

**Murashko S.F.**

*Candidate of Psychology, Professor of the Department of Russian and Foreign Languages. Moscow Academy of Investigation Committee.*

**Rudakova S.V.**

*Candidate of Psychological Sciences, Associate Professor of the Department of Russian and Foreign Languages. Moscow Academy of Investigation Committee.*

**Situational teaching and learning approach**

**Abstract.** The article is devoted to the analysis of the situational approach in teaching and learning of students. It is devoted to the analysis of contextual approach in the process of teaching students. The article reflects the main approaches, methods and principles of preparing students to real life using their experience and acquired knowledge.

**Key words:** situational approach, the principle of interdependence, the principle of differentiation, the principle of self-regulation, behaviorism and constructivism in education.

**Мурашко С.Ф.**

*Кандидат психологических наук, профессор кафедры русского и иностранных языков. Московская академия Следственного комитета.*

**Рудакова С.В.**

*Кандидат психологических наук, доцент кафедры русского и иностранных языков. Московская академия Следственного комитета.*

**Ситуационный подход к учению и обучению**

**Аннотация.** Статья посвящена анализу контекстуального подхода в процессе обучения студентов. В статье отражены основные подходы, принципы и методы обучения для подготовки обучаемых к реальным жизненным ситуациям и обстоятельствам с использованием имеющегося опыта и полученных знаний.

**Ключевые слова:** контекстуальный анализ, принцип взаимозависимости, принцип дифференциации, принцип саморегуляции, бихевиоризм и конструктивизм в образовании.

**Murashko S.F.**

*Candidate of Psychology,  
Professor of the Department  
of Russian and Foreign Languages.  
Moscow Academy of Investigation Committee.*

**Rudakova S.V.**

*Candidate of Psychological Sciences,  
Associate Professor of the Department  
of Russian and Foreign Languages.  
Moscow Academy of Investigation Committee.*

## **Situational teaching and learning approach\***

Many teachers use conventional technique in the teaching and learning process. They have the dominant role unlike the students. The students listen to the explanation and do the tasks they get from their teachers. As a result, the students do not enjoy the learning process. In some occasions, the students are interested in their own ways by applying a game or they chitchat with the other students. In practice, if the teachers do not have the students' attention, they cannot teach them. Thus, the teachers should use the technique or approach that can create the students' interest in and enjoyment of teaching and learning process. In other words, the teachers should use the approach that can explore the interest of the students and help them take part and be active in class. One of the approaches is a situational teaching and learning process that helps teachers relate the

---

\* © Мурашко С.Ф., Рудакова С.В., 2018.

**Ситуационный подход к учению и обучению**

subject matter content to the real world situation and motivates the students to study.

Situational teaching and learning approach in education is a conception of teaching and learning process that helps teachers relate the subject matter content to the real world situation and its application to their lives (family, citizen, and workers) and to be engaged in the hard work that learning requires.

In the beginning, situational teaching and learning approach was derived from the theory of behaviorism and then continued with the theory of constructivism. According to Berns & Ericson behaviorism is teaching and learning theory that was proposed by E.L Thorndike who suggested that learning resulted from links formed between stimuli and response through the application of rewards. The theory is applied in the form of conventional way, i.e. it is manifested in drill or memorization. In response to the theory of behaviorism, a new theory of constructivism was born. In constructivism, students could construct their own knowledge by testing ideas based on the prior knowledge and experience, applying these ideas to a new situation and integrating the new knowledge gained with the pre-existing intellectual construct. In this case, constructivism as learning theory emphasizes the role of the students rather than of the teacher. The learners find the solution to the problem which helps produce critical thinking among the students. This theory consists of authentic learning activity and is conducted in group.

Both the theory of behaviorism and constructivism include the direct instruction in the teaching and learning process. In this case, the positions of behaviorism and constructivism theories are related to the development of situational teaching and learning. Behaviorism is a way to help analyze the students' observable behavior when they take part in teaching and learning process while constructivism is a way to help them connect the content with the life context.

Situational teaching and learning process as one of the approaches for teaching and learning has scientific principles. These principles are: *interdependence, differentiation, self-regulation.*

*The principle of Interdependence*

This principle stresses that all of the learners have interdependence.

*The principle of Differentiation*

The students are different in their creativity, they are free to explore their individual talents, cultivate their own learning styles, and progress at their own pace. The principle of differentiation can be conducted for the students with different characters, talents, and abilities. The students can explore their own talent and become motivated to study based on their life context.

