

## What Is This Book About And Who Is It Written For?

“There is nothing new under the sun,  
but there are some things we still don’t know.”

Lawrence Peter, American Educator

When does the teacher open up to his students the most? I am convinced that it is during the lesson through which the new materials are introduced. From my point of view, one of the most important indicators of professionalism would be the following educational credo: “I try not to give out information in its final form. I work in such way that the students discover new knowledge on their own.” All mentioned above means that the educator is engaged into a process of problem-based teaching.

This book is entirely about the problem-based lesson. It is not an attempt to force the teachers to begin implementing problem-based lessons since the effectiveness of problem-based teaching was well proven in theory and is successfully implemented by practitioners. The book shows how to discover knowledge with the students and talks about the technology of the problem-based lesson. This word, “technology” is rather popular today but it has already managed to let down a lot of educators, who repeatedly found that this attractive label was just a new face for an old and tiresome slogan to “let’s try and teach better!” In my understanding, educational technology should answer the question of how to teach. For that specific reason all central chapters of this book (Ch. 2, 3, 5, 6) start with the word “How” and contain specific examples of educational techniques, methods and tasks, as well as the algorithm used in preparing the problem-based lesson and a number of other practical recommendations. Nevertheless, aside from the actual technology, the list of questions of the day contains the following referent information: a little bit of theory in the beginning (Chapter 1), key generalizations in the middle (Chapter 4), and towards the end (Chapter 7) a wide panoramic presentation of problem-based teaching. Besides, the readers are presented with a unique opportunity to gaze inside their own soul (Chapter 8).

This book is for every educator, regardless what subject and at what grade he is teaching. Frankly speaking, it rarely happens in life that one kind of decision may suite everyone, but the technology of problem-based teaching is truly unique: knowledge could be unlocked in every subject and on every step of secondary school education. This is why this book is useful to both elementary and high school teachers, physicists and humanities scholars. And to make sure that material is shared fairly with every teacher, the technology of problem-based teaching is demonstrated through very varied examples: Russian and English languages, mathematics and algebra, natural and social sciences, history, geography, psychology... And yet the aims of all lessons-examples, without exceptions, are very simple to understand, so that even the reader who has forgotten all the nuances of secondary school education could follow the way the

lesson was “made”, without overexerting himself while trying to keep up with content.

This book is very popular in its own genre, even though in our country it is a widely accepted rule to expound methodical techniques in very complex language. But I hold dear an idea once introduced by a Danish physicist Niels Bohr: There are things so complex that you could only talk about them with humor.

The mechanism of a problem-based lesson is not a simple thing. If this problem is conveyed strictly scientifically, with all related terms and citations, I am afraid even the most interested educator will lose any desire of trying to understand it. That is why a serious in its content book was written in a not so serious language. When such style is used it is inevitable that some theoretical nuances would be omitted and that is definitely a minus, but there is hope that my readers will not be bored and that is definitely a plus.

So, you have in front of you a fascinating book about the technology of discovering knowledge!