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**WIRTSCHAFT, TOURISMUS, BILDUNG, PSYCHOLOGIE UND SOZIOLOGIE**

*INTELLECTUAL AND TECHNOLOGICAL  
POTENTIAL OF THE XXI CENTURY*

*ECONOMICS, TOURISM, EDUCATION, PSYCHOLOGY AND SOCIOLOGY*

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**KAPITEL 4 / CHAPTER 4<sup>5</sup>****RESERVE LINES OF PARALLEL TRAINING IN THE FORMATION OF PROFESSIONAL READINESS OF HIGHER SCHOOL STUDENTS****DOI: 10.30890/2709-2313.2022-15-02-013****Introduction.**

The task of increasing the efficiency of the educational process in higher education can be solved by supplementing the traditional didactic system with the missing deterministic elements determined by already known components. The system analysis of the learning process considers the problem of activating the activity of students in the educational process through programming, control of independent work and the creation of motivation through the professional specialization of training with the help of innovative technologies. Deactivation of these factors provokes information loss of the student at the initial stage of education. The learning model should be built taking into account external conditions that contribute to the development of the inclinations and traits of the individual into abilities and character, and then into skills and abilities, taking into account the resources of self-promotion to knowledge under the influence of emotions, will, motives, interests and personal needs of the student.

**4.1. The means of avoiding information losses during the independent work of students**

The experimental model of parallel learning in the mode of integrated independent learning activity can be defined as developed by professional and foreign language communication skills acquired within the framework of a parallel learning system based on problem-based gaming technologies. In our experiment, business games are both the content and form of learning and a type of control. The basis for determining and selecting the content of training is the model of the specialist's activity, presented in a business game. The content of training is the composition, content and volume of educational information presented to students for study and assimilation, a set of tasks, tasks and exercises necessary for mastering professional skills and abilities. The content of academic disciplines is one of the elements of the didactic system, the main function of which is to teach how to solve problems with a focus on professional and general scientific knowledge. Tasks are arranged in accordance with the logic of the formation of professional and linguistic knowledge on the basis of a gradual increase not only in the complexity of linguistic and professional content, but also an increase in the level of independence and creativity in solving them.

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The problem of training a modern specialist - a generalist in his field requires the selection and determination of the content of training, but also the choice of methods, ways, means, forms of training, distribution of study time. The decisive influence on the choice and expediency of combining the components of the didactic system is exerted by the goals, objectives and content of education. By means of the independent work of students, information losses can be avoided due to the focus on the "average" student, which is typical for mass education. The active position of the student's personality is focused on involving the individual as an actor in the processes of informing, recognizing, initiating his creative manifestations from the standpoint of an individual-personal approach to learning. The volume of information losses of direct communication is determined by the level of teaching skills and the contingent of students. The implementation of differentiated learning through a constant communicative learning mode and control of the level of learning at the entrance and exit are a reserve for increasing the efficiency of students' independent work. The teaching model we propose provides pedagogical conditions for the implementation of the theory of critical thinking and the introduction of innovative educational models, student-oriented and individually creative. These models are characterized by the individual style of the student's activity. In practice, we face two basic problems:

- how to optimize the process of assimilation of information and ensure the development of the student's cognitive activity;
- how to determine the style of pedagogical activity that is optimal for the teacher, corresponding to his ability to widely vary it depending on the characteristics of the student's activity style.

It should be noted that the second problem in the framework of learning in the mode of independent work is, as it were, of secondary importance, since the influence of the teacher on the student's learning activity is indirect. The development of the style of cognitive activity of the student occurs in the process of mutual contacts "teacher - student" during the traditional educational process. When teaching in the mode of extracurricular learning activities, the teacher should take into account the personal characteristics of the student in order to maintain a positive motivational background and ensure the best result.

The problematic nature of the control tasks and their corresponding formulation provide the search nature of the educational activity and the dialogical mode of communication in the control process. The traditional learning process often relies on a monologue message. When describing complex objects, students observe polydominance of gnostic dynamics, i.e. bifurcation of cognitive activity between the object of study and the method of its description. The student cannot adjust the amount of information in accordance with his information requests; he is not able to regulate the rate of information flow if it is necessary to comprehend it more deeply or reproduce it again, which is often necessary for independent clarifications, comparisons, comparisons. Losses in the communication line due to the methods of



communication in the learning process can be reduced by providing independent regulation of the volume, pace and frequency of submission of the studied material, depending on the individual perception of the student. This is taken into account when building a system for organizing self-learning as a prerequisite. Information insufficiency of direct and feedback channels can be eliminated as a problem area of learning with proper organization.

