

ANALYSIS OF DEVELOPMENTAL EDUCATION MODELS

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Abstract: *the article describes analytical information on the goals and objectives of the traditional education model, concepts of developmental education, analysis of its goals and objectives, models and methods of organization, cyclical model and stages of teaching: concrete experiments, reflexive observation, abstract conceptualization, active experience. The activity development model, as well as the cyclical sequence of mastery in developmental education, are described.*

Keywords: *educational, traditional, developmental, style, model, experience, reflexive, cycle.*

Over the last decade, there has been a growing focus on developmental education in the higher education system. Because ensuring a balance between teaching and personal development is one of the key challenges in education.

The current traditional teaching is based on the gradual complication of theoretical materials with theoretical emphasis on the basis of demonstration methods [1]. The purpose and outcome of the traditional education model is to provide knowledge and practical skills to solve standard tasks. According to D.B. Elkonin, educational activity is the activity of forming the ability to develop oneself as an individual [2]. The use of telecommunications training projects [3] plays an important role in the self-development system.

The purpose and outcome of developmental education is to develop the competence of future professionals to perform successfully in a specific production environment, to provide theoretical knowledge and practical skills to make independent decisions not only in standard situations but also in changing non-standard situations.

Theoretical knowledge is mainly conveyed to students through lectures. However, the development of lectures in line with modern requirements is limited within the framework of the traditional education model. Because the lecture should be considered not only as an organizational form of teaching, but also as a governing tool for students to think independently, to develop practical skills in making independent decisions in solving problem situations. Therefore, in developmental education, lectures should be different from traditional lectures and be organized in the form of problem lectures [4, 5, 6].

One of the important components of the content of the educational process in the development strategy of direct and indirect modern education is the problem, the problematic component of the content of education, ie the formation of the individual's ability to make independent decisions in non-standard situations [7].

Whatever the form or technology of the educational process, the focus is primarily on the quality of education. Because the quality of education is a social category that determines the state and outcome of the educational process in society, as well as the formation and development of professional, domestic and civic competence of the individual in accordance with the needs of society [8].

Developmental education is a complete pedagogical system [9]. The curriculum of developmental education should be designed primarily for students to study independently. Electronic modular teaching aids [10] and other types of electronic resources [11] should play an important role in this.

To do this, it is necessary to focus on developmental education, the role and function of the lecture in this model of education. To identify the role, essence, and functional function of modern lectures in the educational process [12, 13], we will briefly analyze the following two models of developmental education.

1. Cyclical model of developmental education.
2. Performance development model.

A cyclical model of developmental learning. According to the basic concept of andragogy, adult education involves several cycles.

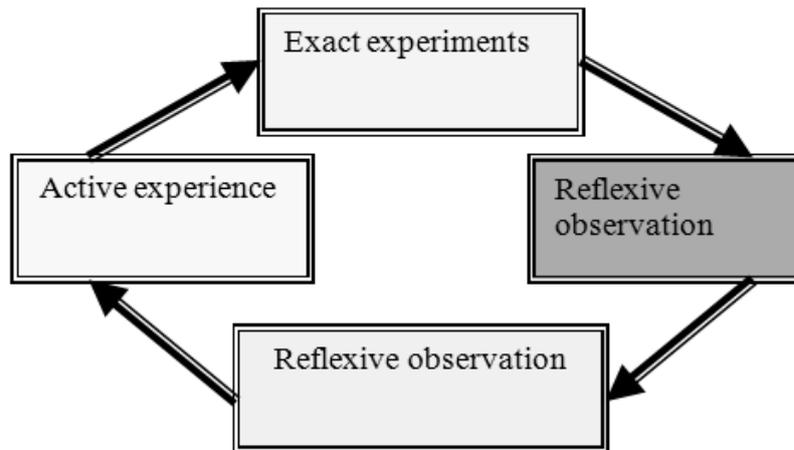


Fig. 1. Training cycle model (Kolb, Fray)

The development of teaching and learning occurs during a cyclical process, is based on experience, and consists of the following stages (Figure 2):

- ✓ specific experiments begin with the collection of information obtained as a result of the student's personal experience and observations.
- ✓ reflexive observation involves the processes of searching, analyzing, and thinking about the meaning and essence of collected information.
- ✓ in abstract conceptualization, the concept of a model and ways of solving the identified problems is created.
- ✓ active experience - practical experiments are conducted.

This model has its own important features, in which learning is organized in the form of a cyclical process consisting of a series of interconnected stages. The process starts with experience and there is never a break between stages. The cycles not only alternate on the basis of a certain sequence, but also contradict each other. For example, while abstract conceptualization opposes concrete experiences, reflexive observation opposes active experience. In the teaching process, different educators pay more attention to this or that stage of the cycle, and Kolb and Fray refer to this situation as the "teaching style".

According to this model, the student identifies in which area his experience and knowledge is insufficient, forms the problems he is struggling with, and identifies the means and ways to solve these problems, defines the purpose of learning.

2. Activity development model.

In contrast to traditional teaching in developmental education, in higher education, students are not only given new knowledge and information on the subject, but also taught to develop skills to apply the acquired knowledge in practice, to develop and process knowledge. Models change places in the educational process - the appearance of professional activity changes, the student's abilities, skills develop, the purpose of training changes. The development effect of educational activity is characterized by the same. The development activity will take place in the following three directions:

1. In personal activities.
2. In activity reflection.
3. In the methodological environment.

Here, methodology is seen as a set of ideas, concepts, methods, and tools that address the challenges that arise in learning. In terms of the learning process, this model can be read as follows:

the student encounters a number of problems that lead to a reflexive state during his / her activity and performs the following three processes in a row:

- analysis** – to study their own activities, ie to identify problematic situations in the reorganization and development of activities;
- criticize** – identification of the cause of problems with mastering;
- standardization** - development of activity. Inventing ideas, hypotheses and methods to solve a problem, creating new norms.

