

CONCRETE CREATIVE ACTIVATION OF STUDENTS BASED ON THE TECHNOLOGY OF SITUATIONS

Levan Jinjikhadze

Doctor of Pedagogy, Corresponding Member of the
Tskhum-Abkhazian Academy of Sciences, Sokhumi State
University, Associate Professor
E-mail: levanijjikhadze@gmail.com

Presented by the Institute of Pedagogy and Methodology of the Tskhum-Abkhazian Academy of Sciences

Abstract. The teaching methodology of the integrated primary course of Georgian language and literature at the faculty of educational sciences in the higher education institution should be organized by the lecturer in such a way that the student should be interested and strive to acquire new knowledge. It is necessary for the lecturer to purposefully use interactive teaching methods in the educational process. The use of interactive methods should lead to high involvement of students in the learning process, which will allow them to independently solve problematic issues. Interactive teaching methods will help them to activate their thinking and passion during problematic situations, to remember the basics, to arouse interest in the material to be studied, and to satisfy the need for independent assimilation of knowledge.

When using the method of specific situations, based on dialogic interaction, students should develop such basic qualities as communication, listening and understanding the positions and thoughts of others. In addition, creative ideas are activated here, adaptation to the new teaching technology is accelerated, which, in turn, will further increase interest in the subject.

Keywords: *Technology of specific situations, situational methodology, situation-problem, situation-evaluation, classic and live situation, demonstration method.*

The teaching method of the integrated primary course of the Georgian language and literature at the Faculty of Education Sciences in the higher education institution should be organized by the lecturer in such a way that the student should be interested and strive to acquire new knowledge. In order to involve students actively and be productive both in the lecture and in the practical process, it is necessary for the lecturer to purposefully use interactive teaching

methods. The use of interactive methods should lead to the high involvement of students in the learning process, which will allow students to independently solve this or that problematic issue. Interactive teaching methods will help them to activate their thinking and passion during problematic situations, to remember the main things, arouse interest in the material studied, to generate the demand for independent assimilation of knowledge.

In this regard, compared to other methods, one of the teaching methods is interesting - the method of specific situations, that is, in other words, the situational method. In the educational process, the technology of specific situations (situational methodology) has its own specificity and features of use. Like other educational technologies, it is designed to develop the student's creative thinking and find optimal ways to solve problems.

The advantage of the method can be considered the use of the principles of problem learning - the development of skills in solving real problems,

The main function of case studies is to teach students how to solve complex unstructured problems that cannot be solved analytically. The advantage of the method can be considered the use of the principles of problem-based learning - the development of skills to solve real problems, the ability to work on a single problem of the group, at the same time, the learning process is similar to the imitation of real life, and requires not only knowledge and understanding of terms, but also actions on them, justification of one's own opinion. (Bochorishvili M., Namichheishvili N., Nabulishvili N., 2013: 72).

Case technology as a teaching method is applied with the purpose of involving teaching by action and in action. The essence of the case method lies in the fact that the acquisition of knowledge and the formation of skills are the result of active independent activity of students, obtained through the resolution of contradictions, as a result of which students creatively acquire professional knowledge and skills, their thinking skills develop (Jinjikhadze J., 2012: 151).

The method of specific situations allows the student to acquire theoretical knowledge and get practical experience along with it, to express or argue his/her own opinion, idea, to have the ability to listen to an alternative opinion. With the help of this method, students can improve their analytical and evaluation skills, learn to work in a group, and apply theoretical material in practice. Using this method is also necessary for them to see the heterogeneity of problems in real life. The essence of specific situations lies in the fact that students are given a real-life situation, the description of which reflects not only a practical problem, but also actualizes cross-border knowledge, which must be mastered when solving a given problem.

The method for specific situations, in our opinion, is:

- description of the real situation;

- recalling an episode or fact from real life;
- a fact, a phenomenon that actually happened in this or that sphere of activity and is described by the author (writer), in order to provoke a discussion in the teaching process, to analyze and discuss the situation by the student and make a decision;
- Not only a real description of a phenomenon or a fact, but a unified information complex that allows to understand the situation. (Jinjikhadze L., 2014: 227).

The main material of specific situations is: problematic real situations; interesting facts; literary sources.

