

IMPLEMENTACIJA METODE ZASNOVANOG PROBLEMA UČENJEM NA AKAKI TSERETELI OKRUŽNOM UNIVERZITETU

IMPLEMENTATION OF THE METHOD OF PROBLEM-BASED LEARNING AT THE AKAKI TSERETELI STATE UNIVERSITY

Valishvili Tamara ¹, Valishvili Tea ²

Summary

The global processes of the modern society dictate new approaches to modern education. Therefore, the education system is to meet high demands: it has to prepare the specialists for life and work activity in the quickly changing world, where a person performs non-standard tasks constantly. We live in the modern quickly changing world, where the competition becomes stronger every day, and so the lack of practical experience and skills of the students can become a serious obstacle on the way to their employment and career growth. In this regard, the increasing popularity is gained by the modern techniques of studying, directed on the development the certain practical skills of the students. The correct combination of traditional and innovative methods of studying help students to acquire not only theoretical knowledge (they often have non-systemic, different character), but also promote the development of the practical professional skills.

Use of various new techniques improves the process of studying, teaches the student to think and use their knowledge gained at the lectures. In this article we will consider a method of PBL (Problem Based Learning) which promotes deeper understanding of the studied material and application of the gained knowledge in practice.

This technique is widespread in Europe and America. It took more than 20 years to create the corresponding techniques and the necessary materials. The real embodiment of PBL – inclusion in the university programs - began in the 90s of the 20th century. This method is successfully used in the medical education. Today more than 80 percent of the medical schools and universities of Great Britain, USA, Canada and Australia apply methodology of problem-based learning. It allows students to adapt quickly on real environment through creation of the hypothetical and virtual situations.

Though initially PBL was introduced as a method of studying for medical students, it got the great application in other educational programs and today it is considered as the successful innovative method of studying which is based on independent work of the students. In this method the accent of studying is shifted from teachers to students, so now the student plays more active role, trying to solve the practical task.

¹ Akaki Tsereteli State University, Kutaisi, Georgia

² Akaki Tsereteli State University, Kutaisi, Georgia

Different countries and universities have their own specifics of the organization and methodical ensuring for the similar lessons. At the same time there are also some basic general principles: creations of the cases integrated into educational program, a role and a place of the teacher, the purposes and the tasks of the students, number of the students in a group, the grading system, and the equipment of the classrooms. The main difference of PBL from the traditional methods of studying in small groups is the organization of the lessons, so the students have to formulate the questions necessary for the solution of cases themselves and then find the appropriate answers to these questions during the process of the search of the relevant information and joint discussion.

Today, universities in Georgia conduct researches as a result of which educational changes are initiated to conform to requirements of modern economy and society. These changes cause the development not only professional, but also the personal skills of the students, first of all their ability to the independent studying, including life-long learning.

Akaki Tsereteli State University takes the active part in implementation of the modern educational techniques including the problem-based learning. Now within the university educational system this method is used at the individual level. New practice has become a part of a traditional framework of the existing system dealt by teachers individually. At this level changes don't have great influence on the University. In fact, they are carried out so that not everybody knows about it, except the involved teacher.

The following level is systemic. This level is characterized by changes in the course or the program, so this means – changes in the teaching and studying methods and in the systems of the grading. The changes do not happen entirely. For the purpose of successful implementation of the innovative methods of studying in the university were developed the special training courses for the teachers. At this moment the new educational program based on the PBL method is created on the basis of the faculty of health care of the university. This program is created as a part of the research project entitled ~Establishment of the Supra-Regional Network of the National Centers in Medical Education, focused on PBL and Virtual Patients~ funded by the European Commission through the Tempus program. This program includes the specialized computer program for the students, allowing to imitate appropriate clinical situations and essentially to increase efficiency of PBL.

The last and highest level is the institutional level. At this level the influence on the organization, on the students and the teachers is absolute. It can be described by the following characteristics:

- Students take active part in educational process;
- Studying is cross-disciplinary (interdisciplinary);
- There are changes in the organization and organizational culture;
- There are changes in a format of carrying out examination (control);
- There are changes in methods and the assessment purposes.

At this level the university changes the existing approaches to teaching and management. It is impossible to reach this situation by means of executive decision in a very short period, and therefore, implementation of the program takes years.

Achievement of the institutional level is one of the priority directions of the strategic development of the university now.

The method allows not only to form and fix skills of knowledge acquisition, but also to learn specifics of work in team. Important advantage of PBL is development of abilities of the orientation in interdisciplinary situations and ability to find and process a necessary material by means of use of various information sources (lectures, textbooks, dictionaries and reference books, Internet sources and others).



As the direct instructions at PBL are minimized, students assume the big responsibility for their own studying. Therefore, studying in a context of a real situation allows them to better acquire materials and make competent and right decisions.

The European Union pays considerable attention to development of this direction. This article will consider the experience of the realization of PBL based on system approach of the foreign universities. Advantages of this approach in the studying process of bachelors and masters in higher education institutions are shown. Use of these technologies allows forming both professional and personal competences of the graduates. The analysis allows prediction of more widespread introduction of these technologies of studying in higher education institutions of Georgia.

Thus, PBL is the methodology of teaching based on special pedagogical strategy. The method allows to acquire materials through understanding of real life situations that provide full development of materials by students by means of collecting and studying necessary information and to create possibilities to develop the skills of team work and concrete decision making.

Keywords: education, universities, students, technologies
