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INTERNATIONAL SCIENTIFIC INNOVATIONS IN HUMAN LIFE

PROCEEDINGS OF X INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE APRIL 13-15, 2022

MANCHESTER 2022

INTERNATIONAL SCIENTIFIC INNOVATIONS IN HUMAN LIFE

Proceedings of X International Scientific and Practical Conference

Manchester, United Kingdom

13-15 April 2022

Manchester, United Kingdom

2022

UDC 001.1

The 10th International scientific and practical conference "International scientific innovations in human life" (April 13-15, 2022) Cognum Publishing House, Manchester, United Kingdom. 2022. 668 p.

ISBN 978-92-9472-195-2

The recommended citation for this publication is:

Ivanov I. Analysis of the phaunistic composition of Ukraine // International scientific innovations in human life. Proceedings of the 10th International scientific and practical conference. Cognum Publishing House. Manchester, United Kingdom. 2022. Pp. 21-27. URL: https://sci-conf.com.ua/x-mezhdunarodnaya-nauchno-prakticheskaya-konferentsiya-international-scientific-innovations-in-human-life-13-15-aprelya-2022-goda-manchester-velikobritaniya-arhiv/.

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PEDAGOGICAL SCIENCES

УДК 378.147.811

METHODOLOGICAL BASIS OF IMPLEMENTATION OF PERSONAL ORIENTED TEACHING IN HIGHER TECHNICAL EDUCATIONAL INSTITUTIONS

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Annotation: The training of highly qualified specialists in the technical field is an important current issue. The article investigates the theoretical and methodological principles of personal oriented teaching and features of its implementation in the process of training prospective engineering specialists in higher technical educational institutions.

Key words: humanistic principles, personal oriented approach, personal oriented teaching, prospective ingeneering specialists, higher technical educational institutions.

The development of Ukrainian educational sphere is determined by the ongoing European integration, which affects all social institutes and therefore the state of higher education. The guidelines for reforming the state education system are as follows: the entry into the scientific space of Europe and the modernization of educational activities in the context of European requirements. The main goal of the integration process is to create conditions for the comprehensive development of highly educated, creative personality of the prospective specialist in the technical field, capable of professional self-development, self-improvement throughout life.

The priority of the state policy in the field of education is personal orientation, which is a model, according to which the student’s personality is in the center of

attention of the teacher of the higher technical institution of education. The leading way to implement modern ideas of the humanistic paradigm of education is the introduction of personal oriented teaching of prospective specialists in the technical field. Teaching qualified engineers capable of competent activity at the level of European and world standards is possible provided that personal oriented approach is used in the process of their training. The effectiveness of such training requires a study of the methodological foundations of the implementation of personal oriented teaching in higher technical educational institutions, which is the purpose of the article.

Personal oriented approach is considered by modern researchers A. Aleksyuk, I. Bekh, P. Volovyk, O. Kulchytska, O. Pekhota, S. Sysoeva, I. Yakimanska and others as the methodological orientation in pedagogical activity that provides the process of self-analysis, self-improvement and self-realization of the student personality [1].

The essence of personal oriented approach in the pedagogical process is to consider individual (physiological, mental, personal) characteristics and general patterns of development of each individual. This approach considers the interests, views and beliefs, abilities, physical health of students, culture of learning and human relations.

According to S. Vitvytska, personal oriented teaching is a synthesis of past and present achievements of pedagogical science and practice and must meet the following criteria: conceptuality (being based on a certain educational concept); systematicity (possession of all the features of the system); logic of the process, the connection of all its parts, integrity; controllability (goal planning, design of the learning process, diagnostics, variety of means, methods to correct the result); efficiency (optimal finance, guaranteed results); reproducibility (usage in similar conditions); unity of semantic and procedural part, their interdependence [2].

The features of personal oriented teaching, according to O. Savchenko, are the variety of methods, the ability to organize learning simultaneously at different levels

of complexity, the establishment of all means of value of emotional well-being of the student, his positive attitude to the world [3].

According to G. Selevko, the introduction of personal oriented teaching provides comfortable, safe conditions for student development in the process of their training, realization of their natural potentials: personality is a priority (student is the goal of the learning process, not a means of goal reaching) [4].

The criteria according to which we can assume teaching to be personal oriented are: involvement of students in individual goal-setting and making up a learning plan; variability of forms and methods of learning activity of students; student's choice of subject content of different levels of complexity; teacher's evaluation not only of the results, but also of the process of educational activity; application of inductive and deductive methods of constructing learning material; study and formation of creative activity of students; use of heuristic teaching methods as one of the ways to take into account individual ways of learning.

Comparing personal oriented education with the traditional one, we note that in contrast to the formalized transfer of knowledge characteristic of traditional teaching, the main purpose of personal oriented teaching is the student's perception of new experience, developing his ability to take responsibility for his own conscious choices in different life situations.

The defining trend for effective implementation of personal oriented teaching in higher technical educational institutions should be the integration of general and professional training with special focus on humanistic values, spiritual and moral orientation of a prospective technical specialist. Important principles of personal oriented teaching include: anthropocentrism, humanism, psycho-therapeutic orientation, and the goal is a versatile, free and creative development of a student of a higher technical educational institution.

The introduction of personal oriented teaching involves the use of a problem-based approach (content elements are presented in the form of multi-level personal oriented tasks); educational dialogue (assimilation of the content is implemented in the conditions of dialogue as a special didactic-communicative environment, which

provides subject-semantic communication, reflection, self-realization of the individual); simulation games (imitation of social roles and space-time conditions that ensure the implementation of personal functions in situations of internal conflict, competition).

Thus, humanistic traditions and achievements of philosophical, psychological, pedagogical sciences formed the methodological basis for the implementation of personal oriented education and identified its priorities: recognition of self-worth, uniqueness of each student, identification and consideration of subjective experience, ensuring free, natural personal development. Under such conditions, teacher's attention is focused on the integrity of the unique personality of the student, who tries to realize his potential in the learning process. Therefore, the purpose of the introduction of personal oriented teaching in higher technical educational institutions is to create conditions for comprehensive consideration and to promote the development of personal qualities and features of each student. The effectiveness of the implementation of personal oriented teaching of engineering professionals should ensure its implementation on a humanistic basis, which, in turn, creates conditions for full consideration and promotion of development of personal qualities and characteristics of prospective engineers. Adherence of basic humanistic principles by teachers of higher technical educational institutions allows taking into account personal needs, requests, aspirations, personal experience of students, which provides conditions for personal and professional self-development of a highly qualified competent technical specialist.

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