Specialists allow to classify specific situations in terms of lessons:

Situation-problem - is a prototype of a real problem that requires an immediate solution. By inviting such situations, it is possible for the student to develop the ability to search for optimal solutions to the problem.

Situation-evaluation - a prototype of a real situation with a proposed ready-made solution, which should be evaluated according to the "right-wrong" principle and offer your own adequate solution.

Situation-illustration - a prototype of a real situation, which is included in the educational process in the form of a fact or a phenomenon. With similar examples, the application of the method of specific situations to special studies begins, during which a comprehensive and thorough study of the issue under discussion takes place. The visual situation helps students to develop the ability to visualize information for an easy solution.

In this case, the lecturer can use the **demonstration method** at the lesson, which involves presenting information visually. This is a very effective way of achieving the result. This method will help the teacher to make the perception of educational material even more visible and qualitative, to specify what the students will have to do independently. At the same time, this strategy visually presents the essence of this or that issue (problem).

A classic situation. The situation can be taken from literature, practice, or it can be artificially constructed. The main thing is for students ability to separate the discussed topic (issue) from the context of the situation, which should be solved by them later.

A live situation - can be used directly from the student's life. But the decision should not be known to anyone. It is this decision that is sought, and the situation itself should be described in sequence, as it happened in reality.

There are three levels of use for specific situations:

Level I - In the learning process, the lecturer cites a specific situation as a fact or example and offers it to the students. In this case, the student is obliged to actively engage in the learning process and find ways to solve it. But the teacher analyzes the given situation and offers students

his/her own, optimal decision. Such an approach represents a peculiar preparation of students in performing such a specific situation.

level II - the lecturer includes a specific situation in the learning process and encourages students to analyze and solve the existing issue with an individual approach. After giving some time to think, Mois-Man will analyze the answers of several students and explain which of their decisions is satisfactory or unsatisfactory and why? If the students' answers are not correct, then the lecturer must show them the correct way to analyze and solve the problem. But the main thing here is the students' attempt to analyze and solve the situation. Thus, the use of the method of specific situations should be gradually introduced in teaching.

Level III - is a much higher level of application of specific situations, and it can be used only if the lecturer knows very well the abilities of the students and is sure that the particular student can give an optimal response. After using the method of concrete situations, the lecturer can apply to practical teaching.

In such a case, we can consider three options for learning: classical, free and mixed.

The classic option is to divide the audience into groups. Choosing a leader in each group. Regulations will be given for individual decision making. Later, these decisions will be discussed together in the group and a common decision will be formed. After that, a group discussion can be held: leaders' speech and discussion of group options for decision. After that, another specific situation can be called and the above mentioned one is repeated according to the technological plan.

The lecturer chooses the situational task based on the interests of the audience, as needed. Each group analyzes the proposed situation, makes a common decision, finds a solution and makes appropriate conclusions, for this the groups work together and reach a general agreement. If it is difficult for the group members to reach a common opinion, then the lecturer can offer them a method of voting, where each member of the group of 4-5 people benefits from the right to vote. The proposal that receives more votes is evaluated as a group decision.

Free option - in this case, the audience is not divided into groups, a specific situation will be read by the lecturer and each student will propose his/her decision to the audience. The lecturer analyzes the individual decisions of the students and makes the correct decision in the form of a conclusion.

Mixed option - this is a classic option for more confidence and memorization. Here the situation is transformed into a "live" situation and played out. The draw can also be presented by using a free option.

Teaching can be done with other technologies as well, but it all depends on the topic, purpose, students' readiness, lecturer's creative abilities and time. If classes are held in small

groups, then in order to achieve an effective result of analyzing the situation and solving it, it is necessary to use such methods as brainstorming, incident, consultation, text and context analysis, discussion, role-playing and situational games, demonstration, etc. When using the method of specific situations, it is necessary to take into account the following psychological difficulties of students: determining the cause, inexperience while doing the analysis, searching for cause-and-effect connections, taking into account and agreeing with other people's opinion, etc.

The technology of specific situations can be imagined as an individual or group learning activity, where the following principles are realized: problem solving, modeling of professional situations and their solution, dialogic interaction.

