MODERN PEDAGOGICAL TECHNOLOGIES FROM THE PROSPECTIVE OF A PERSON-ORIENTED APPROACH

СУЧАСНІ ПЕДАГОГІЧНІ ТЕХНОЛОГІЇ В КОНТЕКСТІ ОСОБИСТІСНО ОРІЄНТОВАНОГО ПІДХОДУ

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This article is devoted to personality-oriented learning as a leading educational technology in the context of the global transformation of higher education, including Ukraine. The purpose of the article is to study the features and substantiate the importance of personality-oriented learning as a leading educational technology in educational institutions. In the context of the globalization of society and the growing demands for flexibility, autonomy, and critical thinking of students, a person-oriented approach appears as a key tool for shaping the subjectivity of education seekers. Modern pedagogical technologies that apply this approach are analysed, including problem-based learning, modular-interactive learning, heuristic learning, portfolio technologies, the use of information and communication technologies, and distance learning. Special attention is paid to the role of the teacher as a facilitator of the educational process, consultant and organizer of students' cognitive activity. It is shown that the effectiveness of personally oriented learning depends on the organization of the educational environment, the combination of individual, group and mass forms of interaction, the creation of educational and methodological support that takes into account the principles of subjectivity and didactic flexibility. The insufficiently researched aspects of the topic are highlighted: the combination of individual and collective learning, the evaluation of the results of a personally oriented approach, as well as pedagogical support in large academic groups. The article outlines the prospects for further research related to the development of adaptive learning technologies using artificial intelligence, digital personalization tools, and the training of teachers to implement these approaches. It has been proven that personally oriented learning contributes to the development of independence, self-learning, creativity and key competencies of a modern specialist and should be implemented as a strategic basis for the modernization of higher education. The article is addressed to scientists, teachers of higher education institutions, postgraduate students who study the issues of pedagogical technologies.

Key words: personality-oriented approach, higher education, educational technology, student autonomy, critical thinking, teacher as facilitator, student subjectivity.

Дана стаття присвячена особистісно орієнтованому підходу у навчанні як провідної освітньої технології в умовах трансформації вищої освіти у цілому світі і Україні. Метою статті є дослідження особливостей і обґрунтування важливості такого підходу навчання як провідної освітньої технології у навчальних закладах. У контексті глобалізації суспільства та зростаючих вимог до гнучкості, автономності й критичного мислення студентів, особистісно орієнтований підхід постає як ключовий інструмент формування суб'єктності здобувачів освіти. У статті проаналізовано сучасні педагогічні технології, які реалізують цей підхід: модульно-інтерактивне, евристичне навчання, технології портфоліо. Окрема увага приділяється ролі викладача як фасилітатора навчального процесу, консультанта та організатора пізнавальної діяльності студентів. У статті показано, що ефективність особистісно орієнтованого навчання залежить від організації освітнього середовища, поєднання індивідуальних, групових та масових форм взаємодії, створення навчально-методичного забезпечення, що враховує принципи суб'єктності та дидактичної гнучкості. Зазначено недостатньо досліджені аспекти теми такі як поєднання індивідуального та колективного навчання, оцінювання результатів особистісно орієнтованого підходу і педагогічна підтримка в умовах великих академічних груп. Стаття окреслює перспективи подальших досліджень, пов'язаних з розробкою адаптивних технологій навчання з використанням штучного інтелекту, цифрових інструментів персоналізації та підготовки педагогів до впровадження зазначених підходів. Доведено, що особистісно орієнтоване навчання сприяє розвитку самостійності, самонавчання, творчості й ключових компетентностей сучасного фахівця та має бути впроваджене як стратегічна основа модернізації вищої освіти. Стаття адресована науковцям, викладачам закладів вищої освіти, аспірантам, які досліджують проблематику педагогічних технологій.

Ключові слова: особистісно орієнтований підхід, вища освіта, освітні технології, автономність студента, критичне мислення, викладач як фасилітатор, суб'єктність студента.

Problem statement. In modern society, education plays an important role in the formation and development of personality. The development of innovative technologies and the transition to a digital society necessitate the search for new pedagogical technologies and methods that would help improve the learning process and create effective conditions for students. Modernization of education in modern Ukraine is a national task. Modernization of education should be based not only on organizational innovations, but also on changes in the content, technologies of training students, which will facilitate the transition of modern society to a global information society. The ongoing socio-economic changes associated with the processes of modernization, integration, humanization, implementation and use of innovations are reflected in education.

The new paradigm of education, which places the development of the learner's personality at the center of the educational pyramid, is aimed at new learning technologies. Traditional teaching methods are more conducive to the acquisition of factual material,

the acquisition of knowledge in a familiar situation. However, the modern world puts forward very specific requirements such as the ability to flexibly adapt to changing life situations, independently acquire the knowledge he needs, skillfully apply it in practice to solve various emerging problems; think critically; work competently with information; be sociable, contactable in various social groups. In the new paradigm of education, the teacher acts more as an organizer of independent active cognitive activity of the student, a competent consultant and assistant. This role is much more complex than in traditional education and requires a higher level of professional and pedagogical culture from the teacher.

