MODELING PEDAGOGICAL SITUATIONS AS A MEANS OF FORMING THE READINESS OF FUTURE TEACHERS FOR PROFESSIONAL ACTIVITY

MODELAREA SITUAȚIILOR PEDAGOGICE CA MIJLOC DE PREGĂTIRE A VIITORILOR PROFESORI PENTRU ACTIVITATEA PROFESIONALĂ

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Abstract. The article examines the modern problems of forming the readiness of future teachers of higher education institutions for professional activity. The modeling of pedagogical situations is theoretically substantiated as a means of developing this readiness, including the mastery of innovative methods and forms of education. The analysis and systematization of scientific research related to this problem and the specifics of the readiness of future teachers was carried out.The article considers scientific approaches to the concepts of «model», «modeling», «pedagogical situation» and analyzes the essence of modeling as one of the key factors in the formation of the personality of a future teacher of a higher education institution. It is substantiated that modeling is an effective teaching method used in the process of professional training of future teachers. The purpose of such training is not only to master theoretical material, but also to develop critical thinking, the ability to generate new ideas and skillfully apply them in the educational process. This is achieved through observation, analysis, research, experimentation, solving pedagogical situations, etc.It is noted that it is advisable to use pedagogical situations in lectures and practical classes, during independent work, writing research papers, and pedagogical practice. It is established that effective methods of solving pedagogical situations are role-playing games and discussions followed by analysis of specific situations. These methods contribute to deepening knowledge of the problems under discussion and activating the creative potential of future teachers. It is also concluded that modeling is an important prerequisite and tool for the successful performance of professional duties by future teachers of higher education institutions.
Keywords: model, modeling, pedagogical situations, future teachers, professional training.

Modernization of higher education in modern conditions requires constant improvement and makes higher demands on modern teachers. Society expects from them not only the transfer of knowledge, but also active support for the development of the personality of education seekers, the formation of their critical thinking and preparation for professional activity in the conditions of the modern world.

In this regard, the training of future teachers in institutions of higher education is under special control and undergoes a deep multi-level analysis. New approaches to education are being studied, taking into account modern trends and needs of society. Non-standard methods, forms and means of training future teachers are offered, which are aimed at developing their creative thinking, analytical and problem-solving skills, communication skills, as well as the ability to work in a team and use modern technologies in the educational process.

An important component of such training is supporting teachers in the process of self-improvement, learning new methods and technologies, as well as participation in professional associations and unions for the exchange of experience and implementation of best practices, which will ensure effective and high-quality teaching of educational components and quality education for future generations.

The problem of modeling the process of training a future teacher really arouses interest among scientists and practitioners in the field of education. Modeling as a method of scientific knowledge is widely used in various fields of science. However, in the context of pedagogical science, the problem of using modeling in the process of training future teachers began to be actively investigated only in recent decades.

The beginning of this can be found in the growing attention to pedagogical practice, requirements for the quality of education and the constant need to adapt to changes in the modern world. Modeling has become an effective tool for analysis, design and optimization of the process of training future teachers.

Modern research actively develops the concepts of modeling the educational environment, pedagogical situations, innovative pedagogical approaches and strategies. They are aimed at optimizing the educational process, improving the quality of training of future teachers, as well as developing their professional competencies, adaptability and innovative thinking.

The modeling process is widely known in both practical and theoretical pedagogy, as evidenced by the works of famous scientists. Thus, M. Biryukova, K. Volynets, S. Golub, and others studied the process of modeling in the activity of a teacher of higher education institutions. O. Tkacheva, T. Ilyina studied the method of researching the professional activity of a teacher. Scientists O. Berezyuk, A. Verbytskyi, V. Semichenko, L. Semushyna, O. Dakhin, V. Zagvyazinskyi, F. Semenova emphasize the importance and necessity of using modeling in the educational process of a higher school.

In the works of scientists, it is noted that one of the priority tasks of a higher education institution, in the preparation of future teachers, is the formation of a subject of professional activity. This means creating conditions so that future teachers not only receive a certain set of knowledge and skills, but also develop professional self-awareness, the ability to analyze and improve their own pedagogical activities and use innovative pedagogical technologies.

