

# Problem-Search Based Teaching Method as a Mean of Forming Professional Competencies of Students

Nurgul Koichumanova<sup>1, \*</sup>, Askar Baiserkeev<sup>1</sup>, Beishen Ishenov<sup>2</sup>, Svetlana Novikova<sup>3</sup>

<sup>1</sup> International Kuwait university, Kyrgyzstan

<sup>2</sup> Kyrgyz Economic University, Kyrgyzstan

<sup>3</sup> Institute for advanced studies and personnel training by M.R. Pahimova, Kyrgyz State University, Kyrgyzstan

\*Email: [nurgul71@bk.ru](mailto:nurgul71@bk.ru)

## ABSTRACT

This article examines and analyzes the peculiarities of using the problem-search based method in the framework of teaching the discipline "Psychology and Sociology of Journalism". The effectiveness of the problem-search based method was investigated as well as the use of research techniques of this method.

When applying the problem-search based method, the teacher does not communicate ready-made knowledge but arranges the students to search for them: concepts, patterns, theories are learned in the course of search, observation, analysis of facts, mental activity, the result of which is knowledge.

In the course of the research, it became known that in its application, the problem-search based method creates the difficulty caused by one of the important development patterns and also combining the rational with the emotional, it contributes to the development of interest among students majoring in "Journalism" to learning, transforming curiosity into a permanent motive.

**Keywords:** *Problem-search based method, Scientific knowledge, Research, Professional competence, State Educational Standard of Higher Professional Education, Sociology of journalism, Sociological research.*

## 1. RESEARCH RELEVANCE

Article 4 of the Law of the Kyrgyz Republic "On Education" on the principles of state policy in the field of education states: "... general accessibility of general education, compliance of the education system with the peculiarities of development and training of students; creation of conditions for continuous creative growth of especially gifted students", the special importance of the presentation of decent education and upbringing based on universal and national values is noted also in the requirements of "Strategy and Concept of Education Development in the Kyrgyz Republic in 2012-2020". In accordance with the above documents, active processes have been going on in the education system of the Kyrgyz Republic recently to organize the educational process where the efforts of the parties involved are aimed at ensuring the student's self-development process. As the teacher's position changes, it becomes fundamentally different: the teacher creates conditions for the student to

be able to move his/her own way towards achieving his/her goal. The successful result of these transformations is the individualization of the educational process.

## 2. INTRODUCTION

In 2011, the Kyrgyz Republic established a two-level structure of higher professional education [1]. Based on the above Decree, the Ministry of Education and Science of the Kyrgyz Republic developed and approved the State Educational Standard in accordance with the Law "On Education" [2] and other regulatory legal acts of the Kyrgyz Republic in the field of education [3]. In this State Educational Standard of Higher Professional Education, the term "competence" is used to mean a dynamic combination of personal qualities, knowledge, skills and abilities necessary for being involved in professional activities in the relevant field [3]. As a result of mastering the "Psychology and Sociology of

Journalism" discipline, students majoring in "Journalism" must acquire knowledge in the field of personality psychology, cognitive and creative processes, interpersonal communication as well as methods of sociological research and be able to work with sociological information.

*The purpose of this study* is to study the effectiveness of the problem-search based method of teaching when building professional competencies of students.

*The study object* is the third-year students of group Zh(b) -1-17 majoring in 530600 "Journalism" of the International Kuwait University.

### **3. RESULTS OF THE AUTHOR'S STUDY**

This research was carried out within the framework of the discipline "Psychology and Sociology of Journalism" by 3-rd-year students majoring in "Journalism" from the International Kuwait University. The teacher chose the "Problem-Search Based Conversation" method since this method contributes to the consolidation of theoretical knowledge on the above subject and the development of teamwork skills, project thinking and analytical skills, communication competencies, tolerance and the ability to self-study, working independently, studying and relearning; forming students' creativity, ensuring the success of personal, professional and career growth.

It is well known that modern educational technologies improve not only the quality of education, reducing the student's workload, but also contribute to a more efficient use of teaching time.

Under the conditions of innovative development and modernization of modern education, research activity of students is one of the most effective teaching methods. During practical classes (seminars) teachers successfully use in their work different teaching methods and forms, which contribute to the development of students' independence, activity and creativity. This is necessary because the modern changes taking place in society require new professional competencies from each graduate. First of all, we are talking about the ability to creative thinking, independence in decision-making, and initiative. In recent years, innovative teaching methods and pedagogical technologies aimed at the development of a creative, proactive personality are becoming more and more widespread while reforming the education system.

According to the State Educational Standard of HPE of the Kyrgyz Republic of the 3rd generation with majoring in 530600 "Journalism", the goals and educational objectives are presented at the personal and subject levels. The above standard is based on the new principles of its construction, which enable students to achieve the following results in personal development,

and they include the following: initiative, the ability to think creatively and find non-standard solutions.

In accordance with the State Educational Standard of Higher Professional Education of the Kyrgyz Republic, a university graduate must show purposefulness, self-discipline, diligence, responsibility, civic position development, communicativeness, tolerance, improvement of general culture, etc. [3, p.4].

To achieve this goal, it is necessary to introduce into the educational process alternative forms and methods of conducting educational activities that can not only reduce the educational overload of students. And also in modern conditions, a student needs not only special knowledge but also certain abilities: flexible response in any situation, self-organization, the ability to make a choice, being responsible for his/her consequences, i.e. being capable of independently building his/her own activities.