Comparing traditional and developmental education models, we can determine the following:

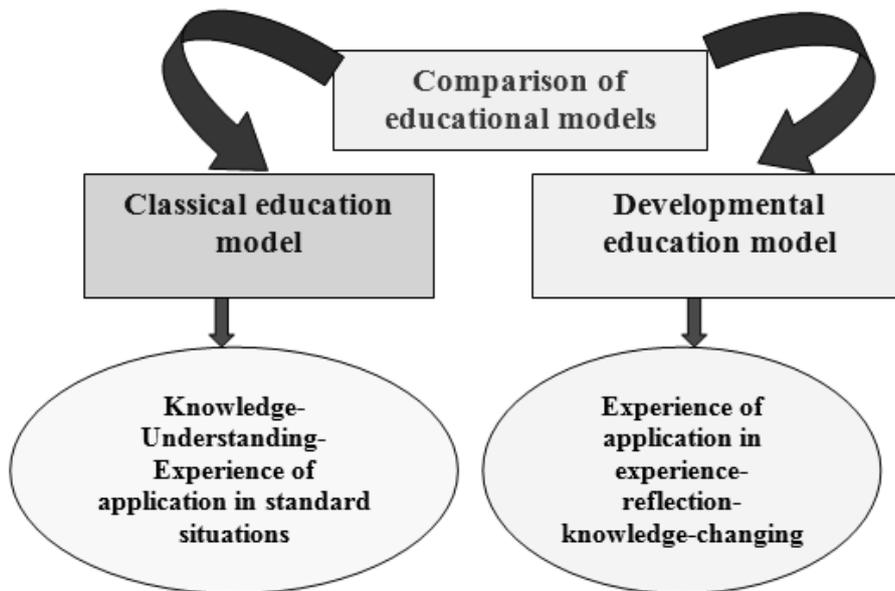


Fig. 2. Features of educational models

In the developmental learning model, the lecture is conducted in the form of a dialogue, and the student has the opportunity to analyze the content of the lecture, research, generate new ideas, express their ideas and opinions, listen to other students' opinions on this issue and express their views. The student actively participates in the lecture not only as a listener but also as a participant in the process. Specific features of the organizational form of developmental education include the following three types of pedagogical communication:

1. Student's personal independent work.
2. Group independent work of students.
3. Independent group work of students with the participation of the teacher.

Together, these three types of pedagogical communication form a complete cycle of competency development required in the training of specialists, and this process takes place in the following order. The student initially collects information on the subject (science) to be studied based on his / her personal experience and knowledge and begins to study them independently. Difficulties and misunderstandings arise during the study due to insufficient knowledge and experience of the student. The group then tries to assimilate information that is not understood using other students' knowledge and skills during independent lessons. It then identifies solutions to questions and problems that arise during independent learning with the participation of the teacher. This cycle can be described as follows.

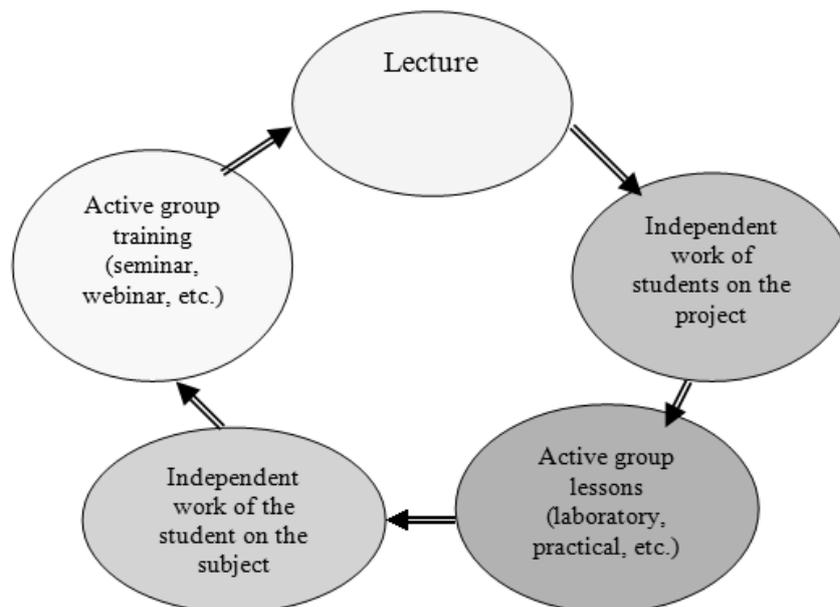


Fig. 3. A cyclical sequence of mastery in developmental learning

The form of organization of training in this cycle is seen as a universal mechanism for the development of personal experience and skills, revealing the essence of developmental education. Learning in teaching based on a developmental learning model is from the student's independent work

(individual independent, group independent, independent work in the classroom, independent work outside the classroom, etc.) begins, and this type of training is the leader. Other types of training serve as secondary.

In short, developmental education is based on more independent learning, focused on shaping the student's creative and scientific thinking skills, and teaches future cadres not only standard problem-solving, but also non-standard problems, independent decision-making in emergencies. Therefore, in the future in the higher education system it is necessary to move to developmental education.

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