The formation of the subject of professional activity involves not only the transfer of theoretical knowledge, but also the active practical activity of education seekers, aimed at solving real pedagogical tasks and situations. An important element of such training is the creation of situations that are close to the real conditions of professional activity, which allow students to gain practical experience, develop critical thinking and the ability to make informed decisions.

*Goal*article consists in revealing the role of modeling pedagogical situations in the professional training of future teachers of higher education institutions.

The main terms of this study are «model», «modeling», «pedagogical modeling».

The term «model» in translation from the French language (modele) means a measure, sample, norm, and from the Latin (modeling) - an image, a simplified description of a complex phenomenon or process, that is, a sample that reproduces the structure and action of any object and is used to obtain new knowledge about the object.

In the «Great explanatory dictionary of the Ukrainian language» the category of model is defined as «an imaginary or conventional (image, description, scheme, etc.) image of any object, process or phenomenon, which is used as its representative» [1].

In the interpretation of V. Maslov, a «model» is a subjective reproduction in the mind of a person (a group of people) and an external reflection in various ways and forms of the most essential signs, traits and qualities that are characteristic of a specific object or process, which are objectively related to it (object) are inherent and give a general idea of the phenomenon we are interested in or its individual components [3, p. 180].

The Pedagogical Dictionary, edited by M. Yarmachenko, defines the definition of «modeling» as the process of researching certain phenomena, processes or systems of objects by building and studying their models. Modeling belongs to the main categories of knowledge on which both theoretical and experimental methods of scientific research are based [5, p. 206].

Pedagogical modeling is one of the types of modeling used in education and pedagogy. This is the process of creating and using models for the purpose of understanding, analyzing and implementing pedagogical concepts, methods of teaching and education.

S. Goncharenko notes that pedagogical modeling is a scientifically based design that meets the specified requirements and the planned construction of the future model of the studied pedagogical process, taking into account the properties that are studied during the pedagogical experiment. The goal of pedagogical modeling is to identify opportunities for improving the educational process, finding reserves for increasing its efficiency and quality based on model analysis [2, p. 213].

Pedagogical modeling can include the creation of pedagogical models that describe various aspects of the educational process, such as the structure of the lesson, the organization of learning, the interaction between the teacher and the learner, etc. These models help teachers better understand and plan their activities, as well as more effectively introduce innovations into the educational process.

Pedagogical modeling can also include the use of computer technologies and software to create virtual learning environments, simulations, and other interactive learning tools. All this contributes to the improvement of the quality of education and the training of future teachers.

The creative aspect of the professional activity of future teachers of higher education institutions actually emphasizes the problem of modeling and solving pedagogical situations.

The term «pedagogical situation» is interpreted by I. Zyazyun as an element of the teacher's activity, which indicates a discrepancy between the expected level of upbringing of the students of education and the one obtained. In his opinion, each pedagogical situation can be modeled differently, but the effect of education will directly depend on the teacher's knowledge and abilities [4].

Analyzing the essence of this concept, one can draw a conclusion about its basic characteristic as a set of conditions in which the teacher sets a goal and makes a decision.

The skills of modeling and solving pedagogical situations are important for future teachers, because they face various situations in the educational process, requiring a creative approach and effective solutions. These skills help prepare future teachers for their professional responsibilities, ensuring their ability to adapt to and effectively manage a variety of teaching situations.

This approach allows future teachers to acquire not only theoretical knowledge, but also practical skills in modeling pedagogical situations, which play an important role in their further professional activities.

