



THE PLACE OF PROBLEMATIC AND HEURISTIC METHODS IN THE PROCESS OF TEACHING LATIN AND MEDICAL TERMINOLOGY

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Annotation

The article considers the content of the use of heuristic methods and their didactic principles in the application of problematic educational technologies in the educational process.

Keywords: education, problem education, heuristics, didactics, principle, situation, heuristic method.

Introduction

The content of problem-based learning is presented by a system of problem-solving at different levels of complexity, in the process of solving which students gain new knowledge and ways of action, there by forming creative abilities such as effective thinking, imagination, cognitive motivation, intellectual emotions. As a result of active independent work of students on problem situations and their solution under the guidance of a teacher, the creative acquisition of knowledge, skills and abilities in a professional manner, the development of thinking skills.

Problem-based learning is a method of active interaction of the subject, organized by the teacher, with the problem-presented content of teaching, in the course of which it achieves the objective contradictions of scientific knowledge and ways to solve them. Teaches students to think, to master knowledge creatively.

An alternative to problem-based learning is heuristic learning.

Problem-based learning by the teacher is a problem-solving task, creating a problem situation for students; to understand, accept and solve the problem, in the process of which they acquire generalized ways of acquiring new knowledge; are presented as a sequence of measures, such as applying these methods to solve a specific system of problems.

A problem situation is a problem of knowledge, which is characterized by a contradiction between the acquired knowledge, skills, attitudes and requirements.

The theoretical basis of problem-based learning is the need to stimulate the creative activity of the student and the ways to assist and implement it in the process of research activities are determined in a special way, through the formation and narration of educational material. The idea is to use learners' creative activities





through problem-solving and activation, at the expense of which their interest in knowledge and, ultimately, the whole of cognitive activity.

The following are the basic psychological conditions for successful application of problem-based learning:

- ✓ Problem situations meet the goals of knowledge system formation;
- ✓ Available to students and relevant to their learning abilities;
- ✓ Call for their own knowledge and activity;
- ✓ Assignments should be such that the student does not have to rely on previous knowledge, but should be able to independently analyze the problem and find the uncertainty.

Advantages of problem-based learning:

- ✓ High level of student independence,
- ✓ Students' interest in knowledge or the formation of the student's personal motivation.
- ✓ Development of students' thinking skills.

Heuristic learning is learning that aims to help students understand learning objectives, content, and effectively organize learning through research.

For the student, heuristic teaching means finding and searching for something new, heuristics is derived from Greek, and heuristics means searching, finding, and discovering.

Heuristic teaching refers to a form of teaching, such as a heuristic conversation, a teaching method, such as a brainstorming method, and a technology for student creative development.

The epitome of heuristic teaching would be the Socrates method, which he believed was that the conversation with the interlocutor through specific questions and ways of thinking would lead to the birth of new knowledge.

Heuristic teaching can be not only a method of extracting hidden knowledge in a person, but also a method of teaching in general. In this case, the student is asked not only to impart knowledge from each field of study, but also to line up the methods of learning the topics studied in the lessons, forms of education and the educational trajectory of assessment. The student's personal experience becomes an integral part of education, and the content of education is organized in the process of its activities. Didactic heuristics is the theory of heuristic teaching; the pedagogical diversity of heuristics is the science of rediscovery.

Heuristic teaching, heuristic method, educational goal, content of education, individual educational scope, heuristic situation, educational product, reflection, creative competence are the most important concepts of didactic heuristics.



In didactic heuristics, the student constructs a knowledge project in the realities of the field he or she is researching from the beginning. To do this, he is offered a real important object (a natural phenomenon, a historical event, material for a project, and so on, but not ready knowledge about it). The product of the activity received by the student (hypothesis, essay, small item, etc.) is then compared with the teacher with the help of cultural and historical similarities - known achievements in the relevant field. As a result, the student rethinks, sees, or dramatizes the outcome. There is an educational growth of the student as a person (his knowledge, feelings, abilities, experience), the corresponding product is created. The results of student activity can emerge not only as an individual, but also as a whole cultural growth, so that the student becomes involved in the cultural and historical processes as their full participant.

Principles of Didactic Heuristics

The principle that a student can have a personal educational goal. Each student's education is based on and taken into account his or her individual learning goals.

The principle of selection in the field of individual education. The student has the right to choose the main components of his education: goals, objectives, tasks, pace, forms and methods of teaching, content of education, control system and evaluation of results, consciously independently and in consultation with the teacher.

The principle of effective teaching. The main direction of teaching is the growth of personal knowledge arising from the internal (skills, abilities, methods of activity, etc.) and external (guessing, text, drawing, etc.) products of student learning activities.

