

Thus, we examined the subject content of special course for two-way interpreting training, sets of exercises, which are used for future bachelor-philologists sight translation training, and model of sight translation training. Challenges in the future research are to organize and carry on the experiment teaching based on the developed methods of training.

Keywords: set of exercises, methods of translation/interpreting training, future bachelors-philologists, training model, sight translation.

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**PROBLEM-BASED LEARNING VERSUS TRADITIONAL LEARNING:
GENERAL OVERVIEW**

It has been argued and showed in various contemporary studies and surveys that problem-based learning (PBL) is more effective technique in education system than a traditional one and is gaining popularity in higher education abroad. This review article will compare two different educational approaches: problem-based learning and traditional learning; analyze their essence and significance; accentuate on basic principles, advantages (high motivation to learning; establishment of positive climate for learning process; accumulation of basic knowledge and its practical application; personal demand determination and skills development for further personal enhancement, etc.) and disadvantages; conclude whether PBL is worth implementing into the national education system.

Keywords: problem-based learning (curriculum), traditional learning (teacher (tutor)-centered curriculum)), education system, advantages and disadvantages of traditional and problem-based learning, skills, self-directed learner, motivation.

Problem-based learning (PBL) is an innovative educational approach that is gaining prominence in higher education and has more advantages than disadvantages. The matter is, that our traditional education system concentrates on treating every child equally and teaching them the same things despite their differences of learning abilities, likes and dislikes. Education system of a society has a basic task of providing every individual with the knowledge he or she may require merely for survival, but not for further personal development and career promotion. So, the current task of a contemporary teacher is to teach the survival techniques and ability to solve instant problems immediately using not just traditional but problem-based learning approach in education. It may be quite challenging, but rather effective.

Objective: to review the literature on studies comparing the aspects of two different approaches in education process: problem-based learning with the traditional one.

Traditional learning is primarily known as a presentation of materials by an instructor. Learning is teacher centered, with the instructor delivering materials in a lecture based format to passive learners. Textbooks are often the primary source for content and written examinations are used as the typical mode of assessment. Traditional learning has also been called didactic, conventional, and teacher-guided teaching [6, p. 2].

The characteristic feature that identifies a traditional approach (teacher-centered curriculum) in learning is that the student is not responsible for his education. H. Barrows points out that it is the educational method universally recognized by students, teachers, and administrators Success as a teacher in this format of learning depends on one's knowledge as an expert and one's flair for dispensing this knowledge. This flair can be expressed in the organization, the insights provided and humor incorporated in the lectures, and in the learning resources used [1, p. 8].

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The studies showed that though traditional learning has some positive features (e.g. it is the most efficient method to cover the content to be learned), it still has some disadvantages worth mentioning:

- it does not lead to a high rate of knowledge retention, as students are not homogeneous in background, knowledge, or experience, not are they homogeneous in their learning abilities in different areas or in their pace and style of learning;
- each student has different career aspirations;
- low motivation of learning;
- the student is a passive recipient and does not learn to «dig it out» for himself or «learn to learn»;
- the teacher imposes what he assumes all students should know, without regard to variations in ability, need, or comprehension of new data;
- the students' rewards are usually external, as motivation is invariably based on grades and not on personal desire for accomplishments;
- since the examinations in this format are centered around the teacher's concept or what is to be learned, the evaluation process is also based on the teacher and not the student [1, p. 8].

Thus, this system makes heavy demands on the teacher, as he must constantly update and revise the material for lectures, readings, or syllabi so that the information he offers to his students is current and relevant [1, p. 8].

Teacher-student relationships in the PBL curriculum are far more interactive than they used to be in the old curriculum (traditional learning). In the conventional format, a lecture is prepared in isolation and delivered with very little personal interchange. In the traditional curriculum, teaching is tutor-centered and comprises large group lectures, tutorials, and periodic tests of achievement. Students passively absorb information rather than actively acquire knowledge. Educational research indicates that this format of teaching is frequently unstructured, the acquisition of skills is left largely to chance and is subject to little quality control, students are inadequately monitored, and feedback is seldom given [7, p. 302].

Problem-based learning is an instructional (and curricular) learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem [10, p. 12]. In PBL complex problems serve as the context and the stimulus for learning [2].

