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MODELING AS THE BASIS OF PEDAGOGICAL TECHNOLOGIES IN THE PROCESS OF INDIVIDUAL STRATEGIES FORMATION

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МОДЕЛЮВАННЯ ЯК ОСНОВА ПЕДАГОГІЧНИХ ТЕХНОЛОГІЙ У ПРОЦЕСІ ФОРМУВАННЯ ІНДИВІДУАЛЬНИХ СТРАТЕГІЙ

Objective. *In the present article the essence of the concepts of «modeling» and «model» is defined, models classification on different grounds as a basis of pedagogical technologies in the process of the individual strategies formation of students is analyzed.*

Methods. *Methodological basis of the present research presupposes the following kinds of analysis: comparative, descriptive and analytical, analysis and synthesis of scientific, popular scientific, methodical and educational literature on the problems of modeling as a basis of pedagogical technologies.*

Results. *In the process of the study, the functions and modeling stages are characterized. Application of modeling as a basis of pedagogical technologies in the process of the individual strategies formation of students is considered.*

Key words: *modeling, model, individual strategies, independent-cognitive activity, pedagogical technologies.*

Problem statement. Pedagogical modeling is a research of pedagogical objects (phenomenon) using the modeling of conceptual, procedural, structurally-meaningful and conceptual characteristics and the individual «sides» of the educational process within of the topical defined socio-cultural space in the general education, professionally oriented or other levels [3]. The formation of individual strategies of self-cognitive activity is quite complex multifaceted process, therefore there is a need for its modeling. Pedagogical science explaining the process of cognitive activity, replaces the real process of its simplified model, and thus represents pedagogical theory in the form of models of teaching. Different models use various aspects of the process of educational activity. Depending on the goals of educational activities on specific historical stage of society development the importance of model learning is changing.

The analysis of researches and publications. Questions of the role and place of the modeling process were described in details in scientific works of such outstanding scientists-

teachers as S. Arkhanhelskyi, V. Bibler, L. Vyhotskyi, S. Rubinshtein, B. Teplov and others. The conceptual aspect of building a pedagogical model became a subject of research of M. Bakhtin, V. Bespalko, A. Bohatyriov, A. Burov, S. Honcharenko, A. Dakhin, M. Kahan, Ye. Kviatkovskiy, N. Kiashchenko, V. Kraievskiy, O. Malykhin.

However, in our opinion, to the modeling as the basis of pedagogical technologies in modern science is not paid enough attention that is the reason for the inefficiency of the process of formation of individual strategies of self-cognitive activity of students.

The objective of the article is the modeling justification as the basis of pedagogical technologies in the process of formation of individual strategies.

Tick tock. Modeling gives the opportunity to present the process of formation of individual strategies of learning not as a discrete pedagogical phenomenon, which affects certain aspects of self-cognitive activity, but as a holistic entity, encompassing the entire process from goal setting to result getting.

Pedagogical technology is one of the special directions of a pedagogical science (the application pedagogy), which aim is to achieve certain tasks, to improve the efficiency of the educational level, to guarantee its a high level [3]. Consequently, organization of various types of pedagogical activities involves the use of variable technology on the level of creativity and mastery. In modern didactics the most diverse technologies are presented, because each author and performer bring to the pedagogical process something of their own individual.

Classification of pedagogical technologies presents considerable difficulties. G. Selevko collected the main pedagogical technologies in one book, tried to give them algorithmic description and suggested more than a ten reasons for the classification of pedagogical technologies [9]. The classification turned out to be quite voluminous and complex, while there is much to raises objections. However, this is still one of the few such classifications.

Classification can be done: on the application level, on a philosophical basis, on the leading factor in psychic development, on the concept of mastering, on the orientation to personal structures, on the organizational forms, on the type of cognitive activity management, on the dominant method in the category of students and others.

G. Selevko identifies the next large groups of pedagogical technologies: traditional teaching, technologies based on the personal orientation of the pedagogical process; on the basis of activation and intensification of activity of students; on the basis of efficient management and organization of educational process; on the basis of the didactic improvements and reconstruction of material; pedagogical technologies for certain subjects; alternative technologies; environment similar technologies; technologies of the developmental education; educational technologies of the author's schools [9].

