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Research Article

BASIC CONCEPTS USED IN THE METHOD OF SITUATIONAL ANALYSIS

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ABSTRACT

This article deals with topical issues related to the introduction of situational learning methods in the educational process, gives their characteristics, reveals their specificity in comparison with traditional educational technologies.

KEYWORDS

Tendency, situation, problem method, efficiency, personality-oriented, brainstorming.

INTRODUCTION

Education systems in different countries have one goal - to help in the implementation of the tasks set for mankind socio-economic and cultural development of society. Therefore, it is the school and universities, preparing people for full activity in different spheres of the economy, culture, political life of society, must respond flexibly to the demands. Thus, the strategic directions of development of educational systems are defined.

Modern trends require the educational system to train workers capable of performing the following: independently solving and thinking about various tasks and problems, thinking creatively, using a rich vocabulary, indicating a deep understanding of humanitarian tasks.

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Person-centered learning technologies address all of the above tasks using collaborative learning methods, multilevel learning, project-based learning, and so on.

Collaborative or small-group learning technologies as well as the project method are not fundamentally new in the world practice. The project method, for example, appeared in the 20s and was also called the problem method. This method was developed by educator J. Dewey together with his student W. H. Kilpatrick in the USA. At the heart of the method is learning on an active basis using the expedient activity of the student on the problem taken from real life. Moreover, in order to solve this problem he/she needs to use both the knowledge he/she has received and new knowledge he/she receives while working on the situation.

THE MAIN FINDINGS AND RESULTS

The teacher's role in this process comes down to supporting communication and leading the students' activities, prompting and switching to the right directions for independent inquiry. Thus, the whole problem used in the work acquires the contours of a project activity. Over time, the idea of the project method has undergone some changes, from its birth as an idea of free education to an integrated component of the developed educational system. Thus, we can talk about the synonymity of this method and the method of situational analysis. The object and purposes, methods and techniques, the teacher's tasks in them are identical. Their essence is to stimulate the work and interest of students in real life tasks, to obtain certain knowledge, to learn to solve problems and problems, to show the practical application of their knowledge.

The project or problem method can be individual or group. It uses learning and cognitive techniques to solve a problem. As a pedagogical technology it uses research, search and creative methods.

Let us consider the basis of the method and work with it. What is the problem or situation itself? Actions in it are either given, or they must be proposed as a way of solving the problem. Initially, a model of a particular situation from real life is developed. In the model it is necessary to display a certain set of knowledge and practical skills in a text of several pages and up to several tens of pages.

The task of students is to get acquainted and study the situation beforehand; at this stage, materials from the course of study are also used, as well as various other sources of information. The next stage is a detailed discussion of the situation, the development of a model of practical action, and the collaboration of the student and the instructor. Here the role of the instructor, who leads the process, generates questions, makes clarifications, and generally supports the discussion, is important.

Let us consider a set of didactic methods used in the method of situational analysis. First, it is an individual approach, second, providing freedom in learning, third, a sufficient number of visual materials for working with problems, fourth concentrated presentation of the material, fifth access to the teacher, sixth formation of skills of working with information and self-organization, and finally, seventh emphasis on the development of the student's strengths.

The tasks of the trainer are as follows, namely the search or development and use of different methodological techniques to improve efficiency and effectiveness, as well as the task of increasing the skill and acquiring a style of behavior of the trainer-instructor.

The problem or situation method includes a complex system of simpler methods of cognition. Each of them performs its role: modeling is responsible for building a model of the situation, mental experimentation helps

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in obtaining knowledge about the situation, system analysis gives a systematic representation and analysis of the situation. Then the description methods, respectively, are responsible for describing the situation, game methods present variants of the characters' behavior, the problem method points out the problems at the basis of the situation, the discussion exchanges opinions and views, and finally, brainstorming helps to generate ideas about the tasks.

Thus, the method of situational analysis can also be specified depending on the underlying methods. Under the method of teaching in didactics is understood as an orderly way of achieving educational goals. But since there is currently no consensus on the issue of classification of teaching methods, there are three large groups of methods:

1) methods of organization and implementation of the educational process (verbal, visual, practical);

2) methods of stimulation and motivation of educational and cognitive activity (methods of stimulating interest in learning - motivation; cognitive games, educational discussions; methods of stimulating duty and responsibility - the method of explaining the purpose of the subject; requirements for the study of the subject; encouragement and punishment in learning);

3) methods of control and self-control (methods of oral control and self-control, written control and self-control, methods of laboratory-practical control and self-control).

Let's consider in detail some methods of cognition:

A mental experiment differs from the other variants in that it operates not with real objects, but with some mental constructs of these objects. This specific kind of experiment wins in that it does not damage real practical objects, but on the other hand is remote from practice. The latter characteristic weakens its function.

For work with the situation method, however, this is one of the most important methodological attributes. In our case, it allows to test hypotheses about the factors determining the situation, about the most important or secondary aspects of the problems, to evaluate the effectiveness of the proposed solutions, etc.

Using the obligatory phrase "Imagine that...." the teacher stimulates mental experimentation. In this way we teach students to see cause-and-effect connections, ways of deployment of the future, hidden dynamics, etc., which is the educational and upbringing value of the mental experiment.

In turn, methods of description imply the formation of a certain system of facts that characterize the situation. The description of the situation itself is constructed in such a way that the most essential is masked by the less essential. In this way, we give the student the task of parsing a kind of puzzle, separating the essential from the unessential. After reading it, the student has to give a systematic description of the situation, to form his/her own interpretation of the facts, evaluations, assumptions, reticences, etc. given in it.

Note that the situation is a complex phenomenon, as it must include the following aspects: problematic, conflictogenic, role, event, activity, temporal, spatial.

As an intellectual product it has its sources:

Real life in all its diversity is the source of the plot and problem of the situation. The next source is education. It determines the goals and objectives of training and education, integrated into the method of the situation. The third source is science, which sets two key methodologies, defined by analytical activity and the

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systems approach, as well as a host of other scientific methods that are integrated into the situation and its analysis process.

Depending on the degree of use of the source underlying the situation we can distinguish practical situations, which reflect absolutely real life situations; teaching situations, whose main objective is training; research situations, focused on the implementation of research activities.

The objectives of a practical situation, as indicated earlier, in detail and in detail reflect the situation of life. At the same time, its educational purpose may be reduced to training students, consolidation of knowledge, abilities and skills of behavior (decision-making) in this situation. It is necessary to create such situations as clearly and in detail as possible.

Although the learning function is present in every situation or problem, the degree to which all shades of this function are expressed varies from situation to situation. Therefore, a situation or problem with a dominant learning function reflects life in more ways than one. Moreover, in a learning situation, the learning and educational tasks come first, which greatly affects the conventionality of its reflection of life. As a result, such a situation or problem provides little insight into a particular fragment of society. But it necessarily shapes one's approach to such a fragment. We develop students' ability to see the typical in situations and the ability to analyze situations through the application of analogy.

CONCLUSION

A research situation or problem has similar characteristics because its main meaning is that it acts as a model for acquiring new knowledge about the situation and behavior in it. The research situation or problem is difficult to apply in teaching ordinary students who study, for example, a typical management course. It is based on the principles of creating a research model and its teaching function is reduced to teaching scientific research skills through the simulation method. Consequently, it is best used not as a method of general education, but as a method of professional development, i.e. as a method of retraining professionals. But it is effective to use it in research activities.

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