Additional channels of direct and feedback increase the amount of information moving in the course of receiving. Adaptation of the incoming information to the individual characteristics of the student provides an individual-personal approach to the learning process. The reserve line of parallel learning, presented in the form of a programmed extracurricular training system in the mode of independent work of students, is implemented through an integrated training course with control through the use of problem-task and game technologies in 2nd and 3rd courses of non-linguistic universities. The developed system functions through a combination of interdisciplinary integration of special and linguistic disciplines based on a programmed form of educational and educational activities, reflecting the forms of external and internal control. The dominant form of her work is extracurricular. The reserve line of parallel education may consist of alternative special courses with a guarantee of didactic support, not duplicating, but parallel in traditional education systems. Mutual succession of classroom and extracurricular forms of independent work of students is the next mandatory condition for building its organization.

#### **4.2. Proper conditions for the introduction of the alternative educational line.**

##### **Gaming of the process.**

An alternative line of study should be connected at the secondary courses of the university (2, 3). In the first year, students undergo partial preparation for independent learning activities due to its classroom form. The need for programmed learning is explained by the insufficient individualization of the learning process, which is compensated for by a differentiated distribution of educational material, the choice of work mode, documentation requirements, forms of control, and creative skills of students. In the second year, the contingent of trainees is still heterogeneous in terms of the level of training. Reserve lines of parallel learning differentiate independent learning activities of students depending on the informational, behavioral complexity, variatively algorithmize it. The level of learning motivation increases dramatically due to the purposeful individualization of the learning process and the professionalization of its content. Reflective control increases the level of control of the learning process, providing an additional positive motivational background.

Optimization of the distribution and consumption of time for mastering a certain educational material is achieved due to the features 2. Study the proposed informational



note on the possible terms of delivery of goods, summarize and specify the information received.

3. Write a response letter to the offer letter using the data received.

4. Conduct telephone conversations to reach an agreement on the supply of a larger consignment of goods on terms that suit you.

The proposed model is built according to a structural scheme, consisting of several cycles, carrying out an indirect transition from the classroom form of independent work of students to extracurricular. An alternative line of parallel learning involves a complex of different teaching aids, determined by the peculiarities of students' perception. This satisfies the mandatory conditions for building a system in the mode of self-study, as it implies compliance with the age and other psycho-physiological possibilities of perceiving the educational material. The use of methodological support, technical teaching aids, programmed control allows the student to work in conditions of independent regulation of the volume of scientific material, the pace and algorithmization of its assimilation, the continuity of classroom and extracurricular forms. The transition to learning in the mode of self-learning, self-assessment, self-control contributes to the student's exit from functioning into reflection, which activates cognitive self-regulation and meets the requirements of one of the mandatory conditions for the system of organizing students' independent work. The use of the game system in the reserve learning model is justified by the general characteristics of the game form of learning, such as: motivation, generalization, activation of the imagination, the possibility of free variation in the conditions of activity, means of mastering knowledge, skills and abilities.

The game, as a special human activity, is focused on the knowledge of professional and social reality. The educational business game is a two-dimensional pedagogical phenomenon. Combining the functions of training and control in the mode of independent work of students. The essence of an educational business game as a means of learning is manifested in its ability to successfully achieve goals and achieve real results in the form of knowledge, skills, abilities, experience, creative activity, moral and other personality traits. As a result, the formation of a creative, active, socially and professionally competent personality of a future specialist takes place. Our model uses the following psychological and pedagogical principles for the design and application of educational and business games:

- simulation modeling of specific conditions and dynamics of production and game modeling of the content and forms of professional activity;
- the problematic nature of the content of the simulation model and the process of its branching in the game model forms students' skills in analyzing business situations, isolating a problem, finding a solution, and a communicative activity;
- the principle of a joint activity means that a business game is possible if there are several participants who enter into communication and interaction in order to discuss the position and make a decision on the game situation; it requires a competent





choice and distribution of roles, determination of the powers of actors, their interests;

- the principle of dialogic communication reflects the need to solve educational problems and problems, prepare and make agreed decisions;

- the principle of developing the cognitive activity of the individual, which is achieved not only through the problematic content of the game, but also through the role positions of the participants, who analyze emerging problem situations in accordance with the requirements of the role. In accordance with the principle of the duality of the game, the achievement of game goals serves as a means of realizing the goals of training, education and development of the individual, that is, the game activity is aimed at developing the personal characteristics of the future specialist; "frivolous" game form allows the student to intellectually liberate himself, show creative initiative; students must be aware of what they are doing, performing as players, and what - as future professionals. All of the above requires setting certain gaming and pedagogical goals for students.

The effectiveness of using the system of business games in the system of parallel learning in the mode of independent work depends on the observance of the principle of the integrity of the pedagogical process, which is implemented in the course of gaming technologies.

