MODEL FOR IMPROVING RESPONSIBILITY SKILLS OF STUDENTS IN THE "PEDAGOGY" AND "PSYCHOLOGY" EDUCATION TRACKS IN A DIGITAL LEARNING ENVIRONMENT

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Abstract

This article discusses a model for improving the responsibility skills of students in the "Pedagogy" and "Psychology" education tracks in a digital learning environment. The model aims to enhance students' sense of responsibility, self-management, and independent working skills, analyzed for effective and successful learning in the digital environment.

Keywords: Responsibility skills, model, goal-oriented block, content block, operational block, outcome evaluation block, digital learning environment, teaching materials, digital learning principles, principles, integrative approach.

INTRODUCTION

The Model for Improving Responsibility Skills of students in the "Pedagogy" and "Psychology" education tracks in a digital learning environment uses digital technologies and online learning platforms to enhance students' responsibility, self-management, and independent working skills. The model aims to improve students' responsibility for effective and successful learning in the digital environment.

In the goal-oriented block of the model, the objectives and tasks are defined. The goal of the model is to improve the responsibility skills of students in the "Pedagogy" and "Psychology" education tracks in a digital learning environment, with tasks required to be completed. The first task of the model, titled "Study of Responsibility Skills of Students in the 'Pedagogy' and 'Psychology' Education Tracks," emphasizes the importance of students' personal and professional development in the educational process.

Responsibility skills refer to the qualities of students developing the ability to be accountable for their actions and decisions, and to feel their responsibility towards others in performing their tasks.

The Model for Improving Responsibility Skills of Students in the "Pedagogy" and "Psychology" Education Tracks in a Digital Learning Environment

1. The Purpose and Importance of Learning Responsibility Skills: Learning responsibility skills helps support the professional and personal development of students in pedagogy and psychology tracks. This allows students to learn how to effectively perform their tasks, analyze their decisions, take accountability for them, and determine their role in team work.

2. Methods for Shaping Responsibility Skills: Various pedagogical and psychological methods are used in teaching responsibility skills, including reflection, group work, simulations and role-playing, and setting tasks and goals.

3.   Psychological Approach to Developing Responsibility Skills: The application of psychology in shaping responsibility skills requires psychological methods such as self-assessment, motivation, and openness to changes.

4.   Application of Pedagogical and Psychological Approaches in Practice: Pedagogy and psychology students acquire responsibility skills through practical experience. They recognize their responsibilities while working with children and apply their skills in the learning process.

5.   Impact of Responsibility Skills on Professional Success: Responsibility skills directly impact the professional success of educators and psychologists. These skills help students perform their work better, organize educational and psychological processes more effectively.

6.   Social Importance of Learning Responsibility Skills: By taking responsibility, students develop into active and socially responsible individuals in society. Their sense of responsibility helps maintain order, justice, and cooperation within the community.

The second task of the model, titled "Analysis of the Digital Learning Environment," is defined as highly significant for the effective organization of the learning process today. With the introduction of digital technologies into education, students' learning styles, teaching methods, and materials used in the learning process have changed considerably. Analyzing the digital learning environment helps identify its positive and negative aspects and evaluate its impact on the educational process. The digital learning environment has key features such as interactivity (interaction), accessibility (access anytime, anywhere), flexibility (adaptation to individual student needs), and multimedia (assistance from various media formats). The benefits of the digital learning environment include expanded learning opportunities, rapid analysis and assessment, learner-centered education, and opportunities for teamwork. Negative aspects include technological issues, students' interest and adaptation to technology, reduced personal interaction, and unequal learning opportunities. As prospects for the development of the digital learning environment, the use of artificial intelligence, teaching technologies, augmented and virtual reality (AR/VR), and collaborative platforms is recommended.

The criteria for improving responsibility skills in the digital learning environment ensure the development of self-management, time management, creativity, teamwork, and effective use of digital technologies. These criteria allow for the evaluation of students' ability to manage their activities at a high level, work independently, and be successful in education.

In conclusion, the model for improving responsibility skills in a digital learning environment guides the development of students' responsibility, self-management, and independent working skills through the use of digital technologies and online learning platforms.

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