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THE DIDACTIC STRUCTURE AND PEDAGOGICAL POTENTIAL OF THE TRANSFORMATIVE TEACHING MODEL

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Abstract. *The thesis examines the theoretical and didactic foundations and structural components of the transformative teaching model. Problem situations, reflective analysis, knowledge reconstruction, practical modelling, and professional transfer are described as the principal stages of the model. The pedagogical potential of the model for developing students' independent thinking, evidence-based decision-making, and reflective self-assessment skills is revealed.*

Keywords: *transformative teaching, didactic model, reflective activity, problem situation, knowledge reconstruction, professional transfer.*

Introduction. Modern higher education requires students not only to acquire theoretical knowledge but also to apply it in changing professional situations, evaluate alternative solutions, and make evidence-based decisions. Therefore, the development of didactic approaches that foster qualitative changes in students' ways of thinking, professional attitudes, and practical experience is becoming increasingly relevant.

J. Mezirow defines transformative learning as a process of critically reconsidering an individual's existing views, assumptions, and ways of interpreting experience [3]. Subsequent studies have developed this concept as a multidimensional pedagogical process that integrates personal experience, emotional engagement, social interaction, and reflection [2].

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The purpose of this thesis is to identify the didactic structure of the transformative teaching model and reveal its potential for developing students' independent, reflective, and professionally oriented activity.

Methodological foundations of the transformative teaching model.

The design of a transformative teaching model is based on the integration of systemic, competency-based, activity-oriented, reflective, and social constructivist approaches. The systemic approach integrates the goals, content, methods, tools, and outcomes of the model as interrelated components. The competency-based approach focuses on students' ability to apply knowledge in professional situations, solve problems, and substantiate their decisions.

The activity-oriented approach views students as active participants in the educational process. P. Freire's dialogical pedagogy also emphasises that knowledge is constructed through problem awareness, questioning, and collaborative activity [3]. D. Kolb describes experiential learning as a process comprising concrete experience, reflective observation, conceptualisation, and active experimentation [6]. According to D. Schön, reflection enables professionals to analyse and improve their decisions and actions [7]. Therefore, reflection constitutes a continuous process that integrates all stages of the transformative model.

Didactic structure of the model. The transformative teaching model consists of six interrelated components: goal-oriented, methodological, content-related, process-oriented, technological, and assessment-result components.

The **goal-oriented component** develops students' ability to critically analyse knowledge and experience, form an independent position, and make well-founded professional decisions.

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The **methodological component** combines the principles of systematicity, activity orientation, reflection, dialogue, problem orientation, and consideration of individual experience.

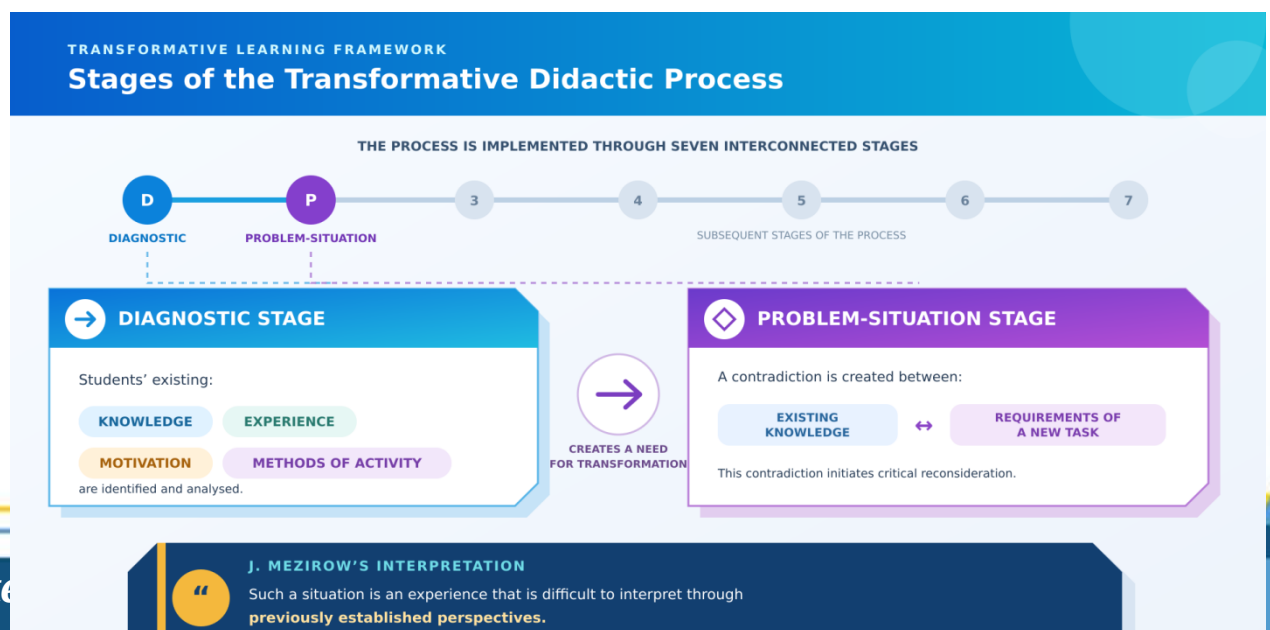
The **content-related component** encompasses the integration of theoretical knowledge, professional problems, interdisciplinary connections, practical situations, and reflective tasks.

