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METHOD OF PROBLEM-BASED LEARNING IN THE LESSONS OF FOREIGN LITERATURE IN SENIOR SCHOOL

The article reveals the peculiarities of problem-based learning in the lessons of foreign literature in high school. The goals and tasks of problem-based learning are defined. The methods of problem-based learning were characterized and the problem situation was investigated as an integral component of problem-based learning. The effectiveness of using problem-based learning in foreign literature lessons is predicted.

Key words: *problem-based learning, problem situation, development, method of problem presentation, partial search method, research method.*

У статті розкрито особливості проблемного навчання на уроках зарубіжної літератури у старшій школі. Визначено цілі та завдання проблемного навчання. Охарактеризовано методи проблемного навчання та досліджено проблемну ситуацію як невід'ємний компонент проблемного навчання. Прогнозовано ефективність використання проблемного навчання на уроках зарубіжної літератури.

Ключові слова: *проблемне навчання, проблемна ситуація, розвиток, метод проблемного викладу, частково-пошуковий метод, дослідницький метод.*

Problem-based learning in pedagogical practice occupies a significant place in the teaching of foreign literature and is an important means of its activation, as it involves the implementation of independent educational activities by schoolchildren. Such training involves not memorizing ready-made material, but reflection, analysis, independent resolution of various problem situations, and contributes to the development of key competencies of students in a modern school.

Today, society is undergoing fundamental changes in all spheres activity. New social demands, changes in the field of science and production require education to find new ways and means that will ensure the full development of students' abilities, interests and needs, understanding of their role in the world and in society. Therefore, the interest in using the method of problem-based learning is quite obvious, because it differs significantly from traditional learning in the variety of new ideas and tasks that contribute to the comprehensive development of students.

The study of the method of problem-based learning and ways of its use in educational activities are observed both in national and foreign educational practice. Problem-based learning was studied by A.M. Aleksyuk, V.V. Zabotin, I.A. Ilnytska, M.I. Kruglyak, Ch. Kupysevych, V. Okon, and M.M. Fitsula. etc. [2, p. 30].

The theory of the method of problem-based learning is based on the theoretical propositions of the American philosopher, psychologist and educator J. Dewey, who proposed to replace the existing types and forms of learning with independent study of the material by solving problems [6, p. 20].

Problem-based learning is a specially created collection of specific techniques and methods that contribute to the student's independence in acquiring knowledge, activate the cognitive interest and thinking of schoolchildren.

An essential feature of problem-based learning is the research activity of students. At the same time, knowledge is not given ready-made, but a problem is posed for independent solution. This method is based on the creative cooperation of the student and the teacher, on the development of students' analytical and creative approaches to any material. It is not focused on memorizing factual material, but on posing a problem and finding its solution [1, p. 7].

The following goals and tasks of the method of problem-based learning are distinguished, namely: acquisition of knowledge, skills and abilities by schoolchildren; learning by students of

methods of independent activity; development of cognitive and creative abilities; formation of a creative personality capable of solving life's problems.

The use of the method of problem-based learning provides thorough learning results, as it is carried out through mental difficulty. When solving a problem, the student "turns on" active thought processes, as a result of which the acquired knowledge becomes part of the student's own experience, which means that it is realized and remembered for a long time. In addition, the use of the method of problem-based learning in the lessons of foreign literature contributes to the formation of students' skills to solve life problems, to find a way out of a non-standard situation, as, when considering a work of art, students participate in the solution of simulated life conflicts.

Let's pay attention to the algorithm for conducting a foreign literature lesson using the method of problem-based learning: identify the problem; clearly formulate the problem; formulate problematic questions and create a problematic problem; find the most optimal way of solving it; in case of failure, analyze the situation and adjust the solution or implement an alternative one [4, p. 659].

The following methods of problem-based learning are distinguished: problem-based presentation of educational material, partial search and research.

The problem presentation method consists in the teacher posing a problem and explaining the way to solve it, while the students follow the teacher's opinion and form a scientific method of learning.

The partial search method involves deepening the students' emotional and artistic perception of a literary work. The teacher together with the students analyzes the situation and leads them to the problem, and they independently formulate the task and solve it.

The partial search method is implemented through the following techniques: creating a logical and clear system of questions and different types of tasks; comparison (eras, literary directions, biographies of writers, works, characters); problem setting by the teacher; organization and conduction of the debate.

The basis of the research method is the advantage of independent work of students. Schoolchildren solve complex tasks, relying on the acquired knowledge, skills and abilities, therefore the application of this problem-based learning method is appropriate especially in high school. This method is implemented using certain methods, namely: setting a problem for the whole class; the teacher's proposal to conduct a seminar class, in connection with which students choose the topics of reports or prepare speeches as opponents; the teacher offers students creative tasks on ethical, literary, cultural or moral problems.

The main concept of problem-based learning is a problem situation. A problem situation is a cognitive difficulty, to overcome which students must independently use thinking operations: analysis, synthesis, comparison, analogy, generalization [3, p. 28].

The main element of the problem situation is the unknown, the new, what must be discovered, known for the correct performance of the task, for the performance of the required action.

A problem situation as an integral component of any productive mental activity plays an important role in the intellectual development of a person. After all, the thinking process arises precisely on the basis of a problem situation and qualitatively changes under the influence of the active interaction of the subject with the cognitive object at one or another stage of solving the problem [3, p. 29].

When creating problem situations, the teacher should be guided by certain rules, namely: encouragement to choose the correct answer option and its justification; transition from single facts to generalizations; encouraging students to explain phenomena and facts; comparison of other facts, phenomena [5, p. 52].

Working on solving problems of various complexity and scope, students learn to understand life, evaluate other people's opinions, having their own, analyze the advantages and disadvantages of arguments, make independent decisions. Asking problematic questions against the formation of the worldview positions of teenagers, the understanding of universal human values, the essence of Christian morality.



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