



A MODEL FOR DEVELOPING THE DIDACTIC POTENTIAL OF THE EFFECTIVENESS OF STUDENTS' INDEPENDENT LEARNING BASED ON THE CONVENTIONAL APPROACH

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Abstract: The main functions of models are to simplify obtaining information about the object being studied or applied, to acquire information, and to envisage and diagnose the future state of the object. The article explains that if, when the object under study is compared with its model, the difference between them is not significant, this is a sign that the model has been formed close to the object.

Keywords: models, physical, mathematical, methodological, object, conventional, aspect, competence, formation.

At present, the use of model-creation and modeling methods in education has its own particular aspects. Models can generally be physical, mathematical, or symbolic [69]. There are significant boundaries between the models mentioned. In general, mathematical and symbolic models can be used in forming pedagogical models. At the same time, models can also be divided into object-based, abstract, and ideal ones [49].

Modeling embodies a hierarchy of stages: constructing the model → investigating the model → extrapolating the information obtained from studying the model to the object under study → verifying the extrapolation in practice. The fact that modeling includes these stages demonstrates the perfection of the created model.

The main functions of models are to simplify obtaining information about the object being studied or applied, to acquire information, and to envisage and diagnose the future state of the object. If, when the object under study is compared with its model, the difference between them is not significant, this is a sign that the model has been formed close to the object. In fact, by studying the created model, researchers form some idea about the object. It follows that, through the modeling method, it is possible to obtain knowledge about the object directly.

The mechanism, system, structuring, and logical composition of the educational process, and, through them, the connections within the learning material, are studied on the basis of modeling, that is, creating a model [47]. However much we speak about the advantages and convenience of modeling, models and modeling cannot provide precise knowledge about the original object; they provide only partial, external knowledge about it.

At the transformational stage of modern education strategy, pedagogical modeling is emerging as a universal conceptual toolkit for solving didactic problems. This method is of fundamental importance in methodologically determining the following strategic directions: the logical-systemic organization of the hierarchical structure of learning materials and the intensification of their semantic components; the scientifically grounded prediction, by means of models, of future evolutionary trends in the educational process, and ensuring the reliability (verification) of expected outcomes; the algorithmic management of learners' cognitive activity and the organizational-managerial regulation of their autonomous learning trajectories; and the systematic introduction of conceptual innovations aimed at improving

the quality of education by creating a functional mock-up (prototype) of the integral pedagogical system.

In accordance with the goal set in our research, as one of the variants of a model for organizing and managing students' independent learning in a higher education institution, we propose the conventional approach or, put differently, the conventional management model. Henceforth, "conventional approach" and "conventional management model" should be understood as equivalent.

The following basic characteristics of the conventional approach model can be identified:

- goals that define the aims and expectations of the participants in the educational process;
- cooperative action based on the conventional approach;
- use of a system of accepted norms and values;
- decentralization of diverse aggregated and interdependent components and of flexible organizational structures of the coordinating type.

The first models for implementing independent learning arose in connection with the application of educational technologies based on the management of pedagogical systems.

We developed the conventional approach model by drawing on the research of pedagogical theorists and practitioners and on our own practical experience in higher education over many years.

Students' independent learning is a strictly goal-oriented cognitive process that systematizes the functional relationships between the learner and the teacher in a didactic environment. In the context of this activity, the student's creative-intellectual and praxeological aspirations are not limited to the reproductive mastery of normative (standard) competencies. Rather, this process serves as a strategic mechanism aimed at transforming the individual's inner, creative, immanent potential into objective professional reality (professional realization) and at ensuring the individual's professional-creative sovereignty. Independent work is carried out by the learner by completing tasks under the supervision of the teacher and, when necessary, with the teacher's advice [65].