The principle of situational teaching. The learning process takes place in organized situations where students assume self-determination and a heuristic quest to solve them. The teacher follows the student in his or her learning process.

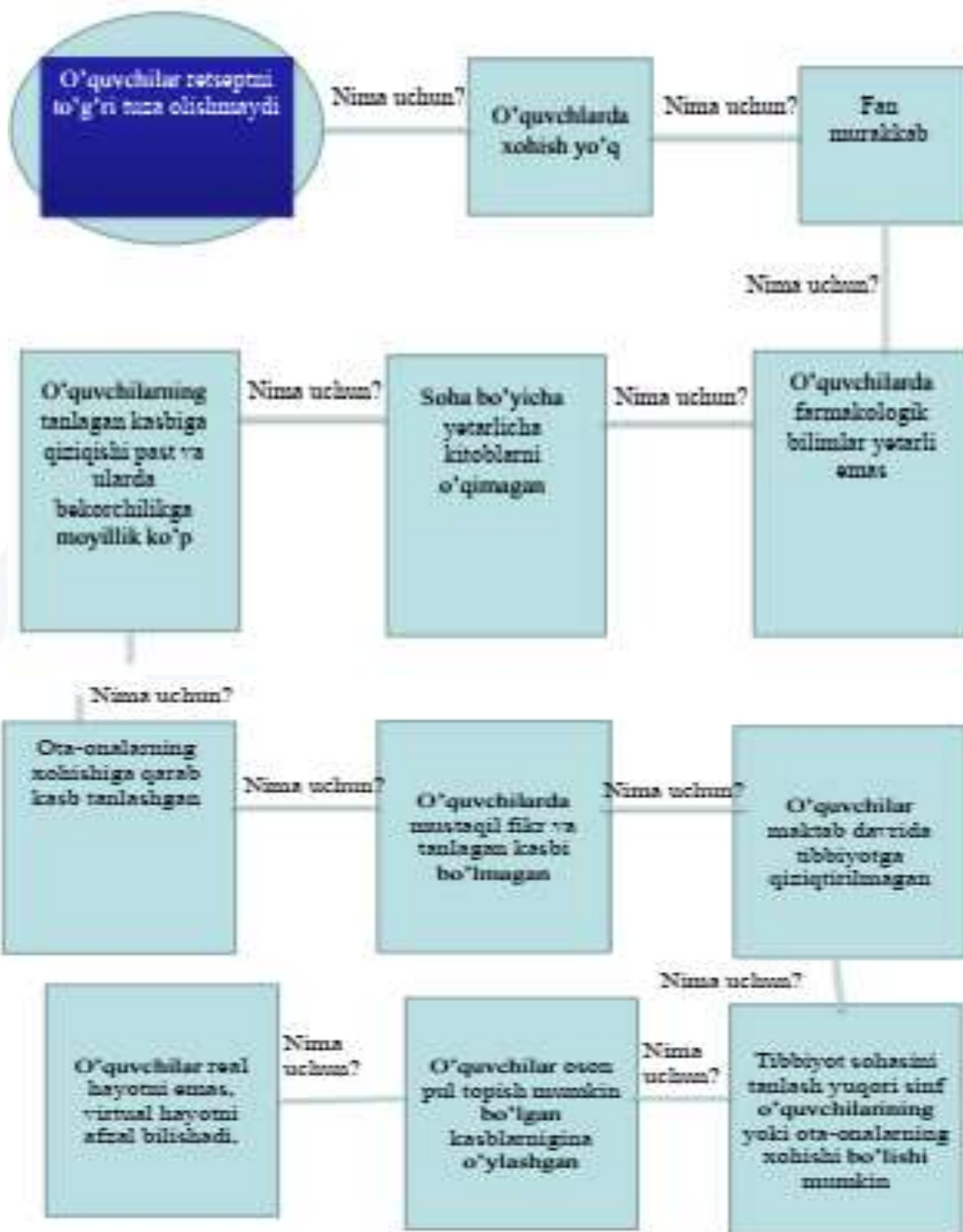
The principle of educational reflection. The learning process involves a continuous understanding of their work by the student and the teacher: the methods of this activity, the analysis and assimilation of the results obtained, on this basis to design further actions and curricula.

With the help of the “why” graphic drawing, students can develop the skills of independent thinking, inference, analysis, and generalization. The “why” graph is a chain of ideas to identify the root causes of a problem. Develops and activates systematic, creative, analytical thinking. In Latin and medical terminology, students learn the rules for drawing a graph of “Why”, describe the problem in small groups, ask and draw a “Why” question, and write an answer to the question.





This process continues until the cause of the problem is determined.



According to the existing scientific school, didactic heuristics is a pedagogical theory based on the creative self-realization of education in the process of creating educational products created by students and teachers in the areas of knowledge and activities they study.



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