The cooperation of the teacher and students excludes the authoritarianism of teaching and control, assuming voluntary, independent creative activity, increasing the motivation of learning and the effectiveness of the game.

The process of organizing game learning provides for the creation of conditions for the manifestation of creative activity by students, aimed at the conscious, independent assimilation and application of knowledge, skills and abilities. Different variants of games can be based on the reproductive or creative activity of the trainees. The highest level of creative mental and activity is manifested in the independent development of the idea, plan, course and tasks of the game by students, the implementation of judicial and expert functions by them. The implementation of the principle of consistency and consistency suggests that when studying topics and sections, complexes of educational and game tasks are used in a certain logical sequence; the process is built on the principle of gradual complication of tasks for the use of previously acquired knowledge, skills and abilities, which contributes to their development and creates conditions for mastering new ones. In the process of implementing game-based learning within the framework of independent work, there is the availability of educational material, an individual approach to learning; at the same time, deliberate simplification of tasks is excluded, and a realistic and potentially feasible level of complexity is provided. The game building scheme includes the following steps:

- development of terms of reference based on the study of the object of the game, the definition of the type of game, the definition of game goals and parameters, the formulation of goals, the establishment of regulations;



- creation of a scenario project, including a set of possible solutions, data collection and processing, choice of technical means, definition of game rules and game structure, drawing up instructions and manuals for playing the game;
- determination of the composition of players, their functional duties, structural interaction of participants;
- approbation of the game model;
- debugging of documentation and corresponding adjustment of the incentive system, fines, time parameters;
- demonstration of the game to a wider circle of people;
- evaluation of results with subsequent modification of playing behavior.

This study was conducted in relation to the professional training of students in the specialty "Finance and Credit". The development of models for professional training of specialists was not focused on the initial position (economist), but taking into account the likely prospects for expanding the professional sphere and activity growth. As the initial object of modeling, the position of a middle and top manager with an economic education was chosen. In the context of a systematic approach to modeling activities, a system of professional functions is defined, which should be developed in the course of the proposed training course:

- forecasting and planning functions, which are reflected in the ability to conduct marketing research in the conditions of an already existing situation and identify potential changes in the course of given actions;
- organizational and effective function, expressed in the skills of conducting advertising campaigns for an existing or new brand;
- operational and preparatory function - conducting business correspondence on the basis of a clichéd norm, drawing up business documentation;
- communication and management - business negotiations, interviews, briefings, distribution.

Under the functions are considered the areas of activity of specialists chosen by us, acquired in the course of reproductive, control-analytical, generalizing and systematizing actions.

The performance of the function is based on the development of professional skills, manifested in the readiness to successfully perform professional duties based on the creative application of knowledge, skills and practical experience in changing conditions of activity. The integration of the proposed training course implies a combination of professional foreign language skills, of which the latter are decisive, since the purpose of our study is to create a model for teaching foreign language professional communication in the mode of independent work of students.



## **Conclusions.**

- The independent work of students is the leading form of education, the main system-forming factor of the student's attitude to educational and cognitive activity.

- The out-of-class form of the independent work of students is an effective technology for managing a student's self-development, based on the principles of integrity, individuality, independence, reflexivity, consistency, variability, awareness and comfort of the educational process.

- The independent work of students is a multidimensional pedagogical phenomenon that can be considered, depending on specific didactic goals and objectives, as one of the main forms of education, as a specific method or means of education, parallel to other main forms of education, as a process of organizing the educational and cognitive activity of students with their own special forms and tasks, content, methods, means and the corresponding result.

- The main direction of improving the effectiveness of the independent educational process is to find conditions for the full disclosure of the organizational, didactic, psychological, and physiological aspects.

- A holistic system of organization of the independent work of students includes structural and functional components, the first of which include goals, objectives, forms, methods and means of teaching, student activities, teacher activities and their results; the second includes gnostic, communicative, constructive, designing, organizing and managing components. • The construction of the system of its organization should satisfy the following basic conditions for the relationship with systems of higher and lower order, taking into account the influence of the system-forming factor, taking into account the age and other psychophysiological characteristics of students, organizing in the mode of cognitive self-regulation, organic external algorithmization of the student's activity, his personal characteristics and individual requirements.

- The independent work of students includes the selection of a set of means and methods, taking into account the psychophysiological capabilities of students, the organization of an interactive communication mode during the implementation and control of SR, the differentiation of learning, ensuring the student's independence in regulating the nature and volume of the studied material, the pace and timing of educational activities, ensuring the continuity of classroom and extracurricular forms of the independent work of students .

- Fulfillment of these conditions is achieved in the proposed system of organization of the SIW, based on the creation of alternative lines of parallel learning as a result of working in the mode of integration processes, the use of innovative teaching technologies and the corresponding didactic support of the educational process.