



UDC 378

PARALLEL TRAINING AS A WAY OF FORMING STUDENTS' PROFESSIONAL READINESS

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Abstract. *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.*

Key words: *Information losses, direct communication, differentiated learning, communicative mode, efficiency, critical thinking, assimilation of information, cognitive activity, extracurricular independent work ensure the best result.*

Introduction.

The learning process considers the problem of activating the activity of students in the educational process through programming, control of independent work of students and the creation of motivation through 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.

Main text

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 an individual style. student's activities. 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 self-study is 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 independent work, 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. 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 receipt 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 communication methods 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 possibilities of perception of the student. This is taken into account when building a system for organizing students' independent work as a prerequisite. 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 learning system, is implemented through an integrated training course with control through the use of problem-task and game technologies in 2nd, 3rd year 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 its organization.

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 the classroom form of independent work of students. 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 of the reserve line of parallel learning. A set of methodological documentation for its organization involves systemic actions, taking into account a pre-established norm (for example, the possibility of solving problems by means of the native language is excluded). At the same time, methodological recommendations are aimed at:

- reorientation of a given norm into a specific action;
- analysis of difficulties in the course of an indicative framework of actions, representing the sequence of operations to achieve a specific goal (determining the scope of the cause of a lack of knowledge, acting according to a given pattern in changed conditions, transferring knowledge to an unfamiliar situation and designing new ways of activity).

For example:

1. Write a letter of proposal to change the terms of delivery of goods using a clichéd model.
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 for organizing independent work is built according to a structural scheme consisting of several cycles that carry out an indirect transition from its classroom to extracurricular forms. 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 an independent learning mode, as it implies compliance with age and other psychophysiological possibilities for the perception of 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 of independent work. The transition to the mode of self-learning, self-assessment, self-control contributes to the student's exit from functioning to 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 system of games in the reserve model of learning 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 learning tool 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 communicative activity;
- the principle of 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 skills, abilities, experience, creative activity, moral and other personality traits. As a result, the formation of a creative, active, socially and professionally competently personality of a future specialist takes place.

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- 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 the professional training of specialists was focused not 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 activity modeling, a system of professional functions is defined, which should be developed during 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 involves 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 learning activity.

Summary and conclusions.

- The leading form of education is composed with students' independent work as the leading form of education. Development and formation of the student's personality in the university, represents the main system-forming factor of the student's attitude to educational and cognitive activity.

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

- 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 students' educational and cognitive activity, having their own special forms and tasks, content, methods, means and the corresponding result.

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

- A holistic system for organizing independent work 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. • Building a system for organizing students' independent work must satisfy the following basic conditions for interconnection with systems of a higher and lower order, taking into account the influence of a system-forming factor, taking into account age and other psychophysiological characteristics of students, organizing in the mode of cognitive self-regulation, organic external algorithmization of a student's activity, his personal characteristics and individual requirements.

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



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