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М. В. Фоминых, Тэг Дж. Нелли
M. V. Fominykh, Tagg J. Nelly
ФГАОУ ВО «Российский государственный
профессионально-педагогический университет», Екатеринбург
преподаватель, Мельбурн, Австралия
Russian state vocational pedagogical university, Ekaterinburg
teacher, Melbourne, Australia
Fominykh.maria12@yandex.ru

ПЕДАГОГИЧЕСКОЕ ВЗАИМОДЕЙСТВИЕ ПРИ ПРОБЛЕМНОМ МОДЕЛИРОВАНИИ

PEDAGOGICAL INTERACTION DURING PROBLEM MODELING

Аннотация. В статье раскрыты некоторые особенности педагогического взаимодействия в условиях проблемного моделирования, дано понятие проблемного моделирования как инновационного подхода в образовании.

Abstract. Some features of pedagogical interaction in terms of problem modeling are discussed in this article, the concept of problem modeling as an innovative approach in education is given.

Ключевые слова: деятельность, взаимодействие, проблемное моделирование, инновации.

Keywords: activity, interaction, problem modeling, innovations.

Problem modeling is a modern innovative approach to learning [1; 2]. Let's define problem modeling in learning as an approach that stimulates innovative learning, based on the productive and reproductive activity of learners, orienting on the organization of this activity by constructing the models developed in the course of the emergence of problem situations in the implementation or modeling of professional activity.

Target setting and functions of technology of problem modeling as an innovative approach: development of cognitive, social and professional activity of the student, student, mastering the skills of participation in business games, professional communication and solving situational problem problems, mastering managerial skills.

The educational material is presented by a verbal form in the form of introductory information, problems and other sources. Dominant forms of organization: business and simulation game. The main methods are the dialogical, in-

formational and search methods of teaching. The field of application is the training of specialists in the secondary specialized and higher schools.

Problem modeling appeared on the basis of problem-model training, which appeared on the basis of the university practice of applying business and simulation games, which are also based on problems and problem situations. The essence of the idea: in different types of games the real cognitive or practical activity of the student in the studied specialty is modeled.

In American pedagogy the technology of such training is developed in primary school: game training is connected with modeling of activity of a seller, a hairdresser, a policeman, a traffic regulator, a teacher of initial classes, etc. [4].

The using of the training system in the context of problem modeling, the following types of educational activity are realized as the organization of educational activity:

1. Pedagogical problem dialogue - interaction of subjects of educational activity, including with the means of training, functioning on the basis of problem-model technologies.

2. Ensuring the possibility of choosing the content options for the educational material or the mode of work in accordance with the personal preferences of the trainee and student.

3. Modeling of the future professional pedagogical activity in the process of studying the disciplines of the profile cycle.

Let's distinguish some features of pedagogical interaction in the conditions of problem modeling:

- The subject-subject style of relations with elements of tutoring under the individual form of pedagogical interaction;

The activity of both the teacher and the student is supposed. The goal of tutorship support is called full-fledged realization of the individual's educational potential. The key principles of tutoring are the principle of individualization and the principle of openness of education.

- An element of mentoring with the social-psychological (collective) form of pedagogical interaction;

Here it should be noted that tutoring and mentoring are pretty close concepts, unlike a tutor, a mentor is not guiding and accompanying an activity, but a nurturing, in some way, guardian and trustee. Thus, the element of mentoring with the social-psychological (collective) form of pedagogical interaction implies not the supervision of any activity, but unobtrusive leadership.

- Consultative and accompanying character of pedagogical influence in the process of all types of practices;

In the context of the problem-model approach, the advisory-accompanying character of the pedagogical influence in the process of all types of practices assumes a special role in connection with the fact that the student aims to independently make decisions and plan, model and project his future professional activity consciously, without reliance on the experience of the instructor-leader Practitioner.

- Individualization of the personal result of educational activities aimed at developing metaprofessional qualities of the learner;

So, the realization of individualization of the personal result of educational activity aimed at developing the metaprofessional qualities of the trainee within the framework of the problem-model approach in higher professional pedagogical education will contribute to the achievement of his main goal - the preparation of a qualified specialist of the appropriate level and profile, competitive in the labor market, freely proficient in his profession And oriented in related areas of activity, capable of effective work on special At the level of world standards, ready for constant professional growth, professional and social mobility [3; 5].

Preparation of a qualified specialist of the appropriate level and profile, capable of effective work in the specialty at the level of world standards, ready for permanent professional growth, professional and social mobility.

- Joint projecting of future professional activities of the teacher and student.

Students together with the teacher get acquainted with the concept of an individual trajectory of professional development and try to answer the questions: "Is forecasting a professional future a necessity? Is it one of the conditions for professional self-realization? ". It is necessary to build an algorithm for constructing an individual trajectory of professional development directly with the teacher in order to determine the prospects for future professional activity not only of the student but also of the teacher

Thus, the joint activity of a student and a teacher from a position of problem modeling can be considered as a process in which various forms of organization of relations are possible. With this approach, the teacher carries out the storage, analysis and processing of pedagogical information, which allows him to manage the student's educational activities and to make the necessary choice of pedagogical influences based on knowledge of the characteristics of the student's activity itself.

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