EFFECTS OS PROBLEM -BASED LEARNING ON STUDENTS' CRITICAL THINKING AND SELF DIRECTED LEARNING SKILLS

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Annotation: This theoretical article explores the influence of problem-based learning (PBL) on students' development of critical thinking and self-directed skills. By analyzing the theoretical underpinnings of PBL and its implications for student learning outcomes, this paper aims to provide insights into how PBL can enhance critical thinking abilities and foster self-directed learning behaviors among students. Drawing on existing research and educational frameworks, the article offers guidance for educators seeking to leverage PBL to promote higher-order thinking and student autonomy in educational settings.

Key words: Problem-solving, Education, teaching, learning, methods

Introduction:

Problem-based learning (PBL) is a pedagogical approach that emphasizes active, inquiry-based learning through real-world problem-solving tasks. Central to the effectiveness of PBL are its potential impacts on students' critical thinking and self-directed skills. This theoretical article investigates how PBL contributes to the development of these essential competencies, highlighting the key mechanisms through which PBL facilitates critical thinking and self-directed learning in students.

The Role of Problem-Based Learning in Enhancing Critical Thinking:

1. Complex Problem Solving: PBL tasks require students to analyze intricate problems, leading to the cultivation of analytical thinking skills.

2. Multiple Perspectives: PBL encourages students to consider diverse viewpoints and approaches, fostering open-mindedness and critical evaluation.

3. Metacognitive Awareness: Engaging in PBL promotes metacognitive skills such as problem analysis, strategy evaluation, and reflection on learning processes.

Leveraging Problem-Based Learning for Self-Directed Skill Development:

1. Autonomy and Responsibility: PBL empowers students to take ownership of their learning journey, enhancing self-directed learning behaviors.

2. Goal Setting and Monitoring: Students in PBL environments set learning goals, monitor their progress, and adjust strategies accordingly, promoting self-regulation.

3. Collaborative Learning: PBL cultivates interpersonal skills and teamwork, supporting students in becoming self-directed learners who can navigate group dynamics effectively.

Implications for Educators:

1. Designing Authentic Problems: Creating relevant and challenging problems that promote critical thinking and self-directed exploration.

2. Facilitating Reflection: Incorporating structured reflection activities to encourage metacognitive awareness and self-assessment.

3. Providing Feedback: Offering constructive feedback to guide students in developing their critical thinking and self-directed skills.

Conclusion:

Problem-based learning serves as a valuable framework for nurturing students' critical thinking and self-directed skills in educational contexts. By engaging students in authentic problem-solving tasks, PBL fosters higher-order thinking, metacognitive awareness, and self-regulated learning behaviors. This theoretical article underscores the transformative potential of PBL in equipping students with the essential competencies needed for academic success and lifelong learning.

Problem-based learning (PBL) refers to a broad range of instructional techniques that can cover a wide range of educational objectives. The utilization of problems in the instructional sequence serves as the common denominator. Issues that are posed, unexplained phenomena, or issues related to patient and community health can also be used as difficulties. The patient problems may take the shape of brief case summaries, in-depth case histories, or simulations in a range of formats. Due to the word PBL's historically loose definition, medical educators are unable to distinguish between the various educational goals that might be achieved through various strategies.

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