http://www.moderntechno.de/index.php/meit/article/view/meit25-03-046
DOI: 10.30890/2567-5273.2023-25-03-046

UDC 378

THE FEATURES OF PARALLEL TRAINING SYSTEM AT HIGHER EDUCATION INSTITUTIONS IN THE MODE OF STUDENTS` INDEPENDENT WORK

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Abstract. *The internal system-forming factors that allow us to consider the model of activity from the standpoint of an integrated approach are the forms of organization of independent work of students and ways to control it. They act as a separate subsystem and have their own internal structure. In our case, the alternative learning model is a step-by-step process of introducing an activity model through various types of tasks that turn into a system of business games. The mastery of communication and activity skills by students with a focus on promising creative activity is the main goal of training. There are two levels of methods of activity - technological and professional. The technological level determines the skills that underlie the mastery of work techniques. The professional level reflects the area of professional content, obtaining generalized systematized knowledge. In the process of educational and professional activities of students, the technological and professional levels are in constant unity, which reflects the didactic unity of the operational-procedural and logical-content aspects of education.*

Key words: *educational business games, extracurricular work, didactic task, integrated independent learning activity, mastering professional skills, cognitive self-regulation, tools and methods, behavioral foundations, development.*

Introduction.

To a large extent, the quality of student training at a university is determined by the organization, planning and management of their independent work. Only in the process of independent activity cognitive interests are formed, high-quality assimilation of knowledge takes place, and creative abilities develop. Therefore, increasing the efficiency of organizing students' independent work is one of the main tasks of modern pedagogy. But independent work in a foreign language in a non-linguistic university should be based on a clear interdisciplinary integration and, first of all, should be aimed at the formation of professional communication skills. The formation of a modern specialist, combining the role of a leader and an executor in one person, aimed at positive highly professional behavior, depends entirely on the formation of his creative abilities, self-education and self-education. The study of the structure and content of the communicative skills and abilities of the students of the department "Finance and Credit" served as the basis for the development and construction of an integrated model of parallel teaching of a foreign language in the mode of independent work, capable of ensuring the effective formation of relevant skills and abilities in students. Building training on the principles of unity, integrity and phased sequence, we used a systematic approach to building a training model, considering it as a systematized set of interdependent elements, united by common functional and managerial goals, identified on the basis of certain features. With a

systematic approach, it is important to search for system-forming factors, which are divided into external and internal. External factors contribute to the emergence and development of the system under given conditions; internal ones are generated by individual elements combined into a system, groups of elements, or the entire set. In this case, the external system-forming factor is the professional and communicative activity of the manager-economist, presented in the form of a developed structure of professional skills. These skills act as a set of elements that are in relationships and connections with each other, representing a model of professional activity. From a pedagogical point of view, it acts as the goal of training and as an evaluation criterion for the quality of training. Its structure includes an integral system of qualities of the human individual, allowing him to perform the required professional functions and act in accordance with the requirements of society. The activity model combines professional and moral and ethical tasks that a graduate of an educational institution must solve. It defines the social and moral, professional, intellectual knowledge, skills and abilities necessary for its successful activity and acquired through training within the framework of the pedagogical model. The formation of a modern specialist, combining the role of a leader and an executor in one person, aimed at positive highly professional behavior, depends entirely on the formation of his creative abilities, self-education and self-education. The study of the structure and content of the communicative skills and abilities of the students of the department "Finance and Credit" served as the basis for the development and construction of an integrated model of parallel teaching of a foreign language in the mode of independent work, capable of ensuring the effective formation of relevant skills and abilities in students. Building training on the principles of unity, integrity and phased sequence, we used a systematic approach to building a training model, considering it as a systematized set of interdependent elements, united by common functional and managerial goals, identified on the basis of certain features. With a systematic approach, it is important to search for system-forming factors, which are divided into external and internal. External factors contribute to the emergence and development of the system under given conditions; internal ones are generated by individual elements combined into a system, groups of elements, or the entire set. In this case, the external system-forming factor is the professional and communicative activity of the manager-economist, presented in the form of a developed structure of professional skills. These skills act as a set of elements that are in relationships and connections with each other, representing a model of professional activity. From a pedagogical point of view, it acts as the goal of training and as an evaluation criterion for the quality of training. Its structure includes an integral system of qualities of the human individual, allowing him to perform the required professional functions and act in accordance with the requirements of society. The activity model combines professional and moral and ethical tasks that a graduate of an educational institution must solve. It defines the social and moral, professional, intellectual knowledge, skills and abilities necessary for its successful activity and acquired through training within the framework of the pedagogical model.

