

MODELING PEDAGOGICAL PROCESSES

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Abstract: This article discusses the process of developing social and communicative competence in primary school students, modeling pedagogical processes and using models in the lesson process, based on criteria, to increase their socialization and sociability.

Keywords: imitation models, socialization, communication, team, society, lesson, methodology, stages, students, conversation, goal, content, motivation, pictures and illustrations, decorations and handouts.

In the context of the development of modern scientific methodology, the use of modeling as a universal tool of knowledge, especially in pedagogical research in combination with theoretical and empirical approaches, is of particular importance. The use of this method allows not only to carry out experimental processes aimed at studying various aspects of pedagogical objects, but also to create logically substantiated constructs that serve as the basis for the formation of content-rich and methodologically sound scientific texts.

The integration of modeling with empirical-theoretical tools from the perspective of systematic analysis allows the researcher to delve deeper into the important features of educational processes, to identify the laws of their functioning and dynamics. Such a comprehensive approach not only helps to clarify scientific concepts and categories, but also ensures the development of effective strategies for the practical management of pedagogical phenomena.

Consequently, the scientifically based use of modeling in pedagogy opens up broad prospects for optimizing educational activities, which allows not only to meaningfully interpret events occurring in the educational environment, but also to purposefully design its development based on objective data and logical generalizations. The method of systematic modeling is used in modeling socio-economic phenomena and processes. Any modeling must take into account the human factor.

Creating a meaningful model reflects and allows you to study the behavior and internal relationships of the phenomenon or process that is the object of research.

The types of models used in the process of scientific research are diverse, and they are used according to their purpose.

When creating a model, it is important to take into account its following features:

adequacy - the model should be consistent and similar to the original object, which is a prototype or sample;

simplicity - the model should reflect only the important aspects of the object;

completeness - it is important that the important aspects of the object are fully reflected in the model;

approximation - the real situation should be approximately expressed in the model;

mobility - the model should be convenient for use in various situations and spaces;

informativeness - it is important to use all information about the system when creating the model;

Scientific conceptuality – model creation initially requires the development of a scientific concept for the problem and its reliance on it.

Prognostic modeling in modeling pedagogical processes is a method of optimizing the allocation of resources necessary for the process:

conceptual modeling based on theoretical data and a program of actions;

strategic modeling that reflects the process or activity, its tools, teaches teachers to use teaching methods and tools correctly, and includes a sequence of actions;

diagnostic modeling, which includes a mechanism for analyzing feedback and correcting errors that may occur on the way to achieving a result;

reflexive modeling, which is used to make the right decision in unexpected situations, is widely used.

In the modeling process, several types of models are developed, which are classified according to their various characteristics. For example, according to the purpose of use:

models used in scientific research - this type of model is used in the process of scientific research to determine the results of various types of influences relative to the original object in order to obtain new information about an object or phenomenon;

models used for complex tests - these types of models are used for tests carried out in a natural environment in order to collect the highest accuracy of data about the properties of the original object;

optimized models - are used to find the optimal parameters of the system (for example, to find the minimum cost or determine the maximum profit).

Models used for exhibitions are models that reflect the overall image of the original object and are prepared in various exhibitions to give viewers or visitors a general idea of the object.

According to the areas of application:

educational models: demonstration manuals, training programs, various simulators;

experimental models - reduced or enlarged copies of the object being designed.

According to the method of presentation of models, that is, the method of demonstration, there are types of material or object models. They repeat the geometric and physical properties of the original and always have a true representation. The following types of these models are found:

Children's toys. Using them, a child learns the initial information about the world around him. A two-year-old child plays with a toy bear. If a child sees a real bear in a zoo, he will easily recognize it.

Models are divided into material and information models according to their presence in the real world. Material models, being present in the real world, help to implement a material (touch, smell, see, hear) approach to studying an object, phenomenon or process.

Information models are sets of data that describe the properties and state of an object, process, or event and its relationship with the outside world.

Information models do not exist directly in a material sense, since they are based only on information. On the basis of this type of modeling, an informational approach to studying the environment is implemented. Information models are sets of information expressed in a certain form - verbal (oral, written) or symbolic.

Symbolic, verbal and virtual models are interconnected, and an idea born in the human mind can become a symbolic form. On the contrary, a symbolic model can cause the birth of various ideas in the human mind.

Let us dwell in more detail on the stages of modeling.

The process of modeling a pedagogical phenomenon begins with a detailed collection of information on the problem under consideration, as well as a clear definition of the goals and

objectives that need to be solved during the study. At this stage, the main goal of the work is formulated and the main tasks that require solutions are identified. At the same time, the theoretical foundations of modeling are developed, including the concept, hypothesis, and criteria. The concept in this context acts as the information structure of the model, which makes this stage an important element of the so-called informational one.

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