These attempts only prove how difficult is the process of classification of pedagogical technologies because of their variability, diversity and a significant number of psychological-pedagogical theory and pedagogical practice.

The term of «model» (from the French «modele» — measure, sample, norm; translated from Latin — the image, the smaller version, the simplified description of a complex phenomenon or process) is treated as a sample, that reproduces and imitates the structure and action of any object, and, therefore, is used to get new knowledge about the object [3].

In the context of our study, an important feature of modeling process by definition of V. Krayevskiy and V. Polonskyi acts as a «model as the result of the abstract generalization of practical experience, not a direct result of the experiment» [5, p. 268].

Modeling is the process of creating an idealized version of the system, the result of which is the model or development of a particular technology. In didactics the various types of models are used: conceptual, theoretical, practical, functional and structural [3]. Combi-

natorial combination of certain types creates a variety of models depending on the component that brought to the fore, for example, a functionally-structural or structural-functional.

Another classification of the types of models presented by scientists A. Bogatyriov [1]. According to the scientist any model can be categorized into one of three types: physical, that has the nature, that is similar to the original; real mathematically, whose nature is different from the original, but its behavior can be described by mathematical means; logical-semiotic, which consists of special characters, symbols, and schemes.

The modeling process is not based on identity to the original model, but on the conformity to the original of the subject that is researched. In the process of teaching technical subjects, there are two forms of reproduction of the model: material (physical) and idealized (imaginary). But in pedagogical research more commonly used visual-figurative or descriptive modeling. Thus, we see that the shape of the modeling are varied and always depend on the used models and their scope of application.

Modeling, like any process, consists of certain stages. S. Miller allocates the following stages of the modeling of pedagogical processes: goal setting of the solution of pedagogical tasks using the model, the principles justification and analysis of current theory and practice; clarification of the pedagogical systems key aspects that constitute its essence and the creation of an adequate model; the determination of the actual relations between the components of the system, further theoretical analysis and research and experimental verification of the developed model; the translation of system components on an abstract language and transfer of knowledge, gained in the research process, to the original [7, p. 26].

In our opinion, is important the remark of S. Honcharenko that «...no model, even very complex ones, cannot give full representation about the object of study and exactly to determine its development, or to describe the trajectory in some private space. Therefore, scientists in the construction of models have to balance on the edge of their completeness and validity» [3, p. 120].

To more thoroughly understand the object of study models will be useful to turn to the analysis of aspects of the modeling. A. Malykhin describes three main aspects: psychological, generally-methodological and gnoseological. The psychological aspect of the use of modeling allows us to characterize the different sides of the educational-pedagogical activity and on this basis to identify patterns. Generally-methodological — provides an opportunity to evaluate the relationship between the characteristics of various elements of the educational process. Gnoseological aspect lends provides to the model the role of intermediate object in the process of learning pedagogical phenomenon [6].

From the perspective of our research, modeling acts as a method of studying the object (the original) through the creation of new models (copies) that can replace the qualities of the original, which represent a subject of scientific interest. The modeling method is important because it allows to clearly researching the processes and phenomena, to facilitate the research process through the elimination of harmful influence of extraneous factors.

In pedagogy it is possible to model as the learning content and so learning activity. Teaching of a foreign language requires reliance on the model. A method of modeling opens the possibility of the mathematization of the educational process and carries huge potential. The relevance of this method is due to the main modeling tasks: to teach the student independently to acquire the knowledge and to use them to deal with new cognitive and practical tasks, to promote the development of communication skills, to expand the circle of communication.

When considering the problem of the importance of modeling in the process of teaching of a foreign language, it's important to outline three main functions of this process. The descriptive function allows you simply enough to explain the studied processes and phenomena. The predictive function allows to suggest the future quality and condition of the system

that is modeling. The normative function not only describes the existing system, but also builds its normative image.

