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# ПРАКТИКА ПРОБЛЕМНОГО МОДЕЛИРОВАНИЯ В КОНТЕКСТЕ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

# THE PRACTICE OF PROBLEM MODELING IN THE CONTEXT OF DISTANCE LEARNING

**Аннотация.** Актуальность статьи состоит в объяснении необходимости и целесообразности внедрения проблемного моделирования в условиях дистанционного обучения. Цель статьи заключается в выявлении необходимости применения проблемного моделирования как инновационного подхода в условиях дистанционного обучения. В статье представлены концептуальные основы и педагогические условия проблемного моделирования как инновационного подхода при дистанционном обучении, определены принципы данного подхода, приводятся примеры практикоориентированных заданий.

**Abstract.** The relevance of this article is to explain the necessity and feasibility of implementing problem modeling in the context of distance learning. The purpose of the article is to identify the necessity of applying the problem modeling as an innovative approach in the context of distance learning. The conceptual foundations and pedagogical conditions of problem modeling as an innovative approach in the field of distance learning are presented in this article, the principles of this approach are defined, examples of practice-oriented tasks are provide.

**Ключевые слова:** профессионально-педагогическое образование, инновационные технологии и подходы в обучении, проблемное моделирование, дистанционное обучение, профессиональное образование.

**Keywords:** vocational-pedagogical education, innovative technologies and approaches in teaching, problem modeling, distance learning, professional education.

In the modern conditions of society, the task of the educational process is not only to meet the modern requirements for the profile training of a teacher but also to implement the possibilities of problem modeling in the field of modeling future professional activities. Future educators should be ready for professional pedagogical activity in the new working conditions [7, 9, 11, 12]. We believe

that upon completion of training, a graduate of a pedagogical university should have their own individual portfolio that describes their professional experience.

In the context of distance learning, it is quite difficult to simulate the moments of professional activity, and sometimes it seems completely impossible. In our opinion, as an innovative approach to training, problem modeling can solve this problem.

We define problem modeling in training as an approach that encourages innovative learning by building the actual developed models in the process of problem situations in the implementation or modeling of professional activities. This means that the implementation of professional activity is possible not only when a student passes a certain type of practice but also with direct distance learning (namely the remote development of specialized academic disciplines). The essence of problem modeling as an approach is that each student performs practice-oriented tasks related to direct professional activity, starting from the first day of training, while studying and mastering specialized academic disciplines and practices.

For example, students studying in the main professional educational program of higher education (bachelor's degree), implemented in the RSVPU in the direction of 44.03.01 Pedagogical education and the profile of training "Education in the field of a foreign language (English)", were in such specialized disciplines as: methods of teaching a foreign language, introduction to linguistics, linguistics, fundamentals of research, theory and practice of translation, stylistics, literature of the countries of the studied language, etc., and a number of practices: practice for obtaining primary professional skills, pedagogical, pregraduate. During the training, students receive practice-oriented tasks from teachers of specialized academic disciplines. These tasks must be related to future professional activity and must have a problematic, heuristic nature. Thus, the student studies the topics of the profile discipline and immediately learns to apply the acquired knowledge in practice.

Here is an example of practice-oriented tasks in the framework of problem modeling for students of the above specialty (Table 1).

Table 1. – Examples of practice-oriented tasks in the framework of problem modeling.

| Academic discipline | Practice-oriented task | Implementation of problem modeling in the context of distance learning |
|---|---|---|
| Practical English course | When compiling an active dictionary on the topic "Food", de- | Students use the Miro virtual whiteboard, complete tasks in |

