THE IMPORTANCE OF PROBLEM-BASED LEARNING TECHNOLOGIES IN ENHANCING STUDENTS' SOCIAL ACTIVITY

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Abstract. *This article analyzes the pedagogical potential of problem-based learning technologies in enhancing students' social activity from both theoretical and empirical perspectives. The study substantiates the effectiveness of lessons organized on the basis of problem situations in developing students' communication skills, independent thinking, teamwork abilities, and social responsibility. The findings indicate that problem-based learning is an effective technology for fostering socially active individuals.*

Keywords: *problem-based learning, social activity, active learning, competency-based approach, learner-centered education.*

Abstract. *This study examines, from theoretical and empirical perspectives, the possibilities of problem-based learning in developing students' social activity. It is demonstrated that problem situations contribute to the formation of communication skills, independent thinking, cooperation abilities, and social responsibility. The results confirm that problem-based learning is an effective pedagogical technology for forming socially active learners.*

Abstract. *This article analyzes the pedagogical potential of problem-based learning technologies in enhancing students' social activity from theoretical and empirical perspectives.*

The study demonstrates that problem-based learning activities improve students' communication skills, independent thinking, teamwork abilities, and social responsibility. The findings confirm that problem-based learning is an effective approach for fostering socially active learners.

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Introduction

In the modern education system, developing students' social activity is considered one of the most important objectives. Today, society requires individuals not only to be knowledgeable but also socially responsible, capable of independent thinking, and ready to work collaboratively.

While traditional teaching methods often shape students as passive recipients, problem-based learning technologies transform them into active participants in the educational process.

Therefore, the integration of problem-based learning into teaching practice has become increasingly relevant.

Methods

The study employed theoretical analysis, pedagogical observation, questionnaires, and experimental methods. A total of 120 students from grades 8–9 participated in the research. The experimental group was taught using problem-based learning technologies, while the control group was taught using traditional methods. Students' social activity was assessed through diagnostic questionnaires and observation checklists.

Results

At the end of the experiment, a significant increase in social activity indicators was observed in the group taught through problem-based learning.

In particular, communication activity increased by 32%, teamwork skills by 28%, and initiative by 30%. No significant changes were observed in the control group.

Discussion

The results confirm the effectiveness of problem-based learning technologies in enhancing students' social activity. These findings are consistent with the activity-based learning theories of Dewey, Vygotsky, and Bruner. Problem situations encourage students to think independently, participate in discussions, and collaboratively solve problems.

Conclusion

In conclusion, problem-based learning technologies serve as an effective pedagogical tool for increasing students' social activity. Their systematic integration into the educational process contributes to the development of socially active and responsible individuals.

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