Models of V. Stoff, has four characteristic: it is imagined presented or material implemented system; represents the object of research; provides new information about the object [12, p. 7].

V. Pikelna notes that the model gives the opportunity to move from empirical knowledge to theoretical, interpreting the most complex theoretical positions, however, models should be evaluated taking into account the real properties of the system and to serve as a mediated source of information. The scientist identifies the following main features of the model: objective analogy, and the closest reproduction of the original [8, p. 191].

Thus, as the analysis of the above items has shown, the model will be viewed as a system that reproduces the essence and the most important qualities of the original and is intended for his research. In the system modeling it should taken into account that it is based on unity of purpose, tasks, variety of activities, organizational forms, and criteria of functioning of the whole system and its separate subsystems.

With a theoretical-methodological point of view the analysis of the concept of «modeling» deserves the attention. Modeling is defined by scientists-teachers as a process and method of cognition that gives an opportunity to study certain general patterns, because the model helps to explain the accumulated facts, even when we don't have the designed theory; as a method of cognitive and managerial activities, which makes possible an adequate description and holistic reflection in model representations of the essence, the most important qualities and components of the system, obtaining information about its past and future status and conditions for the formation, functioning and development.

In this article we will abide by the definition of modeling as a creative targeted process of constructive and design, analytic-synthetic activities in order to reflect the object as a whole or its specific components, which determine the functional orientation of the object, provide it with the stability of its existence and development. Thus, the modeling gives the ability to interpret knowledge, to test in practice the proposed assumptions and conceptual provisions; to create the best strategy in the activity, however, requires compulsory accounting of situational factors.

Modeling belongs to the class of conceptual design development procedures and occurs at the stage of theoretical comprehension of the problem of research activity. The essence of modeling lies in the fact that the characteristics of certain object are reproduced on the other, a specially designed object that is called a model. Process of modeling involves abstraction, which is one of the most considerable mental operations. Abstract-logical human thinking gives an opportunity to choose from an infinite number of properties and relationships of all phenomena of the objective world with which man is faced in the process of their practice, their most significant part, which reflects the key characteristics and components of the system.

It is important to emphasize that the model has no independent value in the research process, it is only a method of its cognition. In this regard, the modeling provides for a clear definition of the goal of the model creation, determination of its structural components and objectively existing relations between them, practical test (approbation) of the model. Modeling of formation process of professionally-ethical competence of future specialist is seen as a process that combines the forecasts with the activities about their embodiment. The theoretical analysis gave the possibility to identify structural components of the model: methodological, substantive, organizationally-technological.

There are different classifications of the used models. Traditional classification of models is their division into material (static and dynamic) and ideal (figurative, symbolic

and imaginary). It should be noted that the ideal models of objects, phenomena, processes used in most pedagogical research.

Depending on the target the models is divided into the structural-systemic, structural-functional, target-oriented etc. There are schematic models and model projects. In the modeling special attention is drawn not to define sub-structures in terms of a coherent system, and to search for the optimal connections between them. A certain kind of application of modeling is the development of a statutes provisions on the functioning of educational institutions, various programs and educational plans. In other cases, the models of professional qualities of a specialist are developed, his professiogram and also an integrated model of training students in the relevant specialty. The models, that is based on a specific concept or theory, called conceptual. There are the following types: logical-semantic, elements of which are the allegations and the facts; structural-functional; causal, elements of which are certain factors.

As notes A. Dakhin, in the humanitarian field the researches are being completed mainly by the building of conceptual model and work with it [4]. At the present stage of reforming of higher education in the process of the specialists training competence approach is being implemented. The development of the sectoral standards of higher education based on competence approach encourages to the restructuring of the system of diagnostics of quality of education through the transition from evaluation of knowledge to the evaluation of competencies of future specialists. The competence approach focuses on the result of the professional training, not the process. However, building a general model of professional competence may not be unambiguous, since competences is a multifaceted, multi-structural characteristics of students, due to the influence of a large number of external and internal factors, a large part of which are difficult to analyze. They cannot be interpreted as a set of substantive knowledge and skills, since the spectrum of properties and functions of the concept of «competence» is quite broad.

