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**ПРОБЛЕМНОЕ МОДЕЛИРОВАНИЕ:
ХАРАКТЕРИСТИКА ИННОВАЦИОННОСТИ**

PROBLEM MODELING: CHARACTERISTICS OF INNOVATION

Аннотация. В статье предложены краткий обзор инновационных процессов в сфере образования в России и за рубежом и авторское понятие проблемного моделирования как подхода в образовании. Проанализирована концепция инновационности данного подхода. Ведущим подходом к исследованию данной проблемы является изучение и обобщение имеющихся исследований по проблеме внедрения инновационных подходов обучения. Материалы статьи могут быть полезны преподавателям, методистам, аспирантам и студентам, а также всем тем, кто интересуется инновационными подходами в обучении.

Abstract. A brief overview of innovative processes in the field of education in Russia and abroad is offered in the article; the author's concept of problem modeling as an approach in education is proposed. The concept of innovativeness of this approach is analyzed. The leading approach to the study of this problem is the study and synthesis of existing research on the problem of implementation of innovative teaching approaches. The materials of the article can be useful for teachers, methodologists, students and graduate students, as well as for all those who are interested in innovative approaches in teaching.

Ключевые слова: высшее образование, профессиональное образование, студент, современный университет, инновации, подход в образовании, проблемное моделирование.

Keywords: higher education, vocational education, student, modern university, innovations, approach in education, problem modeling.

Modern society and the state of the world economy dictate new rules for education and the learning process itself, and new trends in the development of the vocational education system appear. In the late 50s, centers for the study and generalization of pedagogical innovations were set up in Europe and the United States. In the modern world, more and more innovation centers are opening, and this also applies to education. Many innovation centers are created on the basis of universities and various educational institutions. The lists of existing regional innovation platforms are presented everywhere. Thus, in Yekaterinburg there are 16 educational organizations that have been granted the status of a regional innovation platform in the Sverdlovsk region [11]. For example, on the basis of the Municipal Autonomous Educational Institution Gymnasium No. 9 (municipal formation "city of Yekaterinburg"), an innovative project "Creation of a gymnasium model of continuous engineering education and early professional self-determination of students in the conditions of a resource center for specialized training in order to develop the scientific and technical potential of the Sverdlovsk region" is proposed [11].

In Russia, there are many innovative centers in the field of education [7]. The main goal in this area is to create in the subjects of the Russian Federation in 2025 at least 100 university centers of innovative, technological and social development of the regions. For example, on December 22, 2016, on the basis of the Agreement (No. 06-15/11 of December 22, 2016) on scientific cooperation between the Russian Academy of Education and the Russian State Vocational Pedagogical University, the RAO Research Center was opened on the basis

of the HSPU (HSPU Research Center). As a priority in the activities of the established Scientific Center of the Russian Academy of Sciences, the current scientific direction "Scientific support for the modernization of vocational education" is assumed [12].

Universities in Europe and the United States, in addition to fundamental knowledge, play a significant role in the development of practical innovations of an applied nature. One can observe a slightly different interpretation of the concept of "innovations in education and training" from the Russian interpretation. So, their concept of pedagogical innovation is more narrowly focused, although the term "openness of education" is inherent in Western and American cultures. From their point of view, innovation is a new process, a new tool or a new method of conducting the educational process, namely, its organization, as well as external relations. In the Russian concept, innovation is the introduction or significant improvement of a pedagogical product, that is, a technology, method, or means.

Consequently, innovative approaches to teaching are gaining more and more popularity among educators, teachers, and scientists. This gives rise to a detailed study of them with a view to further effective application.

Referring to some foreign and domestic modern scientists in the field of teaching practice, such as B. M. Bim-Bad, M. I. Makhmutov, M. O. Omarova, D. A. Salmanova, G. F. Shafranov-Kutsev, G. Z. Efimova, I. B. Shuvanov, V. I. Shapovalov, V. P. Shuvanova, J. Libr. Admin, N. M. Stephens, M. G. Hamadan, M. Destin it can be noted that a new form of organization of the educational process in universities can become a powerful resource for the development of the system of vocational training, training and retraining of highly qualified personnel [1, 2, 3, 4, 6, 8, 9, 10]. This determines the need for scientific study of the formation and development of modern innovative pedagogical technologies in the system of professional education.

Problem modeling is one of the modern innovative approaches, however, it requires a detailed study in terms of its implementation in the educational process of the university. We define problem modeling in training as a modern innovative approach, the purpose of which is to stimulate the heuristic productive and reproductive activities of students, where the organization of all activities occurs when building models developed by the students themselves in the process of problem situations in the implementation or modeling of professional activities (modeling of professional activities can take place in this case during educational, pedagogical and industrial practices) [4].