Problematicity in a given situation is related to the number of problems, because it contains a certain kind of contradiction. Regardless of whether the situation is classical, grassroots, conflictual or otherwise, there will still be a "problem" in it. Therefore, the motivation to reveal certain hypotheses and, therefore, to solve the problematic situation arises, which in itself will contribute to the development of the student's creative and critical thinking. In order to find operational ways to optimally solve the situation, it is necessary to mentally transform the problem into a creative task, ask a specific question and solve it thoughtfully.

The **individual** activity of students in the learning process using the method of specific situations is the initial stage, in which the following operations are performed - identifying problems, transforming problems into a creative task, finding optimal solutions and implementing them accordingly. In addition to individual operations, the student must cooperate with groups, because it is necessary for him to develop the right approach to the created situation. Optimum collegial analysis and ability to solve it is developed step by step, based on both individual and group analysis and solution.

A dialogic relationship means mutual sharing of thoughts, information, ideas, emotions, problem analysis and solutions. A dialogical relationship means a method of teaching, such as the didactic method, during which information is provided in the form of a dialogue. In such a case, the goal can be different, namely, informing students, revealing and improving their knowledge. The information provided by the didactic method should be understandable for students and answer the following questions: what, where and why? New and old concepts are brought together. In the process of exchanging information, the lecturer and the student participate together and build new knowledge together.

This process arises from the needs of students and joint activities. When using the method of specific situations in teaching, based on dialogic interaction, students develop such basic qualities as communication, listening and understanding the positions and thoughts of others.

In addition, creative ideas are activated here, adaptation to new teaching technology is accelerated, which, in turn, will further increase interest in the subject.

In general, five stages of solving cases are known and recommended:

The first stage - getting to know the situation and its features;

The second stage - separation of the main problem, separation of factors and personnel, who and what can have a real impact;

The third stage - selection of concepts or topics for "brainstorming";

The fourth stage - analysis of the results of making this or that decision;

The fifth stage - solution of the case.

The scenario of practical education guided by the method of specific situations in the teaching methodology of the integrated elementary course of Georgian language and literature can be as follows:

Preparatory stage. The lecturer prepares the situation as additional informational material, defines the place, purpose and task.

Introductory stage. At this stage, students are engaged in a live discussion of the real professional situation: familiarization with the situation, description of the situation, informational material.

Main stage.

- Introductory speech;
- Division of students into groups;
- Organization of group work: briefly conveying the material read by group members and discussing it, identifying problematic moments, determining speakers;
- The first part of the discussion - consideration of problematic moments in small groups, search for arguments and solutions;
- The second part of the discussion - presenting the results of the analysis, general group discussion, summarizing the results of the discussion and the solutions found.

Final stage.

- Final presentation of the results of analytical work (students were able to understand and compare several options for solving one problem).
- Presenting the analysis of the situation in a generalized form.
- Evaluation of the performed work.

The use of the method of specific situations in teaching allows students, first of all, to work out and develop the ability of independent and creative search. This teaching method develops students the following skills:

- **Analytical** (classification, separation of the main from the secondary, logical thinking, analysis, etc.);

- **Practical** (theoretical ability to solve a problem situation in the process of practical activity);

- **Creative** (here it is important and necessary to use creative habits when generating an alternative solution, it is impossible to solve a problem situation with logic alone);

- **Communicative** (the ability to prove and lead a discussion, the ability to use visible material (illustrations, charts, tables), the ability to defend one's opinion).

- **Social** (behavior assessment, listening, support during discussion or argumentation of opposing opinion, self-control realization, etc.);

- **Self-analysis** (here it is necessary for a person with his/her own opinion to report and analyze the opinions of other persons participating in the discussion).

The method of specific situations has the versatility of problem solving. The main function of this method is to teach students how to analyze and solve complex, unstructured problems. In such a case, it is necessary for students, future teachers and take into account the following recommendations:

- It is preferable to use one's own specific situations. This will give them an opportunity to demonstrate their knowledge and practical skills in relation to a specific subject (material).

- The methods and techniques must correspond to the purpose of the given topic.

- The method of specific situations should develop the following skills: analytical, creative, communicative, practical, social.

- The result of the used method should represent not only the formation of acquired knowledge and practical skills, but also the development of systemic values and professional position.

