

3. Вакуленко В. М. Види інновацій в освіті та їх класифікація. *Вісник Національної академії Державної прикордонної служби України*. 2010. № 4. С. 4–16.

## **INNOVATIVE WAYS OF ORGANIZING PROBLEM-SOLVING QUESTIONS AT THE ENGLISH LESSONS AT CONTEMPORARY UNIVERSITIES**

**Михальчук Н. О.**

*доктор психологічних наук, професор,  
професор кафедри психології  
Приватного вищого навчального закладу  
«Міжнародний економіко-гуманітарний університет  
імені академіка Степана Дем'янчука»*

**Набочук О. Ю.**

*кандидат психологічних наук, докторант  
Університету Григорія Сковороди в Переяславі*

The effectiveness of using problem-solving questions and tasks for verifying students' knowledge depends on many factors. Scientists [1; 3] define four of them:

1. Degree of preparation of students for solving problem questions and tasks.
2. Degree of teacher's preparedness, his/her ability to create problematic situations that lead to solving problems of different levels of complexity.
3. Contents of the program material. In this case we have to take into account:
  - a) whether this material may be partly included into general or derived from partial inclusions;
  - b) if there is the necessary data for comparing, contrasting certain facts, phenomena. It is possible to establish links between existing and new knowledge;
  - c) whether the content of the material allows to be rethought already well-known in a certain way.
4. The positive results of such verification are visible when it is time to use problem questions and tasks.

Such an examination causes interest among students, the object of which is the content of educational subjects and the process of mastering knowledge, that is the systematic use of problem questions and tasks corresponds to the needs of students. With such verification effectively carried out not only the control function, but also educational and developing ones. Problem questions and tasks simultaneously develop the activity of students as a trait of a person.

Every day, more and more there are included into the teaching practice and test methods for verifying pupils' knowledge. Successful performance of test tasks convincingly testifies that pupils who deeply are mastered by studied subject, practically mastered by the material, and who are able to apply it in oral and written speech.

Consequently, practice shows that pupils with curiosity and pleasure carry out original test tasks; so, they've carefully to prepare for a long time, actively working and studying the teaching material at each lesson.

The development of the activity, autonomy, initiative, creativity of pupils can not be imagined without the organization of individual activity of schoolchildren at the English lessons and in extra hours. The ability to organize individual activity properly, rationally and most productively use time in the process of learning, a high culture of a teacher and hygiene of mental activity is indispensable condition for successful activity of students, strength of their knowledge, the development of their creativity.

A prerequisite for the implementation of independent tasks is a clear, concrete statement of it. Beginning the process of individual activity, pupils must accurately understand their purpose, understand what they have to achieve. Another condition for the successful use of individual activity is to allocate enough time for it.

Experienced teachers give as much time as it is possible for individual activities at the lesson, as long as they are required for all class members to do it. In this case, for those ones who are active and productive, additional tasks are foreseen. The teacher seeks to ensure that all pupils in the classroom are loaded for the time period at which the task is given. During its execution it closely monitors at which stage the activity is interrupted by weak students; the activity never interrupts if the bulk did not fulfill her.

Good consequences in stimulating students who work slowly, give self-employment for a short period of time (2-5 minutes), when students are warned about the duration of the activity. All students then actively take up, try to execute it qualitatively and as quickly as it is possible.

Observations argue that the multiple use of such a methodical approach is almost equal to the pace of the activity of all pupils in the classroom.

Consequences of independent activity has to be checked and evaluated, which in a great degree stimulates students. Checking an independent task is performed in the classroom. It is important to carry out immediately after the end of the work, because the class task will be the following – home, to which the part is prepared to the class activity.

Although individual activity, if it is difficult for students, is interested for them, yet for successful use it should be diversified and gradually complicated. To this end, the teacher can give a task of different types for his/her own activity, alternate between different kinds of it and with other methodical methods.

As it already has been noted, individual activity can be used at various stages of studying the material. Researches show that individual activity can be organized during whole lessons not only for control, but at lessons of writing classical tests, providing dictations. Quite effectively, self-study lessons can be taken to study new material. Also, we've to propose combined lessons, if a teacher selects different types of individual activities, alternates them, clearly directs students.

Let's dwell on the consideration of the method of individual activity with the textbook. After all, in the system of methods of teaching languages that help to form a creative approach to solving vital tasks for students, to develop the ability to learn, the habit of systematically turning to scientific literature with the necessary information, the

most important place is given to this method, despite the fact that independent activity with the book was not immediately recognized as one of the active and effective teaching methods. The role of autonomy is then too low, then overestimated.

Some teachers tried to prove that the textbook plays only an auxiliary role in the learning process, which is not very effective. Others, by contrast, overestimate the role of individual activity of students, believed that a textbook acquires value to some extent correspondence teacher [2]. There were even such theories, by which they tried to solve the problem of learning without textbooks.

Today there is no doubt that one of the main means of stimulating cognitive activity is independent activity of students. What approach we would not take into the disclosure of students' activation (due to problem learning, through the improvement of methods and techniques or independent activity of students) in the center of the problem, it is the activity with a textbook with the aim at forming a whole set of skills and abilities to work independently with the book and other sources.

The method of the activity with a textbook requires the introduction of elements of the problem (problem solving questions and tasks), the tasks of the search and research activities (hypotheses, the vision of the problem and the search for solutions to it), the implementation of logical (thoughtful) actions.

There are several stages in the formation of students' methods of the activity with the book (preparatory, reproductive, productive). It is built on the degree of autonomy and the level of revitalization of students. So, gradually they learn to be attentive to everything that is given in the textbook, they are aware of the connections in the learning material, as well as the interconnections of this topic with the previous. So, they are accustomed to work independently with the book.

#### REFERENCES

1. Agrawal P.K. Psychological Model of Phonosemantics. *Journal of Psycholinguistic Research*. Vol. 49. 2020. P. 453–474. URL: <https://doi.org/10.1007/s10936-020-09701-y>.
2. Brédart S. Word interruption in self-repairing. *Journal of Psycholinguistic Research*. 1991. Vol. 20. P. 123–137. URL: <https://doi.org/10.1007/bf01067879>.
3. Cilibrasi L., Stojanovic V., Riddell P., Saddy D. Sensitivity to Inflectional Morphemes in the Absence of Meaning: Evidence from a Novel Task. *Journal of Psycholinguistic Research*. 2019. Vol. 48. P. 747–767. URL: <https://doi.org/10.1007/s10936-019-09629-y>.

### ПСИХОЛОГО-ПЕДАГОГІЧНИЙ СУПРОВІД МЕТОДИЧНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ ДОШКІЛЬНОЇ ОСВІТИ В УМОВАХ ПЕДАГОГІЧНОГО КОЛЕДЖУ

**Найда Р. Г.**

*доктор педагогічних наук, доцент,  
доцент кафедри дошкільної педагогіки і психології  
та спеціальної освіти імені Т. І. Поніманської  
Рівненського державного гуманітарного університету*