Main text

1. The internal system-forming factors

The internal system-forming factors that allow us to consider the model of activity from the standpoint of an integrated approach are the forms of organization of independent work of students and ways to control it. They act as a separate subsystem and have their own internal structure. In our case, the alternative learning model is a step-by-step process of introducing an activity model through various types of tasks that turn into a system of business games. The mastery of communication and activity skills by students with a focus on promising creative activity is the main goal of training. There are two levels of methods of activity - technological and professional. The technological level determines the skills that underlie the mastery of work techniques. The professional level reflects the area of professional content, obtaining generalized systematized knowledge. In the process of educational and professional activities of students, the technological and professional levels are in constant unity, which reflects the didactic unity of the operational-procedural and logical-content aspects of education.

The allocation of the structural elements of the system occurs according to the following criteria: on the basis of the need for a particular part of the whole and on the principle of their functional correspondence to each other. If we have in mind the system of educational business games, it is necessary: to single out a phased transition from teaching general, superficially professional skills and abilities to professional communicative foreign language competence. In our case, this is a phased, multi-stage transition from classroom independent work to extracurricular work, from reproductive to creative work. In practice, this happens in the form of the following chain of species. Work with foreign texts and activation of professional and communicative skills of independent work of students, special and linguistic knowledge through the performance of problematic tasks; the inclusion of elements of a role-playing game; participation in business games in a foreign language.

The model developed by us uses the following types of business games:

• games "Connoisseurs" - the main didactic task is to master the knowledge that determines the formation of professional skills;

• games "Performers" - in the didactic aspect are aimed at mastering professional skills in standard situations;

• games "Creators" - didactically solve the problem of creative transfer, professional knowledge and skills in situations as close as possible to production;

• games "Profi" - solve the didactic problem of the complex application and use of professional skills in situations as close as possible to real production.

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 education is the 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. 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.

2. Teaching methods

A special place among the listed components of the educational process is occupied by teaching methods. We consider the method as a set of forming principles and organization of educational material, based on pedagogically competent interaction between the teacher and students to solve fixed didactic tasks. In the course of the study, a system of problem-developing teaching methods was applied. The specificity of our time implies a wide variability in the scope of application of professional skills and abilities; a modern specialist has to face the problem of finding the most appropriate solutions and taking appropriate measures to implement them. Students should develop personal experience in the formation of logically sound decisions based on the acquired knowledge.

The choice of teaching methods in our case is determined by the following factors:

• the level of general education, mental and physical indicators of the student's development;

• learning objectives, consisting in the preparation of a bilingual specialist of a sufficient level of qualification, learning objectives arising from the learning objectives;

• the content of the educational material, selected according to the objectives; content of science and practice.

With the increasing role of independent work of students in the educational process, the responsibility of the teacher for the application of the appropriate range of methods and teaching aids, applied depending on the age and level of independence of the students, increases. Since not only the activity of acquiring educational information is carried out in the process, but also the process of control and self-control, appropriate methods of control, stimulation and motivation of educational and cognitive activity were used. When choosing and combining teaching methods, we were guided by certain criteria. The correspondence of the methods to the principles of teaching, the goals and objectives of independent work of students, the nature of the subject being studied, the educational opportunities of the student, the level of training of the study group as a whole, the characteristics of the student team, the compliance with the existing learning conditions and the time allotted for independent educational activities were taken into account; professional and personal capabilities of the teacher.

