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**SIMULATION BASED TRAINING IN CIVIC EDUCATION OF STUDENT  
PEDAGOGUES**

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**Abstract:** In the process of academic education in civic education, students master research approaches for teaching and learning; understand and interpret the interactive methods and their place in the modern classroom. The training modules cover the main areas defined in the standard of civic education. The aim of the training is to acquaint students with the essence and specific dimensions of one of the most discussed issues facing our society - civic activity, civil consciousness, civil society; their forms of manifestation in different fields as well as for pedagogical purposes. Academic education in civic education is built through a simulation-based approach. Simulation-based training in civic education is constructed through a series of simulations that allow the development of initial experience without risk-of-error. It is aimed at organizing such conditions in which roles are exercised, models of pedagogical behaviors that are needed in the process of civic education are being developed; also controlling exercise simulations in the structure of pedagogical training in civic education. A leading approach in pedagogical simulations of simulation training in civic education is the research. This training is aimed at purposefully simulating a professional reality in which learners are given the opportunity to pedagogically experiment and multiply knowledge and skills. When planning pedagogical simulations in civic education, a systematic approach is applied, thus simulating repetitive elements ranging from difficulty, integrative simulations, hierarchically evolving simulations. In this sense, the building of the didactical toolkit is being applied to the process of civic education. The wide interdisciplinarity of civic education requires it to be realized not only with the so-called " interactive methods, but with modeled interactive areas of pedagogical interaction. In the modeled areas, techniques, tools, methodologies, technologies, approaches should be purposefully and taxonomically structured. As part of these areas, the modeled conditions - a modeled learning environment - are also considered. The symbiosis between learning methods and the learning environment outlines the boundaries of the didactic model related to civic education. Didactic toolkit, configured by methods: environment, is directly geared to the interdisciplinary nature of civic education. The aim is for each participant (student/ student) in the civic education process to develop skills for meaningful manipulation with the didactic toolkit so as to model didactic matrices in which to pour the thematic content. Management of education and modeling of education is an indicator of professional skills and strategies. The application of didactic modeling to the educational, cognitive, competence and activity framework of civic education outlines the theoretical basis on which each thematic area of civic education can be constructed.

**Keywords:** research approaches, simulation training

**PROBLEM ACTUALITY**

The broad interdisciplinarity of civic education requires that it be realized not only with the so-interactive methods, but with modeled interactive areas of pedagogical interaction. In the modeled areas, techniques, means, methods, technologies and methods are purposefully and taxonomically structured. As a component of these areas, interactive methods are considered in their specific combination and modeled conditions (modeling learning environment). The symbiosis between learning methods and the learning environment outlines the boundaries of a didactical model related to civic education training. The didactic toolkit, configured through the relationship methods: environment, is directly geared to the interdisciplinary nature of civic education. The goal is that each participant (student / student) in the civic education education process develop skills for content manipulation with the didactic toolkit so as to model didactic matrices in which to pour the thematic content. The management of the educational process and the modeling of the educational space is an indicator of the level of proficiency of professional skills and strategies. The application of didactical modeling to the educational, cognitive, competence and activity framework of civic education outlines the theoretical basis on which each thematic area of civic education can be constructed. In the scientific literature, didactic models are defined as "scientific-pedagogical theoretical constructs for analysis and modeling of didactic activity in and outside the school" (Jank, M., 1991; Gudjons, 1999, p. 145). They explain and systematize the forms of manifestation as well as the factors that determine the training represent the sequence of activities for planning, implementation and analysis of the training (Köck, 2000, p. 149). Didactic models have their own features: reduction, accentuation, transparency, perspective, productivity, which describe their capabilities (impossibilities) for a model to cover all aspects of didactic activity in its entirety.

### **DIDACTIC MODELING IN CIVIC EDUCATION OF STUDENTS PEDAGOGES**

The specificity of civic education, such as education for rights, responsibilities, competencies, attitudes, directs the didactic modeling of the learning process to constructivist didactics. Here, education in civic education seeks to develop three basic skills in learners - the ability to "self-identify, assimilate and solidify in all dimensions of life" (Klafki, W., 1996, p. 90). In this sense, education in civic education is understood as a common culture that "determines the ability of a person to think critically, competently, consciously and jointly, to have such behavior and to develop in this way" (Jank, M., 2002, with 211). In the didactic model of civic education, learning is understood as an interactive process in which the role of participants who can develop their strengths is decisive. A key objective of the didactic model of civic education is building the ability to communicate and co-operate, to creatively solve problems, to build one's own welfare. In order to achieve this goal, it is suggested that thematic issues and projects on civic education include key issues important for civil society at the moment. In this way, the didactic model focuses on a "prospective scheme for constructing learning" (Klafki, W 1985, p. 215).