In a student-centered problem-based curriculum, students learn by actively solving problems rather than by passively absorbing information, as it is observed, usually, in traditional one. The problem-based learning curriculum uses a problem as the starting point for student learning [1].

While the knowledge imparted by a PBL should be comparable to that of traditional learning, actually lecture-based curriculum, the PBL goes beyond the latter in some important ways:

- 1) students in PBL curriculum may be more highly motivated (unlike traditional approach in which learners are told what to learn and then expected to solve a problem in order to test the obtained information, PBL presents students with authentic problems which motivate their learning as needed to address the issues which the problem generates, so it promotes students' confidence in their problem solving skills);
- 2) integrates basic science knowledge into a single program (prior knowledge is achieved and new knowledge is built upon it and can be immediately applied in practice);
- 3) creates learning environment which is more stimulating and enjoyable both for students and teachers;
- 4) students must actively participate in their own education, with the emphasis being on learning (this approach stimulates students to take responsibility for their own learning,

since there are few lectures, no structured sequence of assigned readings, and so on, so the learners identify and carry out the direction of the learning, key issues to follow, clear up ambiguities and find the resources needed to solve the problem) [6, p. 8];

5) develops appropriate professional attitude (helps to discover individual educational needs relevant to student's career) ;

6) students practice skills that will encourage them to become self-directed learners for the rest of their lives (in this case we are talking about fostering self-directed learning and retention and also development of decision making skills and lifelong learning skills) [1];

7) promotes collaborating working (students work in teams to solve one or more complex and compelling «real world» problems; each individual share coherently what he or she has learned and how the information might impact on developing a solution to the problem) [4; 8, p. 557; 10, p. 14-15];

8) the instructor in PBL facilitates the learning process by monitoring the progress of the learners and asking questions to move students forward in the problem-solving process (instructors also hope to develop students' intrinsic interest in the subject matter, emphasize learning as opposed to recall, promote groupwork, and help students become self-directed learners [2; 3; 6, p. 8].

So, the PBL approach can be characterized as follows: a collection of carefully constructed problems is presented to small groups of students. The problems usually consist of descriptions of sets of observable phenomena or events that need explanation [8, p. 557].

Problem-based learning has two fundamental postulates. The first is that learning through problem-solving is much effective for creating in a student's mind a body of knowledge usable in the future than is traditional memory-based learning. The second is that problem-solving skills are more essential than memory skills for effective learning.

PBL makes a fundamental shift from a focus on teaching to a focus on learning. The process is aimed at using the power of authentic problem solving to engage students and enhance their learning and motivation. Students in a PBL approach actively construct knowledge by defining learning goals, seeking information to add to their prior knowledge to improve their understanding of the problem, assessing the learning process, and participating in active collaboration with others [6, p. 7].

Studies on learner's attitudes have shown that PBLC students have a more positive attitude towards their curriculum as opposed to students from the traditional curriculum [5], [8], [11]. Kaufman D.M. and Mann K.V. found that PBLC students had a more positive attitude towards teachers and their ability to arouse student curiosity, hence suggested a high level of motivation. These results indicate a high level of enthusiasm among PBLC students and teachers. The PBLC allows students to identify their own learning issues and thereby substantially guide the tutorial process, which perhaps explains why PBLC students are more likely to find their learning environment more democratic than do students receiving conventional teaching [5].

Furthermore, students using the PBLC have a greater intrinsic interest in learning by solving problems, students learn new concepts and, although the new format may initially reduce the amount that students learn, subsequent retention is increased.

The PBLC also has a psychological effect on students and teaching staff: more students reported that they found the learning environment «more stimulating and more humane» than did graduates from the traditional curriculum [8].