- It is necessary to plan the learning process using the method of specific situations. In addition, the student should know the following stages of solving cases:

The first stage - calling specific situations and getting to know their peculiarities;

The second stage - analysis of the situation;

The third stage - presentation of the solution of the issue (theme);

The fourth stage - general discussion;

The fifth stage - summarizing the results of the discussion.

- It is preferable to use the method of specific situations together with other methods: brainstorming, business games, discussion, etc.

So, the pedagogical potential of the method of specific situations is much greater compared to traditional methods. The constant interaction between the lecturer and the student,

as well as between the students, determines not only the forms of their behavior in the learning process, but also, first of all, the motivation and argumentation of their actions.

Thus, as we can see, interactive methods of teaching, including, of course, the method of specific situations, that is, to be more precise, the situational method of teaching, allows to develop not only creative abilities of students, but also to form them as a creatively thinking persons.

References:

1. Bochorishvili M., Namichheishvili N., Nabulishvili N. Collection of interactive methods and tests. Publishing House „Scribe“, Tbilisi, 2013
2. Jinjikhadze J. Modern pedagogical technologies. „Universal“ publishing house, Tbilisi, 2012
3. Jinjikhadze L. Methodology of teaching the elementary course of Georgian language and literature. „Meridian“ publishing house, Tbilisi, 2014

სტუდენტთა შემოქმედებითი აქტივიზაცია კონკრეტული სიტუაციების ტექნოლოგიის საფუძველზე

ლევან ჯინჯიხაძე

პედაგოგიკის დოქტორი, ცხუმ-აფხაზეთის
მეცნიერებათა აკადემიის წევრ-კორესპონდენტი,
სოხუმის სახელმწიფო უნივერსიტეტი,
ასოცირებული პროფესორი
E-mail: levanijinjikhadze@gmail.com

*წარმოადგინა ცხუმ-აფხაზეთის მეცნიერებათა აკადემიის პედაგოგიკისა და
მეთოდოლოგიის ინსტიტუტმა*

აბსტრაქტი. უმაღლეს სასწავლებელში განათლების მეცნიერებათა ფაკულტეტზე, ქართული ენისა და ლიტერატურის ინტეგრირებული დაწყებითი კურსის სწავლების მეთოდოლოგია, ისე უნდა იყოს ორგანიზებული ლექტორის მიერ, რომ სტუდენტი თვითონ უნდა ინტერესდებოდეს და ისწრაფოდეს ახალი ცოდნის დაუფლებისაკენ. ამისათვის კი აუცილებელია ლექტორის მიერ სწავლების ინტერაქტიური მეთოდების მიზანმიმართულად გამოყენება სასწავლო პროცესში. ინტერაქტიური მეთოდების გამოყენებამ კი უნდა განაპირობოს სტუდენტთა მაღალი ჩართულობა სასწავლო პროცესში, რომელიც მოგვცემს საშუალებას დამოუკიდებლად გადაჭრან მათ წინაშე დასმული ესა თუ ის პრობლემური საკითხი. სწავლების ინტერაქტიური მეთოდები მათ დაეხმარება პრობლემური სიტუაციების დროს აზროვნების გააქტიურებაში, ძირითადის დამახსოვრებაში, გაუღვივებს ინტერესს შესასწავლი მასალისადმი, გამოუმუშავებს ცოდნის დამოუკიდებლად ათვისების მოთხოვნილებას.

კონკრეტული სიტუაციების მეთოდის გამოყენებისას, დიალოგური ურთიერთობის საფუძველზე სტუდენტებს ჩამოუყალიბდეთ ისეთი ძირითადი თვისებები, როგორცაა, კომუნიკაციურობა, სხვათა პოზიციებისა და აზრების მოსმენა და გაგება. გარდა ამისა, აქ წარმოებს შემოქმედებითი იდეების აქტივიზაცია, ჩქარდება

სწავლების ახალ ტექნოლოგიასთან ადაპტაცია, რომელიც, თავის მხრივ, ხელს კიდევ უფრო შეუწყობს ინტერესის ამაღლებას საგნისადმი.

საკვანძო სიტყვები: კონკრეტული სიტუაციების ტექნოლოგია, სიტუაციური მეთოდოლოგია, სიტუაცია-პრობლემა, სიტუაცია-შეფასება, კლასიკური და ცოცხალი სიტუაცია, დემონსტრირების მეთოდი.