The elements of the prospective scheme in the didactic model of civil education education are:

- Observed competencies trained by learners;
- The methods by which these competences develop - which learning methods are selected and combined.
- Challenging and reflexive learning.

In the didactic model of civil education education, learning is "the learner's own constructive achievement" (Jank, M., 2003, p. 286). Students are not passive recipients of knowledge, they are active self-governing learners. They are capable of planning their learning, of organizing it, of doing it, of evaluating it. In turn, the lecturer is less a mediator of knowledge and a more assistant supporting the implementation of the learning process (Gudjons, 2003, p. 255).

Didactical modeling is classified into the research methods of academic education. This is a process of creating, exploring and using learning-communicative models, managing pedagogical processes, combining pedagogical models, concepts related to the curriculum, purpose, and prognosis perspectives. Relative to the interdisciplinary specificity of civic education, this method emerges as a leader in the design of pedagogical situations, simulations, casework and casework. This is a modern method that, through its constructiveness and prognosis, provides a transition from the level of knowledge, skills, habits, attitudes to a higher level of intellectual development of learners. The implementation of didactic modeling in the field of civic education leads to the development of two-way skills students: - professional competences, competences for cognitive modeling. In this sense, didactic modeling is also understood as a process in which skills are developed to organize manageable forms in the process of civic education. According to N. Tsankov, "modeling in learning unconditionally leads to the development of thinking ... to activation of the processes in the motivational-cognitive sphere, to the application of the acquired knowledge in new problematic situations" (Tsankov, 2010, p.104).

Characteristics of Didactic Modeling in Civic Education:

1. Multi-dimensionality. Its application is expressed in several aspects:

- modeling the conditions in which learners develop socially-civic skills;
- modeling of thematic areas in which learners develop professional competences;
- modeling of pedagogical situations in which learners apply observable competences;
- modeling pedagogical simulations in which learners develop from observable competences different roles and roles.

2. Axiological knowledge. A leading aspect in didactic modeling in civic education is the axiological one. The value function of civic education is the reason for the didactic modeling to be directed through the cognitive knowledge of the acclimatization of communication. In other words, modeling of conditions for developing skills and attitudes for non-violent communication, assertiveness, developing tolerant relationships. The specificity of value knowledge also raises questions about how to actually happen in real time; how and where to sit and experience to be valued, first of all emotionally - cognitively and then professionally - pedagogically. It is also taken into account that personal knowledge and value reflection are leading in the whole pedagogical process of civic education. The contemporary Bulgarian and English-language scientific and practical literature describes a number of interactive forms, methods and tools that would, to a certain extent, be appropriate for the development of value reflection on knowledge. The training direction, through such interactive tools, is to develop (to a certain extent) the self-control in constructive situations related to the development of practical skills - "here and now". The aim of axiological knowledge in civic education is that the learner (the student) experiences, experiences, overcomes internal conflicts and stereotypes and takes real-time pedagogical solutions to real situations. A major educational motif in such "pedagogical realities" is the development of active civic skills in students for work in the "global classroom of modern society" (note of the author). The need for such a value model of civic education training is outlined by the trend of global communication in a supranational and inter-religious community; the need to develop pedagogical skills for

managing processes and conflicts in intercultural and international society. Teaching and learning in the education process of civic education, seen as a modeling process, differs from the model involving didactic transposition adapted to the learner's age. Adaptive didactic models of civic education make it possible to capture those aspects that learners have the opportunity to construct and interpret as correlations between these and opinions; organize space for experiences that make sense to them and the interpretations they form.

3. Flexibility. Designed models / symbiosis between methodology and modeled didactical conditions are seen as mediators between learner's skills to interpret a problem related to a particular issue of civic education and the many aspects of this problem. Models are considered as flexible structures for understanding and mastering their own experience, providing organized support for interpreting and understanding new phenomena. A characteristic feature of didactic modeling in civic education is that modeled conditions develop observable skills and competences, form ideas, and explain aspects of reality for a particular stage. For each successive stage, models are built, developed and co-ordinated with higher pedagogical-didactic competence in civic education. It should also be said that the learning process, the didactic materials, the place and the time of the training, the tools and the methods of work used are relevant to the flexibly modeled conditions for civic education. This so-called learning arrangement is directly geared to the different levels and levels of development of the learning process; as well as the planning and implementation phases.