*The principle of Self-Regulation*

Self-regulation means everything that is set up, maintained, and recognized by oneself. This principle motivates the students to show all of their potentials. The teacher gives them belief by giving responsibility for taking the decision, behavior, choice, plan, solution, etc.

The situational teaching and learning approach also consists of some components that must be conducted as part of its application. Seven components of the situational teaching and learning approach are useful in gaining success and applying it.

The students construct their own knowledge and activate five steps of learning: *knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting knowledge.*

The principle shows how learning is conducted and in-

cludes the process of discovery that needs critical thinking. It stimulates learning and allows the students to find their own material in the real context. The students' ask questions about the problems they face because they want to know something that they do not know yet and want to get answers to solution of their problems. That is why they ask the teacher or others.

Situational teaching and learning is conducted in group because its purpose is to make the students share and discuss problems without the intimacy of the others. The other purpose of the situational teaching and learning approach is to teach the students to help others who need their help in a positive way.

The component of modeling means the teacher gives example to the students if they find difficulties in real life. For example, the English teacher gives the example to pronounce certain words.

Reflection is a way of thinking about what the students have learned.

It is important for the teacher to assess the students in order to check whether they have learned the material or not. The assessment is done in authentic form in order to prevent the students from copying the other students' work. The authentic assessment is a means of documenting content mastery.

Some approaches give contribution when implementing situational teaching and learning process. All of the approaches are part of the application of the situational teaching and learning approach to help achieve the goal of it. There are five approaches for implementing situational teaching and learning. The first is the problem based on learning. It means that the approach teaches the students to solve the problem while learning and integrate skills and concepts from many contents areas. It can begin with either a real or a stimulated problem. The second is cooperative learning. It is conducted

in the form of group discussion where the students can work together with the other students. It provides opportunity for the students to interact with each other and enables them to gain valuable social skills. The third is service learning. It provides the real practice to develop knowledge through projects and activities.

There are some differences between the situational teaching and learning approach and traditional instruction. Traditional instruction is an instruction that is manifested in the conventional way; it still applies the importance of memorization not construction of the materials from the real context based on experience. While situational instruction is in the opposite. There are some comparisons of situational and traditional instructions.

The situational teaching and learning approach is a concept that helps the teachers and students relate the meaning through prior and new knowledge in order to get new understanding. Therefore, it is expected that the approach can give benefits for teachers and students in the teaching learning process. The situational teaching and learning motivates the learner to take charge of their own learning. The process of learning is more meaningful because the students can enjoy their own learning by doing the practical activity. It can also strengthen the students' memory and understanding of the concept because the students are learning through the material taken from their experience and new knowledge. In other words, they relate their prior and new knowledge to get new understanding of the subject.

Thus, the situational teaching and learning process is an approach derived from combination of the behaviorism and constructivism theories. The situational teaching and learning process emphasizes the role of the students more than the role of the teacher. The teacher allows the students to find their own materials in their real situations. Therefore, they easily memorize and understand the materials. The situa-

tional teaching and learning motivates the students to explore their learning and talent.

### References

- [1] Rudakova S.V., Murashko S.F., Dolgenko A.N. Innovative teaching technologies in professional training. // Bulletin of scientific conferences. Science, education, society № 3-3 (43). Tambov. 2019. 132 p.
- [2] Berns R.G., & Erickson P.M. (2001). Contextual Teaching and Learning: Preparing Students for the New Economy. The Highlighted Zone Research @Work. № 2 (5). P. 1-8.
- [3] Blanchard A. (2012). Contextual Teaching and Learning. Available // URL: <http://www.oncoe.csusb.edu/faculty/scarcella/siu463/Contextual Learning.htm>.
- [4] Crawford, M. (2002). Contextual Teaching and Learning: Strategies for Creating Constructivist Classroom (Conclusion). Connections. № 11 (9). P. 1-6. (Crawford).pdf. Deen I.S., & Smith B.P. Contextual teaching and learning practices In the family and consumer sciences curriculum. Journal of Family and Consumer Sciences Education. 2006. № 24 (1). P. 14-27.
- [5] Hudson C.C., & Whisler V.R. Contextual Teaching and Learning for Practitioners. Valdosta. Adult and Career Education of Valdosta State University. 2007.
- [6] Johnson, E.B. (2002). Contextual teaching and learning: what it is and why it is here to stay. London: Routledge Falmer.