Building professional competencies of students is a priority mission of multilevel higher education. At the same time, in our opinion, his/her development should not necessarily follow a common model for all universities, freedom of choice is needed in the development of the individual style of students' learning activities. We believe that the improvement of the educational process under these conditions will be facilitated by the use of the problem-search based teaching method.

From the point of view of A.A. Kalekin, N.E. Sedova and I.A. Zimnyaya [6,7,8], when building competencies, one of the components of any competence is "motivation".

Motivation is an internal complex psychological characteristic of a person, which is expressed in external manifestations, a person's relation to the world around him/her and various types of activity. Activities having no motive or a weak motive either are not carried out at all or turn out to be extremely unstable.

From the point of view of [Komarraju et al., 2009; Pintrich, De Groot, 1990; Lepper et al., 2005; Vallerand, Bissonnette, 1992; Duckworth, Seligman, 2005], a student who initiates and regulates his/her activities on his/her own has a higher academic performance compared to the one who carries out his/her educational activities being focused on external subjects or objects. For example, a student who is persistent and confident in his/her abilities, who knows how to set a goal, choose the right strategies for achieving it, as well as monitor his/her learning activity, in general, has a greater chance of getting a higher grade compared to a student who does not master metacognitive abilities, who is less persistent in his/her actions and shows uncertainty in his/her abilities.

From the point of view of A.V. Khutorsky, the author of Key competencies as a component of the

personality-oriented paradigm of education [9, p.63], the following hierarchy of competencies is proposed where key competencies occupy the highest position (table 1).

From the point of view of D. Frumin [10], the characteristics of key competencies are listed based on the analysis of various approaches:

- allow to solve complex non-algorithmic problems;
- are semi-functional, i.e. they allow you to solve different problems from the same field;
- are transferable to different fields of activity;
- require to include intellectual ones
- are complex and require a whole set of skills for implementation;
- are implemented at different levels: from elementary to deep level.

The most effective teaching method is problem-search based methods, which are used mainly for the purpose of developing the skills of creative educational and cognitive activity, contribute to a more meaningful and independent mastery of knowledge [4]. These methods have shown their effectiveness in those cases when:

- the educational material is aimed at the formation of concepts, laws and theories in the relevant field of science and not at the communication of factual information, the development of experimental skills and abilities;
- the content of the educational material is not fundamentally new, and logically continues the previously studied, on the basis of which students can take independent steps in the search for new knowledge;
- the content is available for independent search and problem situations are in the zone of proximal development of students' cognitive capabilities;
- the content reveals cause-and-effect and other connections between phenomena, leads to generalizations, etc.

This teaching method is often used when the teacher sets research tasks. It is characterized by the fact that the content of the educational material is assimilated by

students in the process of resolving specially created situations. This method involves the use of a chain of successive techniques: creating a problem situation → organizing a collective discussion of possible approaches to resolving it → choosing a rational way to solve the problem → generalizing the results obtained → forming conclusions [5].

The problem-search based method of teaching is characterized by the fact that the content of the educational material is assimilated by students in the process of resolving specially created problem situations. This method involves using a chain of successive techniques:

- creating a problem situation (in the course of the work, the study group is divided by the teacher into two subgroups, each group has a topic and task);
- organizing a collective discussion of possible approaches to its resolution (subgroups independently (without the guidance of a teacher) compose questionnaires and approve the questions of the questionnaires with the teacher, students themselves choose a leader of the subgroups);
- choice of a rational way to solve a problem (the leaders of the two subgroups independently distribute tasks between the members of the subgroups);
- generalization of the results obtained (the results obtained - the answers to the questions are analyzed, they are interpreted, tables and diagrams are drawn up - all of this in a presentation format);
- formation of conclusions (reports of the work of subgroups are prepared and defended at the final class, the assessment for the work is given by the leaders of the subgroups who previously informed both classmates and the teacher).

While conducting a sociological study, students found themselves in a situation of "pathfinders" acquiring new scientific knowledge, which requires them to search actively and intellectually, it takes a comprehensive logical assessment of educational tasks and well-grounded and balanced decision-making. During the survey, students developed abilities and skills of communication, behavior in social situations, the ability to take responsibility; it develops the skills of joint

**Table 1.** Hierarchy of key competencies

Competence name	Content
key ones	belong to the general (intersubject) content of education
all-subject ones	belong to a specific range of academic subjects and educational areas
subject ones	private ones in relation to the two previous levels of competence, having a specific description and the formation possibility within the framework of academic subjects

activities, self-development, personal goal-setting, self-actualization.

#### 4. CONCLUSION

During the research it became known that:

- when applied the problem-search based method encounters a difficulty caused by one of the important development patterns;

- with the problem-search based method, at a level accessible to him/her, the student finds himself/herself in a position that is required not for the assimilation of ready-made knowledge, but for scientific knowledge;

- attracting students to research activities makes it possible to equip them with cognitive methods, form cognitive independence, as a result of which they learn, evaluate themselves, without the participation of a teacher, comprehend the world and themselves in this world, through gaining new knowledge and mastering specific skills.

- combining the rational with the emotional, the problem-search based method contributes to the development of learning interest among students majoring in "Journalism", the transformation of curiosity into a constantly acting motive.

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