Thus, by developing each of the elements in the didactic model of civic education, the learning process can be considered and explored from a different scientific theoretical position - to be viewed through a different didactic perspective. In this sense, it is important to say that it is necessary not only to gain experience in the teaching process, but also to justify through theoretical concepts, to master the didactic competence in civic education (planning, reflection, activity, pattern of behavior). It is this active interconnection - between theory and practice - the prerequisite for building the didactic competence in civic education - for the construction of a didactic model of behavior in the teachers of civic education. In this sense, and CC. Flechsig (Flechsig, 1996). stresses that the teacher is not an immediate regulator in the learning and learning process - he is rather a moderator in an open learning environment and operates under a wide range of learning situations. In this way, the process of learning and learning in civic education is indirectly influenced by the design of learning environments and situations. Didactic modeling in the process of civic education training is present in all thematic and academic levels of academic education.

Despite this high degree of hierarchy, a construct can be outlined in a matrix that distinguishes patterns of work.

Cognitive level: description of objects, phenomena and favorite characters, creation of image models - visualizations, working with texts. Didactical modeling correlates with a particular theme / subject area.

Analytical and synthetic level: modeling of multi-component systems - working with sets of individual objects, revealing the internal interactions between objects in each set. Didactical modeling is related to project-based learning.

Practical-applied level: Aspects of human relationships are seen as a first step in "intellectual modeling". Didactical modeling correlates with problem-oriented learning.

Generation level: Generate ideas, models, suggestions. A transition is made to true modeling. In addition to the transition from reality to the model, the reverse transition from the model to its prototype as well as from the created model to a new model with a higher degree of abstraction is applied.

Didactic modeling by solving case studies.

Level of integration. This level includes the higher level of didactic modeling - not only the development of skills but also the implementation of a complex of integrative management skills and content manipulation with ready didactic models.

### **SIMULATION-BASED MODELING IN CIVIC EDUCATION OF STUDENTS PEDAGOGES**

Simulation-based training in civic education is built through a series of simulations that allow the development of initial experience without risk-of-error. It is aimed at organizing such conditions in which roles are exercised, models of pedagogical behaviors that are needed in the process of civic education are being developed. and control of exercise simulations in the structure of pedagogical training in civic education. A major component of simulation training is simulation. It is itself seen as a model of interactivity with an opportunity to integrate ICT technologies. In the scientific literature, in systematization of methods, simulation is seen as a component for building interactive learning models. In the scientific literature, simulation is considered in the group of imitative interactive methods, to situational interactive methods, defined as "the most promising novelty in didactics of the twentieth century". (Ivanov, I., 2000). These include: case study, simulation, play, role play, dramatization. In the classification of interactive role-playing games, simulation, situational, game dramas are noted. In French methodological literature, and later on, this kind of game is called a global simulation. The application of the global simulation is primarily aimed at building and developing skills

for creativity, adaptability and creative application of knowledge, skills and approaches in the process of civic education.

In other words, the simulation game in civic education is seen as a method by which, in view of the specificity of the discipline, the practical application of knowledge and the development of skills in a modeled section of the pedagogical reality is stimulated. The simulation game, unlike a situation-based game based on a precisely fixed situation, implies a more developed activity of recreating life events related to managerial, cultural, scientific, social, political life; with business relations - with the whole thematic palette of civic education. In the simulation game used in civic education training, the emphasis is on all the components of the simulated activity. It also differs from the role play, which is most often seen as a convenient imitation model of interaction between partners in some professional activity. The Simulation Game in Civic Education is a role-playing game in which it simulates its own behavior in conditions that are not present at the moment. Consequently, simulation is the broader concept. In her, the emphasis is on the links between all the components of simulated reality, while role play focuses on the behavior of actors. Differentiation does not prevent the simulating game as a method in civil education education stemming from and further developing the role-play of individual scenes. The simulated game is a simulation of the existence of a complete situation. When participants imitate non-existent reality, they can also perform roles. Then they go out of a short playful episode and keep themselves going through a single series of connected episodes. Simulating play in civic education training creates a lasting bond between actors and the circumstances in which action takes place. Their actions are guided not only by socially predetermined language protocols but by an individual choice of communicative strategy based on wider cultural, social and psychological knowledge of the world. They should observe a non-planar characteristic of the interlocutor but focus on his intentions, complete social and cultural status, and even an emotional state. Participants take their reactions to the story of the overall situation, not just a few previous replies. A full-blown excerpt from the reality in which many characters and circumstances are entangled.

A leading approach in pedagogical simulations of civic education training is research. This training is aimed at purposefully simulating a professional reality where learners are given the opportunity to pedagogically experiment and multiply knowledge and skills related to the previous levels of the construct - matrix of didactical modeling. Planning pedagogical simulations on civic education is a systematic approach, thus simulating repetitive elements ranging from difficulty, integrative simulations, hierarchically evolving simulations.

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