The readiness of future teachers for professional activity through the use of technology for modeling pedagogical situations has its own specifics. This approach allows students to acquire the practical skills and abilities necessary for a successful career in education. The specificity of this readiness consists in several aspects:

- *Practical orientation*. Modeling pedagogical situations enables future teachers to immerse themselves in real professional circumstances, gain practical experience, and feel responsible for decision-making in the lecture hall.
- *Development of creativity*. Through modeling various scenarios of pedagogical situations, future teachers learn to think creatively and find unconventional ways to solve problems.
- Communication skills. Working with different roles in pedagogical situations contributes to the development of effective communication, listening and mutual understanding skills with students.
- *Systematic thinking*. Modeling pedagogical situations helps future teachers to navigate the educational process and understand the relationships between its various aspects.
- *Adaptability*. By working with different variations of pedagogical situations, students learn to quickly adapt to changing conditions and challenges that may arise in practice.

The specifics of the readiness of future teachers for professional activities with the help of modeling pedagogical situations lies in their practicality, creativity, communication skills, systemic thinking and adaptability.

Modeling pedagogical situations encourages future teachers to develop communication skills and reveals their model thinking, helping to move from empirical to creative level of training. This helps to reduce the time of adaptation to professional activity. Modeling is aimed at forming the readiness of future teachers to work in higher education institutions.

The use of model situations in the educational process allows for a better understanding of pedagogical phenomena, to identify systems of connections and relationships, and creates an intermediary link between the theory and practice of teaching activities. Analysis of such situations leads to predictions of results that can then be applied in specific environments.

A positive aspect of working with models of pedagogical situations is the reduction of fear of mistakes, since the teacher controls the process and helps to correct inaccuracies. Master's students also get an idea of the professional duties of a teacher and the values of pedagogical ethics, which contributes to their development. This gives them an opportunity to evaluate other professional experiences and reflect their own. The use of pedagogical situations activates the development of practical thinking of future teachers and contributes to the development of their ability to solve specific problems. Such practice also stimulates motivation to learn and promotes self-analysis, self-evaluation and self-development.

Modeling pedagogical situations includes several stages, such as preparatory, practical and creative. This approach to learning is important in lectures, seminars and practical classes,

as well as in writing scientific papers and independent work. Solving pedagogical situations through role-playing games and discussions contributes to deep assimilation of knowledge, development of creative potential, motivation for the profession, independent decision-making and mastery of pedagogical skills.

Effective methods of solving pedagogical situations are role-playing games and discussions with the analysis of specific situations. These methods stimulate the creative potential of future teachers, contribute to the development of positive motivation for the profession and the formation of pedagogical skills. Such active learning methods help future teachers to make independent decisions, develop argumentation skills and enter the profession faster.

According to P. Shcherbany, an outstanding scientist who has deeply studied this problem, «the game has specific characteristics inherent only to this type of educational activity, without which the game cannot be considered educational and pedagogical. These include: simulation of conditions close to real ones imitating professional and pedagogical activity; step-by-step development of the game, as a result of which the completion of the tasks of the previous stage affects the progress of the next one; presence of difficult and conflict situations; mandatory joint activity of game participants; description of the psychological-pedagogical situation and the object of game simulation simulation; control of playing time; pre-developed rating system; rules governing the course of the game; elements of competition» [6].

The game is an effective method of modeling real pedagogical situations, which reproduces the professional activity of a teacher and students of education in an educational environment. During the game, participants can take on the roles of both teachers and conquerors of worlds, as well as observers who analyze the actions and decisions of participants. This contributes to the development of various skills and abilities of future teachers, such as diagnostic, communicative, organizational, etc.

In the process of the game, future teachers simulate a real pedagogical situation, performing different roles of teachers and students of education. This contributes to the development of various skills and abilities of the future teacher of higher education, such as diagnostic, communicative, organizational and others. Modeling pedagogical situations in practical classes allows future teachers to analyze and solve various situations, which is an integral part of their professional activity. This approach helps to realize that they will constantly face specific pedagogical challenges that will require a quick and effective solution.

It is important that future teachers understand that in their professional activities they are constantly faced with various situations that require immediate solutions. Therefore, it is important that during training they can develop their own skills for analyzing and solving pedagogical situations.

Therefore, modeling and solving pedagogical situations play a key role in the training of future teachers, helping them to develop the creativity, analytical abilities and professional competences necessary to successfully fulfill their responsibilities in higher education.

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