The choice of the optimal combination of teaching methods took place in several

stages. The combination of the main groups of methods was determined depending on the nature of teaching the subject and the didactic and methodological tasks of the educational process. The learning technology was tested, in the process of which the necessary groups of methods and means were determined for organizing training in the mode independent work of students. The process was carried out on the basis of cooperation between teachers of special and language disciplines at the secondary levels of education of non-linguistic universities. All teachers used uniform forms, methods and means of organizing independent work, which was a significant reserve for increasing its effectiveness. The following methods of organizing students' independent work were used:

- methods of organization and implementation of educational and cognitive activities;
- methods of stimulation and motivation of educational and cognitive activity;
- methods of control and self-control over the effectiveness of educational and cognitive activities.

Building an effective learning technology is impossible without the use of a variety of learning tools. The main purpose of using a set of teaching aids is to form in the minds of students a "polymodal" image of the process, object, phenomenon that regulates human activity. This image is formed through the system of human analyzers. In the course of the study, an important place was given to organizational forms of training, which streamlined the sequence of acquiring knowledge, skills and abilities. The organizational form of education is the types of training sessions that differ from each other in didactic goals, composition of students, venue, duration, content of the teacher and student. Within their framework, a system of interaction between a teacher and a student was implemented, carried out according to a certain, pre-established order and mode. In our observation, this is the provision of information for study with a set of tasks - monitoring consultations according to a predetermined schedule (individual or in mini groups) - final control (in the form of a business game). Control is represented by its only acceptable form - reflexive. Consultations of each substantive stage performed the function of intermediate control and, in parallel, preparation for the business game. Due to the fact that in our system the games are arranged in accordance with the increase in the complexity of educational and gaming tasks and the level of independence of their implementation, there is a stimulation of a creative approach to the implementation of the proposed tasks. In fact, three types of independent work of students were activated: reproductive, combined and productive. The last two types involve the variation of already acquired knowledge, acquired skills and abilities, while the first one is a process of reproducing the information received accumulated knowledge. Orientation to it leads to insufficient independence of thinking, inability to independently acquire knowledge and apply it in creative activity.

3. The system of business games.

The solution of a specific cognitive task in the independent work of students of the combined type involves a productive process of searching for new information with elements of creative activity. The highest level of cognitive independence of a student occurs at the stage of a productive type of independent extracurricular

educational activity. The student is busy searching for new principles for solving the problems he faces. He carries out the processes of designing, combining new knowledge, skills and abilities from previously learned ones. Independent work of this type is carried out in the process of preparing and implementing a business game. The basis of independent work of a productive type is the research method of teaching, the essence of which is to organize the creative, search activities of students, to solve new problems for them. The system of business games ensures the development of mental skills and behavioral skills in the course of productive independent learning activities.

For example, the games "Connoisseurs" were used by us at the stage of consolidating, deepening and expanding basic professional knowledge in a foreign language. The game "Consultant" determines the correctness of the governing model for the optimal solution of business problems. The game "Performers" was held at the stage of transition to a productive type of independent work. Students acted in standard or slightly changed situations, activating the acquired knowledge, skills and abilities. The game "Creators" was used at the stage of a productive form of independent work of students, when transferring the acquired knowledge, skills and abilities to a situation that simulates real and practical conditions that require a creative approach to solving problems. Games can be held using the elements of "brainstorming" or the performance of certain roles with the condition of a pre-prepared database. In the first case, the game is organized in accordance with the stages of collective problem solving: the generation of ideas, their criticism and constructive study. There may be a rigid division of participants into "generators", "managers", "analysts". In another option, flexible transition of functions is allowed during discussions. In the first case, maintaining role correspondence is fundamentally important. In the second, only the optimal solution of the problem is important. Depending on the organization of the game, criteria for evaluating the activities of teams are proposed - the quality of the performance of the role, compliance with the rules of the game, originality of decisions, communication style. As part of our project, games are held only in a foreign language. In the games with an emphasis on game distribution, the composition and functions of the participants are determined in advance depending on the proposed game situation. Players offer and justify solutions from the standpoint of the services, divisions, and positions they represent. The correctness of the approach to solving the problem, the depth of the solution found is very important.