It is also no longer correct today to limit the research model to the teacher's direct supervision. Students' independent learning can be understood in this way on the basis of the above information. This aspect is taken into account in our model, in which the most important thing is the change in the functions of the teacher and the student within a single educational process. While retaining his or her functions, the teacher promotes achieving quality results together, establishes cooperative relationships in the activity, gives advice, and performs the role of a facilitator as an expert.

The traditional model, formed on the principle of "from study to work," is becoming a thing of the past: on the one hand, it is now subject to investment in human capital and education, and on the other hand, the phenomenon of entering the labor market is becoming increasingly widespread. Today's reality activates the idea of striving to learn throughout life. This requires a search for optimal variants of educational interaction and activity models in higher education.

For the conventional approach, or conventional management model, modeling abstract structures is an important aspect that helps in deeply understanding certain sides of problems. A society that does not observe moral and spiritual-cultural norms is far from culture, and modern science cannot exist in such a society [66]. A just society always needs morally, spiritually, and culturally healthy people and leaders. The rules of culture, spirituality,

enlightenment, and morality are also prohibitions that regulate a person. Being able to express oneself freely while observing the rules of etiquette and morality is a sign of culture and spirituality.

Coordination is a management mechanism meaning precise actions, means, and a work procedure; that is, the interconnection of people and technologies, the distribution of resources, and the facilitation of human cooperation. It signifies competence in the internal environment.

In order to form competence comprehensively, changes must be made in the content component.

At present, owing to graduates' lack of practical skills, they encounter certain difficulties in finding jobs, in staying in one place of work, and in securing their positions. By combining all efforts, the tasks of training specialists as quickly and as well as possible can be successfully accomplished.

An analysis of many theories shows that the internal environment consists of several structural components. The conventional management model under study is organized on the basis of three blocks, the first of which is the goal block. The content-activity block constitutes the second block. It reflects the teacher and the student, their types of activity, the set of conditions, and the means of achieving the goal. The criteria for evaluating results constitute the third block. It covers evaluation criteria, monitoring of results, students' results in independent learning, diagnostic methods, and the like.

To reveal the content and essence of these blocks: the goal block represents the purpose of the activity and the main principles. It is well known that the goal is an organizationally important component of the model presented; it determines the direction, orientations, and experiences of education.

At present, the main aim of a higher education institution is, along with giving students knowledge, also to teach them to learn independently.

If a student acquires the skill of independent learning, then, when entering the workplace, he or she will also be able to find the necessary information without difficulty.

Achieving the set goal obviously leads to a certain result. To achieve the goal, it is necessary to set small goals for each member of the team and to sum up their fulfillment. In this case, achieving the goal represents a system of goals in the form of a family tree.

In the modern educational paradigm, the educational goals set in accordance with the requirements of the State Educational Standard (SES) are aimed at the comprehensive development of the future specialist's personality and cover the following institutional tasks:

- training competitive specialists who meet the labor market conjuncture and possess a high base of fundamental knowledge and stable professional competencies;
- strengthening the learner's subjective position in the individual cognitive process and broadening his or her autonomous development trajectory;
- developing a sense of existential responsibility for the process of acquiring knowledge and a culture of self-education;
- integrating the mastered fundamental-theoretical concepts and elements of empirical experience into the future specialist's individual professional ecosystem, where the aim is not merely an accumulation of knowledge but the formation of its logical architectonics and its functional transformation into an integral module of professional functions;
- forming technological skills in working with normative-legal regulations, as well as the ability to filter and interpret strategically important information;

- raising the student's inner need for personal and professional perfection (acme and systematically activating the competencies of organizational ability and scientific-creative inquisitiveness).

Its schematic representation is presented in Figure 2.2.

In higher education, the organization and implementation of independent learning are carried out on the basis of specific educational principles and laws. In our research, andragogical principles are added to the principles that exist in the methodology.

In conclusion, it can be said that the relevance of our research is directly related to the innovative development of the state and society.

Having an understanding of them means having systematic knowledge, and it helps in forming graduates as specialists who meet the demands of the times.

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