Problem modeling as an innovative approach, in our opinion, involves:

- mutual interactivity;
- application of mixed learning:
- practice-oriented teaching of theoretical disciplines;
- relying on international experience in teaching special disciplines;
- ever-increasing resource intensity;
- changing the traditional role of the teacher as an organizer and lecturer to an integrator, consultant, mentor, tutor.

Let us discuss each condition in more detail.

1. Mutual interactivity. Interactivity is always the ability to interact. So, innovation should consist precisely in interactive learning. In contrast to traditional learning, there is communication with the audience, although some scientists in the field of interactive learning "question" the question of individualization of learning.

2. Application of blended learning. At present, it has become obvious that the use of information and communication technologies is a necessary condition for the development of higher education, as they allow you to create a system of distance education, as well as to organize mixed learning, which involves the use of communication tools in both real and deferred time. So, in the framework of problem modeling, in order to immerse yourself in the problem-model environment, as a mixed training, online courses are offered. LMS Moodle (Modular Object-Oriented Dynamic Learning Environment) is one of the most well-known

and widespread remote learning management systems. Many major universities around the world use the Moodle system to organize distance learning, as it was designed with the pedagogy of social constructivism in mind, implying joint work and active learning, and Moodle is distributed free of charge. This system belongs to the class of Learning Management System, it is used for the development, management and distribution of online learning materials with shared access. Online materials are created in a visual learning environment with a set learning sequence.

3. Practice-oriented teaching of theoretical disciplines. Direct connection of theory and practice in the learning process. Perhaps even "sandwich training", which in English means alternating training.

4. Relying on international experience in teaching special disciplines. In the context of the globalization of education, the experience of the "parallel teacher" should be taken into account. This term means relying on the experience of a partner teacher teaching the same discipline abroad.

5. Ever-increasing resource intensity. A constantly updated library of materials. Here we mean both the book resources themselves and the resources of the online environment.

6. Changing the traditional role of the teacher as an organizer and lecturer to an integrator, consultant, mentor, tutor. Thus, the innovation of problem modeling as an approach is that there is a change in the traditional role of the teacher as an organizer and lecturer to an integrator, consultant, mentor, tutor.

The approach of problem modeling proposed for consideration from the point of view of innovation has been successfully implemented in the educational process of the Department of Germanic Philology of the Russian State Vocational Pedagogical University as a methodological system for teaching students of pedagogical specialties in the disciplines of the profile cycle with immersion in the problem-model environment.

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ФОРМИРОВАНИЕ ХУДОЖЕСТВЕННО-ЭСТЕТИЧЕСКИХ СПОСОБНОСТЕЙ ДОШКОЛЬНИКА

FORMATION OF ARTISTIC AND AESTHETIC ABILITIES OF A PRESCHOOLER

Аннотация. В статье рассматривается вопрос художественно-эстетического развития детей дошкольного возраста, как целая образовательная область и она направлена на всестороннее гармоничное развитие личности.

Abstract. The article considers the artistic and aesthetic development of preschool children as a whole educational field and is aimed at the comprehensive harmonious development of the individual.

Ключевые слова: дети среднего дошкольного возраста, художественно-эстетическое развитие, личность, культура.

Keywords: children of middle preschool age, artistic and aesthetic development, personality, culture.

В современном мире вопросу художественно-эстетического развития личности, формирования ее эстетической культуры уделяется особое внимание.

Данный вопрос является актуальным, поскольку художественно-эстетическое развитие личности является значимой и важнейшей стороной в воспитании ребенка. Это развитие содействует обогащению чувственного опыта, эмоциональной области личности, оказывает влияние на постижение нравственной стороны действительности, способствует увеличению познавательной активности.

Характерной чертой современной дошкольной образовательной организации выступает направленность ее содержательно-целевых аспектов в сторону общей гуманизации, означающей глубокие (коренные) качественные преобразования в тактике и стратегии обучения, прежде всего, с учетом личностного фактора.

Ученые обращают внимание на создании благоприятной обстановки для каждого ребенка, его воспитании как целостной (гармоничной), свободной, готовой к самостоятельному выбору ценностей, самоопределению в культурном мире» [9, с. 57].

В создавшихся условиях актуальным становится формирование художественно-эстетических способностей дошкольника, которое обеспечит «ценностное отношение к окружающей действительности, эмоционально-образное постижение реальности, развитие способности воспринимать мир красоты во всем ее многообразии и создавать прекрасное в этом мире.

Исследователи утверждают, что изобразительная деятельность детей среднего дошкольного возраста построена на игровой мотивации, так как в непринужденной об-