



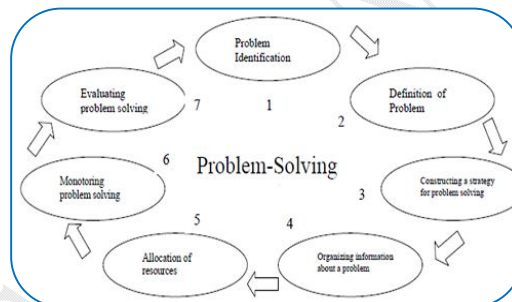
PROBLEM SOLVING METHOD OF TEACHING

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ABSTRACT :

The role of science and technology in the rapid progress of a country like ours is bound to be of utmost significance. Scientific knowledge is doubling itself in fifteen years and this suggests that a standard individual can before long get out of date in regard to his awareness of the fast changing world around him. We cannot facilitate this however what we tend to should guarantee is that the new generation finding out within the colleges. The school won't solely provide the pupil adequate knowledge domain and requisite skills to fulfill the matter of existence. As a teacher should promote or provide a chance to discovery new things. A freelance and impartial experimentation facilitate the pupils to develop a logical mind; vital judgment and therefore the habit of finding issues severally to search out answers to their own queries. The problem solving strategies ought to be inculcated altogether people so as that they are doing not settle for things on hearsay; information or irrational traditions however upon conclusions came across on the basis of evidences. Problem finding method is important to change the scholars to regulate themselves and live as economical voters of scientific society.



KEYWORDS : science and technology , vital judgment , economical voters .

INTRODUCTION

One of the most important outcomes of the study of science is training in problem solving method or scientific method which is considered as one of the aims of teaching science. Problem solving method involves reflective thinking; logical reasoning, scientific inquiry and results from the achievement of certain abilities, skills and attitude, present evidence indicate that it needs a continuous training.

STEPS OF PROBLEM SOLVING METHOD

The problem solving method may be a sequenced and structured manner of searching for the results through experiments.

The following are the steps of the problem solving method.

Identifying or sensing the problem: A good teacher perpetually encourages his students to raise queries and tries to answer them in an exceedingly straight forward and comprehensible manner. Such state of affairs or problematic space can stimulate reflective thinking putting in of inbound at a rational answer.

Defining the problem: The identifying or sensing the problem the students will define the problem in scientific language and proceed towards a solution. The statement of the matter be specified it clearly defines the scope of the matter as conjointly its limitation.

Analyzing the problem: The students are allowed to identifying the key problem and problems solve to help in the next step.

Collection of data: In this step, teacher is allowing the students to refer books, periodicals, internet to collect information on key problems. Unnecessary knowledge ought to be discarded by discussing with friends or academics. The data ought to be free from the mechanical and private errors.

Interpreting the data: In this step, student is allowed to organize the data on the basis of similarity and difference. This section of drawback determination demands a good quantity of steerage from the teacher as a result of students might not be able to interpret knowledge in a very correct means because of lack of experience. The superfluous data should be discarded.

Formulating hypotheses: A hypothesis is in fact a certain tentative solution to the problem. The hypothesis ought to be free from bias and self inclination.

Testing the hypothesis: In this step, students are allowed to select a suitable experiment or discussion will show the occurrence or non-occurrence of the expected phenomenon.

Drawing conclusion and generalization: In this step, conclusion is drawn from the selected hypothesis. The results should support the expected solution. Experiments can be repeated to verify the consistency and correctness of the conclusion. After drawing conclusion the teacher can create generalization by transcription a collection of experiment in systematic manner.

Its application to new situation: This step can facilitate in minimizing the gap between room state of affairs and real world state of affairs.

ROLE OF THE TEACHER IN PROBLEM SOLVING METHOD

For the success of drawback determination method the role of the teacher is extremely vital. He ought to act a co-investigator along side students and should additionally notice decent time and have patience to attend to students' issues. Under the right steerage of the teacher the research lab ought to become the hub for implementations of this method.

DISADVANTAGES OF PROBLEM SOLVING METHOD

Some vital disadvantages of the matter determination method area unit as below:

It is a long, drawn out and time consuming method.

It can never become a full fledged method of learning science.

Due to lack of exposure to this method most of the science teachers fail to implement it successfully.

This method needs precocious and trained academics that have analysis skills too.

This method is suitable only for very bright and creative students

There may be non availability of equipments in the laboratory of schools.

CONCLUSION

The study of science would stay incomplete if we have a tendency to don't adapt the problem solving method in determination the matter. Problem solving method helps to develop the facility of reasoning, application of scientific knowledge, critical thinking and positive attitude among the learner. Positive perspective towards science is important for every individual to measure a harmonious life within the nature. The perspective developed by the scholar, therefore, is beneficial for both the individual and to the existence of nature. Science could be a method yet as a product. The understanding of this method is probably only if the individual can get thorough information regarding the talents concerned in every method. The problem solving method provide a chance to unravel the issues raised or sweet-faced by the teacher whereas teaching or learning method.

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