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INTEGRATIVE MODELS AS A MEANS OF DEVELOPING VOLITIONAL QUALITIES IN FUTURE TEACHERS

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Abstract:

This article states that the development of the strong-willed qualities of future teachers is one of the pressing problems of our time. The article also provides details on integrated models as well as the kinds of future teachers.

Keywords: integral models, strong-willed qualities, independence, hard work, self-confidence, self-management, patience, perseverance, courage.

The development of volitional qualities in future teachers through integrative models is considered a current necessity. In accordance with modern regulatory documents in the field of education, a contemporary future teacher is expected not only to possess subject-specific knowledge within their specialization but also to acquire integrative knowledge and the ability to apply it in professional practice in harmony with personal and professional qualities.

Today, the analysis of difficulties arising in the integration of teaching methodologies indicates that students' thinking skills and their level of readiness for professional activity are insufficient for accepting the ideas of developmental education within academic subjects and for independently engaging in integrative activities. This is directly related to the volitional qualities of future teachers.

In our view, future teachers lack such characteristics as mobility, adaptability, and design-oriented thinking. In order to develop these qualities, it is necessary



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to consider creating conditions for simultaneously equipping future teachers with integrative knowledge and developing their volitional qualities. This is because the effectiveness and usefulness of acquired knowledge largely depend on the development of volitional qualities in an individual.

Based on modern research, it can be noted that alongside several models aimed at developing volitional qualities, integrative models can be identified as a separate and significant approach.

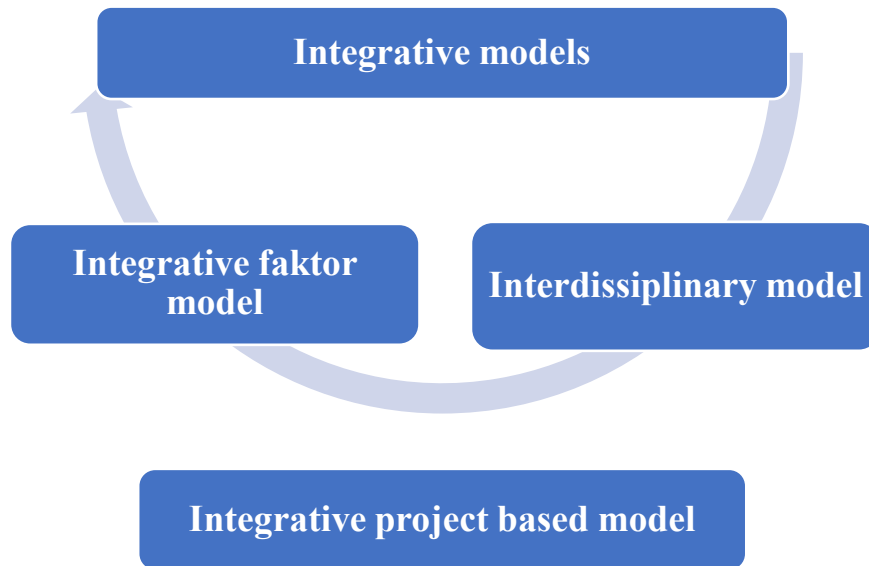


Figure 1. Types of Integrative Models

It is necessary to examine the main characteristics of these models in detail, as they constitute the theoretical and methodological basis of the present study.



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From the perspective of the research problem, an integrative model is defined as a pedagogical model that combines various theories, methods, and approaches within the educational process and applies them as a unified system. The main purpose of this model is to ensure the stable and comprehensive development of learners' knowledge, skills, and competencies.

Integrative models are not merely a simple combination of elements into a whole; rather, they represent a system of interrelationships that promotes development and the emergence of new properties that were not previously characteristic of these elements, as well as their activation. Interconnectedness, in this sense, implies interaction. In modern research, integrative models are considered, on the one hand, as an internal resource for the development of scientific knowledge, and on the other hand, as a qualitatively new form of interdisciplinary development characteristic of contemporary conditions of scientific formation.

It is emphasized that integrative models are directly linked to the development of scientific and technological progress. They are also recognized as a factor in the development of personal qualities through ensuring the interrelation of different scientific disciplines. In our view, this spectrum of interpretations represents a multifunctional phenomenon, the content of which varies depending on the field of application.

This is associated with the increasing number of complex problems that can only be solved at the interdisciplinary level. A holistic construction of the didactic process possesses significant technological potential. However, existing experience in the systematic implementation of education based on integrative models has not yet been widely introduced into the practice of higher education institutions. In addition, during the teaching of specialized subjects to students, perception is mainly adapted to a limited range of phenomena under consideration. This, in turn, creates a tendency toward stereotypical thinking and



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limits students' opportunities for acquiring holistic knowledge and developing personal qualities through an active learning process.

Integrative models emerged alongside the formation of complex and interrelated scientific disciplines, and their practical application is manifested in the conceptual synthesis of scientific knowledge, the formation of systems of concepts (categories), and the development of general and specific principles. The history of science shows that the formation of new conceptual systems never occurs instantly or at once, but rather as a multi-stage and long-term process.

From a semiotic perspective, the problem of integration between education and culture becomes clearer. Here, the nature of their integration differs, for example, from the integration of science and culture. Science is part of culture and belongs to it as a component of the whole. Education, however, while also being part of culture, simultaneously reflects its wholeness. Understanding education as a subculture, i.e., a subsystem of culture, allows cultural conformity to be considered as a fundamental characteristic of education. The formation of education based on a semiotic approach has significant heuristic potential.

The process of formalization opens scientific-pedagogical thinking and defines its methodological character. In order to propose an integrative-factor model as a scientific-pedagogical basis for preparing future specialists for pedagogical activity and for developing their volitional qualities, we refer to it as a generally accepted approach today. The integrative-factor model is currently applied in almost all fields of knowledge, education, and production, which indicates the strengthening of integration processes.

The integrative-factor model is a complex approach aimed at developing the volitional qualities of future teachers, based on the synergistic integration of pedagogical, psychological, physical, and social factors. Through the synergistic



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effect of various fields, the model ensures the full development of an individual's volitional potential.

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