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| | velop a system of tasks for introducing new vocabulary in the second grade | groups or individually, and add to their professional portfolio |
| Linguistic and Cultural Studies | Select videos on the topic "Education in Great Britain" | The result of this task, the final product-selected videos can be used to perform the next practice-oriented task in another specialized academic discipline - "Methods of teaching a foreign language", to offer students the development of tasks for the video. Thus, students study directly linguistic and foreign studies, practice the language, study the methodology of teaching a foreign language and add to their pedagogical piggy bank, their professional portfolio |
| Translation theory and practice | Suggest a methodological development for the use of newspaper and information materials in English lessons in high school | Using the online survey and quiz builder Mentimeter.com students offer their own methodological development. Thus, students study the topic on the theory and practice of translation as a specialized academic discipline and replenish their pedagogical piggy bank, their professional portfolio with new interactive and modern tools |
| Fundamentals of research work | Identify the main types of research activities of the teacher in the school | Students are encouraged to use the mindmaps app to create mind maps, followed by group discussions. Here an important professional task is solved – the awareness of oneself as a future teacher-researcher |
| Practice for obtaining primary professional skills | Process job sites for your specialty, identify the requirements of employers | Students are offered a link to job sites, work is underway to identify the requirements of employers, and a tag cloud is compiled. Thus, students correlate their professional competencies with the requirements of employers, conclusions are drawn about the competitiveness of specialists in this training profile. |

Problems modeling successfully correlates with the basic principles of distance learning:

– free access (students perform practice-oriented tasks on modeling future professional activities in their free time, which allows a more deliberate approach to solving professional problems);

– actually, distance learning, that is, learning with minimal contact with the teacher (here we should note the modernization of young people, namely students, their psycho-physiological characteristics, which make it easy to switch from face-to-face training to learning, for example, using only a mobile phone);

– emphasis on independent work (which is important for future teachers, since it is the independent solution of professional tasks for modeling future professional activities that allows you to avoid cliche thinking).

Thus, the principles of problem modeling in the context of distance learning will be:

– the principle of variability of content and the commonality of scientific and methodological guidelines of specialized academic disciplines;

– the principle of mutual interactivity (in the modes student-student, student-group, student-teacher, group-teacher);

– the principle of individualization (personal educational trajectory of each student);

– the principle of pedagogical expediency of means (the leading pedagogical principle plays a slightly different role here, namely, this principle involves the targeted use of problem modeling tools and the regulation of the time spent on each practice-oriented task).

It should be noted that problem modeling has been successfully implemented in the educational process of the Russian State Vocational Pedagogical University on the basis of the Department of Germanic Philology. Also, within the framework of problem modeling as an approach, remote online courses based on the Moodle platform "Practical course of research work", "Sociocultural aspect of the country of the language being studied", "Actual problems of lingual didactics" were introduced [8].

Many modern domestic and foreign researchers in the field of digital pedagogy note that the problem of adaptation to the use of distance educational technologies is urgent not only for students, but also for teachers [1, 2, 3, 5, 6, 10, 13, 14, 15]. As A. Ya. Nain notes, "it is science that should calculate the consequences of certain innovations" [4, p. 10].

Thus, we have identified the conditions for the introduction of problem modeling in the context of distance learning:

1. Modification of the content of specialized academic disciplines;

2. Creating an educational vertical: the student is included in practice-oriented tasks when studying each profile discipline from the 1st year until the end of training;

3. Availability of trained personnel with properly developed online training courses that correlate with the programs of specialized academic disciplines;

4. Availability of special equipment and facilities that modulate the educational space of the group, if mixed training is conducted.

5. Creating conditions for the development of reflection in order to further improve the approach.

Therefore, the introduction of problem modeling as an approach in the context of distance learning is due to the need to organize the process of teaching students of pedagogical specialties in a new educational environment that provides continuity, integration of the content of specialized academic disciplines, logical and content links; implementation of remote pedagogical interaction between the subjects of the educational process, as well as automation of the management of the educational process in new conditions, control, correction of educational activities.

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# КОНЦЕПТУАЛЬНЫЕ ОСНОВЫ РЕАЛИЗАЦИИ КОМПЕТЕНТНОСТНОГО ПОДХОДА В ТВОРЧЕСКОМ ОБРАЗОВАНИИ

# CONCEPTUAL BASIS OF REALIZATION COMPETENT APPROACH IN ARTISTIC EDUCATION

**Аннотация.** В статье рассматриваются условия и сложности реализации компетентностного подхода в творческом образовании. Автор рассматривает возрастание социального заказа на креативность, который делает актуальным творческое образование.