In this case, the teacher can activate the research interest of students through their participation in scientific conferences.

Another significant principle of problem-based learning technology is the principle of individualization, which implies the organization of educational and cognitive activities, taking into account the individual characteristics and capabilities of students. This principle is of exceptional importance, since there are many psychophysical factors in the educational process. For example, students with a low level of communication skills, but with an artistic perception of reality, are likely to be more willing to participate in a poster competition on a given topic than to speak at conferences.

Thus, we point out that the success of learning is ultimately determined by the attitude of students to the learning process, and the main task of the teacher is not to force students to learn, but to interest students. The desire of students for knowledge should be conscious and independent.

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The activity of a teacher in developing independent work skills using problem-based learning technology should, in our opinion, be in creating an atmosphere of interest for each student in the learning process; in the organization of joint activities of students in case of need to solve a complex problem; in encouraging students to compare, compare and contrast facts, phenomena and theories that give rise to problem situations; in assisting students in building a plan for their joint search and research activities, including in setting an educational task and solving a problem situation.

With such a predictive assessment, the teacher restructures the conditions of the learning task at each next stage of its solution.

So, "pure knowledge" does not exist, which is why the teacher should try to create such conditions for the interaction of students with the subject so that each student finds for himself the most interesting and personally significant aspect of the material being studied. Properly organized work allows you to solve, among other things, the tasks of forming students' communicative competence, reflective and professional. Thus, the technology of problem-based learning is a tool for the development of independent work not only for students, but also for teachers. The organization of problem-based learning requires the teacher to be able to analyze the actual course of the process and, on this basis, build a forecast of its further deployment, changing the conditions of the learning task in accordance with it.

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