

MODEL FOR DEVELOPING LEARNERS' PRACTICAL SKILLS BASED ON INNOVATIVE TECHNOLOGIES IN THE PROFESSIONAL DEVELOPMENT PROCESS

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Annotation: *This article explores the theoretical underpinnings of enhancing trainees' practical skills within the professional development system through the use of innovative educational technologies. It reviews contemporary global trends in lifelong learning, examines the contribution of digital tools to competency-based education, and discusses the psychological and pedagogical mechanisms that facilitate the effective formation of practical abilities. The study emphasizes the significance of interactive instructional methods, digital learning platforms, simulation-based technologies, and project-oriented approaches as essential instruments for strengthening the professional competencies of trainees.*

Keywords: *quest technology, skill, qualification, competence, practical skill, technology.*

In the professional development process, it is important to consider that the development of trainees' practical skills based on innovative technologies possesses specific organizational and psychological-pedagogical characteristics.

Psychological-pedagogical features. A teacher participating in professional development courses, on the one hand, has experience formed at a certain level of professional and ethical development; on the other hand, even if they are not fully aware of it, they may also possess difficulties and challenges that hinder their further growth.

Therefore, the educational process should be organized in such a way that it fosters in teachers not only the need to systematically rethink their professional and ethical experience, but also the desire to continue developing it in the future. Thus, the course participant becomes not merely an object of instruction, but an active subject of learning [2;30].

In addition, when a teacher enters a collaborative learning environment, they engage in a process of individual and collective reflection, contributing to the transformation of themselves and others through the exchange of experiences and innovations.

Consequently, the professional development system provides opportunities for genuine professional interaction, subject-to-subject relations, and collaborative creativity. It also forms the teacher's capacity for developing professional and ethical competence as a stable personal quality.

Under these conditions, informational and pedagogical support gains several important characteristics. First, a professional development participant approaches the learning process with the aim of solving specific difficulties encountered in their own pedagogical practice. As a result, they selectively perceive the information provided, acquiring only what they find personally significant and relevant. This requires a well-justified differentiation of educational content as well as the activation of teachers' motivation to develop those aspects of professional and ethical competence that present the greatest difficulties and constitute their "problem field."

Second, when a teacher recognizes a lack of knowledge and ethical understanding, as well as insufficient skills for applying them in pedagogical practice, they develop a need to acquire such competencies. This, in turn, leads to the need for a specially structured content in the professional development process—one that integrates professional (pedagogical), psychological-pedagogical, ethical, and personal information into a unified logical sequence.

Third, the knowledge provided during the training should, on the one hand, be primarily reflective in nature, that is, derived from the teacher's direct professional activity and the analysis of their own experience. On the other hand, it should serve as a basis for designing their future activity and personal development. Therefore, such knowledge must be specialized and function as a criterion-based support for the development of professional-ethical competence.

Unlike traditional forms of instruction (lectures, seminars, practical classes, trainings), innovative organizational-activity methods and role-playing games should take a leading role. Their aim is not merely to increase the amount of knowledge and skills, but to foster a reflective attitude toward one's own professional-ethical experience. Participation in games that simulate various forms of professional-ethical interaction enables teachers to reconstruct their experience based on established criteria, develop value-oriented thinking, and create conditions for independent learning and self-development.

In the process of integrative modeling of developing trainees' practical skills and competence through innovative technologies in professional development, it is necessary to take these characteristics into account. Today, the modeling method is widely used in pedagogy. It refers to the mental simulation of an existing pedagogical system—or one that is still being created—through the construction of special models that embody the principles of organization and functioning of such systems [2].

A.N. Dakhin defines a model as "a specially constructed object in the form of tables, physical structures, symbolic forms, or formulas that resembles the object (or phenomenon) under study and, in a simplified way, reflects and represents the structure, properties, and interrelations of its elements" [4, p. 23].

Today, various approaches to developing specialist models exist, including within the professional development system (V.V. Kraevskiy, R.A. Islamshin, E.M. Nikitin). For example, a specialist model enables the researcher to develop qualification characteristics,

compile professional profiles, and determine the content and technology of professional training.

E.M. Nikitin considers the model of a teacher's professional competence as one aimed at creating favorable conditions in the professional development system that help teachers acquire the necessary qualities to work successfully in contemporary pedagogical settings. He notes that such a model "should reflect the teacher's main functions, the requirements placed on them, the scope of theoretical knowledge, the list of pedagogical skills and abilities, and integrated professional-personal qualities" [4].

At the same time, it is understood that no single model can provide a complete representation of the object being studied. This would contradict the general scientific methodological principle concerning the infinity of matter and consciousness, which states that a fully exhaustive set of information describing the system—sufficient to construct a model deductively—cannot exist, as it would need to account for the "behavior" of all its elements [3]. It is well known that a concrete pedagogical model at a given stage should structurally and substantively reflect only the most essential characteristics of the system and the interrelations of processes occurring within it.

Our analysis and the objectives set allow us to formulate initial principles for constructing a model of developing trainees' practical skills and competence based on innovative technologies in the professional development system. These principles are expressed in the following:

- Any pedagogical influence aimed at developing professional-ethical knowledge and skills in the trainee presupposes that these qualities can only be formed by actualizing the trainee's individual professional-ethical position.
- The content of the learning process must be subjectively meaningful for the trainee and should be constructed with consideration of the methods and characteristics of developing professional-ethical competence.
- The trainee's self-identification with the need for such development and their awareness of this process should become an object of guidance and facilitation for the instructor or methodologist (pedagogue-andragogue).
- The educational process as a whole should be subjectively perceived by the trainee as self-transformation of their professional-value experience—that is, it should have a practically oriented significance.
- The learning process should become an emotionally engaging experience for the trainee, as the participants' emotional responses must be activated.
- It should stimulate in the trainee a need for anticipating and understanding what is happening in the learning process.
- It should encourage trainees to independently acquire necessary ethical knowledge and develop personally meaningful value orientations.

It is evident that the integrative model of the professional development process should be directed toward developing the key indicators of a teacher's professional-ethical competence and reflecting its structure and content.

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