The **process-oriented component** is implemented through the following sequential didactic stages:

diagnosis → problem situation → reflective analysis → knowledge reconstruction → practical modelling → professional transfer → reflective assessment.

The **technological component** involves the purposeful use of problem-based learning, case studies, project-based learning, discussion, simulation, collaborative learning, and digital tools.

The **assessment-result component** determines students' ability to apply knowledge in new situations, analyse problems, substantiate proposed solutions, and evaluate their own activity. According to P. Cranton, critical reflection, open dialogue, and the development of an independent learner position are particularly important in supporting transformative learning [9]. Therefore, assessment should consider not only the final outcome but also the learner's reasoning process and reflective conclusions (Figure 1).



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Figure 1. The diagnostic and problem-situation stages of the transformative didactic process.

During **reflective analysis**, students reconsider their initial assumptions, selected methods, and achieved results. At the **knowledge reconstruction stage**, new information is linked to previous experience, resulting in the formation of an improved knowledge structure. In this process, the teacher guides students' independent inquiry through questions, dialogue, and feedback.

During **practical modelling**, students develop a model, project, or solution algorithm based on the knowledge acquired. **Professional transfer** involves applying the learned method in a new situation. At the **reflective assessment stage**, students evaluate the results, identified errors, and potential of the selected method and determine directions for further development. A. Kitchenham identifies critical reflection, the testing of new modes of action, and their integration into practice as essential features of transformative learning [10].

Pedagogical conditions for implementing the model. The effectiveness of the transformative teaching model depends on several pedagogical conditions. Educational content should be integrated with real or professionally relevant problems, while students should be provided with open-ended tasks requiring alternative solutions and justified choices. It is also necessary to create a learning environment in which errors are regarded not merely as negative outcomes but as learning resources that enable students to identify their causes and improve their actions.

Individual and group reflection should be organised regularly through written reports, self-assessment, discussion, reflective journals, and portfolios. J. Dirkx, J. Mezirow, and P. Cranton emphasise the importance of personal experience, emotional engagement, and social interaction alongside critical

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analysis in transformative learning [11]. Digital tools should support modelling, data analysis, and prompt feedback. Furthermore, meaningful alignment should be maintained among learning objectives, tasks, and assessment criteria.

Pedagogical potential of the model. The transformative didactic model can change students' attitudes towards knowledge by helping them perceive it as a means of solving professional problems and achieving personal development. The model develops the ability to critically analyse existing knowledge, examine problems from different perspectives, compare alternative solutions, apply theoretical knowledge in practice, substantiate decisions, and reflectively evaluate one's own activity.

Transformative outcomes depend on students' experience, motivation, initial level of preparation, the characteristics of the educational environment, and the degree of pedagogical support. Therefore, students' individual characteristics should be considered when evaluating the effectiveness of the model.

Conclusion. The transformative teaching model is an integrated didactic system aimed at qualitatively developing students' knowledge, experience, methods of activity, and professional position. Its stages—diagnosis, problem situation, reflective analysis, knowledge reconstruction, practical modelling, professional transfer, and reflective assessment—create opportunities to apply knowledge in new situations. In this process, the teacher supports students' independent inquiry and reflective activity. Thus, the model represents a promising pedagogical instrument for developing independent thinking, professional problem-solving, evidence-based decision-making, and self-assessment skills.

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