It is possible to build several different models of professional competence that create the systemic model. Each of the models, with appropriate interpretation, will reflect only certain aspects of the concept of «competence»: cognitive, operational-technological, motivational, ethical, social, behavioral etc. General abstract model of the concept of «competence», according to A. Khutorskyi and L. Khutorska can cover such isolated components, such as: hierarchical, structurally-functional, diagnostic, management model of the competency etc. The researchers came to the conclusion that the range of the modeling allows the different opportunities for their improvement and the provision of information in verbal or graphical forms [11].

They proposed different aspects systemic-structural and structural-functional models: general (systemic) model of competency, model of the basic concept the educational experience of the personality, the parametric model of components of the process of forming competence, a spiral model of formation of the competence levels etc. In their opinion, these models differ in structure, methods of relationships between elements, their internal organization. Each of them specifies and deepens the systemic (general) model of competence. The general model significantly simplifies a single model.

During a build of a particular model, scientists are forced to neglect some of the secondary elements. According to S. Honcharenko, «there is no model, even very sophisticated one, cannot give full representation about the object of study and exactly to its development, or to describe the trajectory in some private space. Therefore, scientists in the construction of the models have to balance on the edge of their completeness and validity» [3, p. 120].

There are models in which there are the uncertainty and the multiplicity of paths of development. They are «soft» and prove their superiority compared to «hard» models, which

are provided with everything and exclude variation. In the building of the «soft» model, it is helpful to use synergetic approach, because effective management system that organizes itself, is possible only in case of its exit on its own path of development. Any set of rules for modelling in the best case has limited value and can only serve as a framework for future model. There is no magic formula for selecting variables, parameters and relations, that describing the system behavior, constraints, and also efficiency criteria of the model.

In scientific researches clearly is traced the idea that the model's construction is the implementation of the material or the imaginary simulation of real entities of the system by creating special analogues, in which are reproduced the principles of organization and functioning of this system, its main components, objectively existing relationships between them etc. Usually the models have linear character and reproduce the relationships between components of a system. However, the complexity and uniqueness of pedagogical systems requires taking into account their specifics during use the applied theory of the modeling.

The modern system of higher pedagogical education is considered by P. Stankevich as open, mobile, integrative, multi-level, flexible, able to self-development, to create educational programs that take into account the needs, requests and specificities of students. This opinion is shared by other scientists, in particular G. Bordovskyi, A. Krivoschapkina, M. Pak, V. Smirnov, I. Sokolova, V. Solomin, N. Stefanova, Z. Tiumaseva. Considering specified, there is a need of designing such structures and content levels of the higher education system, which will give the students the opportunity to design the individual educational route [10, p. 14].

To modeling apply in cases when it is impossible to begin to cognition the essence of the object, which interested, without the conditions for direct mastering it. Pedagogical content of the formation model of professional competence of future teachers lies in the fact that it allows you to highlight relevant and future tasks of educational process, to identify, to study and scientifically to substantiate the conditions of a possible rapprochement between the probable, expected and desired changes to the object that is being studied.

Model of formation of professional competence helps in the process of research to solve, in particular, the following issues:

- formulation of specific goal for teachers and students, which they must achieve;
- monitoring the efficiency of the formation process of professional competence;
- specification of the requirements of society to the knowledge, skills and personal qualities of future specialists in the form of acquired competences and the awareness of the students of the value of professional competence in the process of their professional formation;
- intensification of reflection of the students and their focus on self-development.