Though PBL has more positive impact on contemporary education process than a traditional one, nevertheless it has some disadvantages:

– students may worry about their performance in the group where all the students have different knowledge and skills;

- prior learning experience do not prepare students well for PBL (students sometime find difficulty building up layers over layers of knowledge from simple to sophisticated as they gather only what is relevant from knowledge to solve their problem);
- PBL requires more time and takes away study time from other subjects;
- sometimes group dynamics issues compromise PBL effectiveness;
- it complicates evaluation (it is difficult to evaluate whether the decisions students make in a given situation are as a result of their learning or other factors);
- as to instructors, PBL requires preparatory time (needs thorough planning) and competence (needs good tutorial skills, even further learning, while creating suitable scenarios);
- it requires a change in educational philosophy for faculty who mostly use traditional learning technique (instructors in problem-based learning curriculum need to alter their traditional teaching methods of lectures, discussions, and asking students to memorize materials for tests) [9].

The results of this survey indicate that problem-based learning is a unique approach in contemporary education process as it helps students think critically; fosters collaboration among students, as they learn to become partners in the learning process and work successfully as a team member; stresses the development and improving of problem solving skills within the context of professional practice; promotes effective reasoning and self-directed learning; and is aimed at increasing motivation for life-long learning. These skills can put PBL students at an advantage in future courses and in their careers. However, it should also be remarked that PBL approach is not highly-used and recognized in education system of Ukraine and needs additional investigation and further implementation into the national education process for more effective and progressive learning.

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ПРОБЛЕМНО-ОРИЕНТИРОВАННОЕ ОБУЧЕНИЕ
В СРАВНЕНИИ С ТРАДИЦИОННЫМ: ОБЩИЙ ОБЗОР

В статье проведен обзор исследований в области традиционного и проблемно-ориентированного подхода к процессу обучения. Проанализированы сущность и значение вышеуказанных подходов к обучению в современном образовательном процессе. Определены базовые принципы, преимущества (высокая мотивация к процессу обучения; создание благоприятной среды для учебного процесса; аккумуляция базовых знаний и их практическое применение; определение индивидуальных потребностей и совершенствование навыков для дальнейшего личностного развития; создание благоприятных условий для самообучения, содействие сотрудничеству и работе в команде (группе)) и недостатки традиционного и проблемно-ориентированного обучения в высших учебных заведениях, проанализирована целесообразность использования этих подходов в современном образовательном процессе.

Ключевые слова: проблемно-ориентированное обучение, традиционное обучение, система образования, преимущества и недостатки традиционного и проблемно-ориентированного обучения, навыки, мотивация.

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ПРОБЛЕМНО ОРІЄНТОВАНЕ НАВЧАННЯ
ПОРІВНЯНО З ТРАДИЦІЙНИМ: ЗАГАЛЬНИЙ ОГЛЯД

У статті проведено огляд досліджень у сфері традиційного та проблемно орієнтованого підходу до процесу навчання. Проаналізовано сутність і значення вищезазначених підходів до навчання в сучасному освітньому процесі. З'ясовано причини, за яких проблемно орієнтоване навчання набуває популярності та ефективності впродовж останнього десятиліття. Визначено базові засади, переваги й недоліки традиційного та проблемно орієнтованого навчання у вищих навчальних закладах, проаналізовано доцільність використання цих підходів у сучасному освітньому процесі.

Визначено, що перевагами проблемно орієнтованого навчання над традиційним є такі: висока мотивація до процесу навчання; створення сприятливого середовища для навчального процесу; акумулювання базових знань та їхнє практичне застосування; визначення індивідуальних потреб і вдосконалення навичок для подальшого особистого розвитку; створення сприятливих умов для самонавчання, сприяння співпраці та роботі в команді (групі).

У дослідженні акцентовано увагу на недоліках проблемно орієнтованого навчання, які полягають у тому, що студенти мають різний рівень знань та навичок і є недостатньо готовими до нового (проблемно орієнтованого) підходу до навчання; проблемно орієнтоване навчання вимагає більше часу для підготовки як студентів, так і викладачів, а також потребує високої компетентності викладацького складу; ускладнюється процес контролю та оцінювання якості знань студентів.

Зазначимо, що проблематика проблемно орієнтованого навчання не є достатньо вивченою як на теоретичному, так й емпіричному рівнях у вітчизняній системі освіти і потребує додаткового дослідження й подальшого впровадження у навчальний процес вищих навчальних закладів.

Ключові слова: проблемно орієнтоване навчання, система освіти, традиційне навчання, переваги й недоліки традиційного та проблемно орієнтованого навчання, навички, мотивація.