In games built on the principle of "brainstorming", the teacher plays the role of an active leader. In the games of the second type, he only an observer who can correct the course of the game without interfering with the course of its development. At the first stage, the teacher should clearly present the plot of the game to the students, emphasizing its meaning and educational value. It creates a positive emotional background for students, contacts and discussions are carried out in an atmosphere of ease, collective search. Students must understand the purpose of the game, know or independently propose the stages of its implementation, terms, conditions and rules. Game tasks, personal interests, expectations, assessment of the level of professional readiness, implementation of the proposed role should be

discussed with the participants. Participants are warned about the possibility of an unexpected change in the course of the game, without devoting them to the essence of the intended problem situation. It is permissible to conduct a trial drawing of game fragments at supervisory consultations through the solution of communicative and professional tasks. Groups of participants are formed in advance, the tasks of game groups and individual functionalities are specified, the course of preparation is corrected, and the results of the game are negotiated. Participants can independently adjust all these components, but in practice this rarely happens, which shows the lack of initiative and desire for self-realization.

Summary and conclusions.

Have been considered the integrated model of parallel learning is based on the system-multilevel organization of students' independent activities, in which the connection between classroom and extracurricular forms of students' independent work is carried out. The system of business games based on problem-based learning combines the functions of learning and monitoring independent learning activities. It is aimed at mastering by students the professional skills they need in their future activities, foreign language, professional communication skills and abilities. This system of such an organization of the parallel line fully satisfies the basic pedagogical conditions, since it interconnects with systems of a higher and lower order, takes into account the psychophysiological characteristics of students is implemented in the mode of cognitive self-regulation, involves limiting the external algorithmization of students' activities and is carried out through the use of a set of tools and methods for students' independent work. The learning control system through the system of business games of business games has an open dynamic character. Its content and organizational elements depend on the qualifications and competence of teachers, on the student's ability to work independently, due to the relationship between classroom and extracurricular independent work of students. Outside of activity there is no development.

Were received the means, the methods and the tools of the self-education, the organization of an interactive communication mode during the implementation and control of the educational process, 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 students` independent work. Therefore, the student needs to be involved in a professionally oriented organized educational activity. It is especially important to realize the content side of professional activity and the formation of a conscious positive attitude towards it. If this process is limited by the scheme of information accumulation within the framework of the traditional educational process without didactic modeling of independent cognitive and behavioral activity, then the formation of the student's professional readiness will be more successful, since the necessary transition of external influences into internal ones, quantities - into quality is carried out. In modern society, it is necessary that a person's personal mode, his needs, interests, beliefs, evaluation criteria contribute to the formation and regulate normal social and professional relationships. Education by the method of conflicts through "breaks in activity" creates such model situations in

which behavioral, informational is necessary and psychological activation. The process of personality` development is carried out on the basis of socialization and self-development and the mechanism of reflection. The formation of behavioral foundations that ensure these processes is the goal of a closed didactic system for building a professionally oriented organized educational activity, since it provides a programmed, informationally personal, behavioral approach to training and education. Education within the framework of the proposed model of independent work of students, based on directly experienced experience, differentiates students according to an individual type of activity, teaches problematic, conceptual thinking. The forms of intermediate and final control of independent learning activity that we offer through solving problematic tasks in the course of individual and group discussions, discussions, business games mobilize the entire amount of knowledge gained, transferring them to the phase of abstract perception.

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Article sent: 17.02.2023