The majority of authors allocate certain blocks in the construction of the proposed models for the formation of individual strategies. In the modeling process the teacher focuses on the definition of the objectives, structural components, principles, pedagogical conditions, stages, forms and methods of its formation. They allocate the following structural components of model of individual strategies formation: the social order, the purpose of training, principles of training, content of training, pedagogical conditions of training, the forms of training. Creating a conceptual model of the individual strategies formation, there are the following components: goals, implementation principles, its structure and content, ways of achieving. Model of the individual strategies formation covers methodological (principles and approaches), theoretical (goals, objectives, content resource, structure and levels of professional competence), technological (organizationally-pedagogical conditions, forms, methods and ways of teaching, result) blocks. For model development of the indi-

vidual strategies formation is proposed to use variable-module professionally-educational program, which is characterized by the following features:

- the goal is defined for the student and covers guidelines not only about the amount of the studied material, but also about the level of its mastering;
- the content of humanitarian education is available in the formed independent information and knowledge blocks — learning modules;
- the optimal balance of methods and ways of education is the minimum necessary for the mastering of the content;
- during the educational process different forms of learning (lecture, seminar, practical, laboratory exercise, colloquium, homework etc.) are combined;
- it is compulsory to use asynchronous and non-linear organization of educational process;
- the unit of labour intensity of students in the educational process is a credit;
- evaluation of knowledge of students is carried out by the score-rating system.

Summary. The results of the analysis revealed that pedagogical modeling is the basis of pedagogical technologies, the purpose of which is reproduction of the characteristics of one object on another that is created for the research. In turn, the model is a system of elements that reproduce certain qualities, interconnection, and functions of the object. The prospect for further research we see in the development of structural and functional components of the didactic model of the formation of individual strategies of self-cognitive activity of students.

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Мета. У статті визначено сутність понять «моделювання» та «модель», проведено аналіз класифікації моделей за різними ознаками як основи педагогічних технологій у процесі формування індивідуальних стратегій студентів.

Методи. Вирішення поставлених завдань здійснювалось за допомогою використання таких методів, як описовий та компаративний аналіз, аналіз та узагальнення наукової, науково-популярної, методичної й навчально-методичної літератури з проблем ролі моделювання як теоретичного методу у процесі формування індивідуальних стратегій студентів.

Результати. Охарактеризовано функції та етапи моделювання. Розглянуто застосування моделювання як теоретичного методу у процесі формування індивідуальних стратегій студентів.

Ключові слова: моделювання, модель, індивідуальні стратегії, самостійно-пізнавальна діяльність, педагогічні технології.

Цель. В статье определена сущность понятий «моделирование» и «модель», проведен анализ классификации моделей по различным признакам как основы педагогических технологий в процессе формирования индивидуальных стратегий студентов.

Методы. Решение поставленных задач осуществлялось с помощью использования таких методов, как описательный и компаративный анализ, анализ и обобщение научной, научно-популярной, методической и учебно-методической литературы по проблемам роли моделирования как теоретического метода в процессе формирования индивидуальных стратегий студентов.

Результаты. Охарактеризованы функции и этапы моделирования. Рассмотрено применение моделирования как теоретического метода в процессе формирования индивидуальных стратегий студентов.

Ключевые слова: моделирование, модель, индивидуальные стратегии, самостоятельно-познавательная деятельность, педагогические технологии.

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МОЖЛИВОСТІ ПРОЦЕСУ НАВЧАННЯ ІНОЗЕМНИХ МОВ ЩОДО ФОРМУВАННЯ КОГНІТИВНОЇ АВТОНОМНОСТІ СТУДЕНТІВ ВНЗ

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MEANS OF STUDY IN THE PROCESS OF FOREIGN LANGUAGES LEARNING IN TERMS OF HIGHER EDUCATION STUDENTS' COGNITIVE AUTONOMY

Мета. Довести на ґрунті теоретичного аналізу й узагальнення власного педагогічного досвіду щодо викладання іноземної мови у вищій школі, що можливості процесу навчання іноземних мов безпосередньо сприяють постійному зростанню рівня сформованості когнітивної автономності студентів.

Методи. Вирішення поставлених завдань здійснювалось за допомогою використання таких методів, як аналіз та узагальнення наукової, науково-популярної й навчально-методичної літератури з проблем когнітивної автономності, системний аналіз, поєднання історичного й логічного методів у дослідженні, виокремлення підсистем складних об'єктів та їх системний аналіз, цілісні, інтегральні підходи до дослідження педагогічних явищ.