Analysis of recent research and publications. Particular attention is paid to the works of Ukrainian researchers who consider the theoretical foundations and practical implementation of personally oriented and student-centered learning in higher education. Thus, O.V. Horbatyuk emphasizes the need for humanization of the educational process and transition to a model in which the student is an active subject of learning [1, p. 253]. I.K. Mardarova focuses on the potential of digital technologies for individualizing learning and developing student autonomy [2, p. 40]. In turn, L.A. Mashkina focuses on the philosophical and psychological foundations of personally oriented education, emphasizing the uniqueness of each individual [3, p. 536]. L.I. Nechyporuk considers specific pedagogical technologies, in particular project-based learning, interactive methods and a modular rating system, which contribute to the effective implementation of a personally oriented approach in higher education [5, p. 27]. G. Poberezka presents coaching as a modern pedagogical technology that meets the principles of student-centered learning and promotes self-reflection, responsibility, and personal growth of students [6, p. 102].

At the same time, despite significant attention to the theoretical foundations and individual aspects of the practical implementation of personality-oriented learning, some important areas remain insufficiently developed. In particular, the issues of systematically combining individual and collective learning formats, optimizing models of personal support for students in large academic groups, as well as tools for evaluating the results of a personally-oriented approach, require further study.

The purpose of the article is to substantiate the significance of personally oriented learning as a leading educational technology in higher education, to analyze modern pedagogical technologies that implement this approach, and also to determine the conditions, means and methods that contribute to the formation of the student's subjectivity, the development of his independence, the ability for self-learning and self-realization in an innovative educational environment.

Presentation of the main material. Among the learning technologies used in higher education institutions, the following should be highlighted: differentiated learning, distance learning, credit-module-rating technology, information technology for learning, personally oriented learning, problem-based learning technology, learning technology based on the lateral thinking method, and game technologies. Personality-oriented learning is a relevant educational technology that, in the modern development of education, subordinates all other technological developments in pedagogy to its principles. It is aimed at self-determination, self-disclosure and self-realization of students' personalities and is designed to "form in them a culture of life activity that allows them to productively build their lives."

Personally-oriented learning is based on the organization of interaction between the teacher and the student, when optimal conditions are created for the development of students' abilities for self-education and self-realization. Assuming that the center of learning should be the student as a person with his own motives, goals, unique psychological characteristics, etc. The computer allows you to organize the learning process according to the scheme "student-learning environment-teacher" in order to achieve effective pedagogical results. Due to its ability to process a large amount of information, it activates the cognitive and creative abilities of students. Computer technologies are actively used in the process of solving educational problems by students.

The simplest link that makes up the personally-oriented technology is the personally oriented-pedagogical situation. This is an educational situation, in which the student must find his own way to solve it. This is achieved by: a) selecting questions and tasks to actualize subjective experience, developing a personal attitude to information; b) transformation of the content and structure of a lecture or seminar, which ensures the assimilation of educational material on an activity-based basis: by comparing, establishing inter-conceptual connections, forming cognitive and activity skills and generalized methods of perceiving, reproducing, constructing, and evaluating the text (context); c) the optimal combination of collective, pair-group and individual student activity.

The combination of these methodological approaches ensures the real participation of the student in the educational process. Among the technologies of personal development training, there are those that have been known for a long time, and those that are just beginning to be implemented in the practice of training specialists in universities. Thus, developmental learning technologies serve as the basis for building and implementing a personally oriented approach to students' cognitive activity. Their main goal is to form a subject of learning – a person who teaches himself. However, a significant drawback of

developmental technologies is their overly empha-sized focus on the development of abstract thinking and work with concepts and terms, and insufficient attention to the formation of life value orientations and emotional development of the individual.

Among the pedagogical technologies that affect the subjective experience of students, the technol-ogy of heuristic learning should be considered. For its implementation, such organizational and pedagogi-cal conditions are necessary as: selection of tasks relevant to students; adaptation to different areas of knowledge; construction of an optimal educational environment for problem-based learning: creation of didactic manuals; personal approach, competence and skill of the teacher, capable of actualizing the stu-dent's cognitive activity. In the process of implement-ing the technology of problem-based learning, the student's value orientations and the structure of his beliefs are taken into account, on the basis of which the "internal model of the world" is formed – at the same time, the processes of teaching and learning are mutually consistent with the mechanism of cogni-tion, the peculiarities of the individual's thinking and behavioral strategies.

Among innovative learning technologies, the tech-nology of modular interactive learning stands out, which is a process of personally motivated, cognitive activity of students during the educational process, built on the basis of dialogic communication. Modu-lar interactive technology is based on the idea of a reproducible educational cycle, the content of which includes: a general statement of the learning goal; a transition from a general formulation of the goal to its specification; a diagnostic assessment of the level of students' awareness; a set of training procedures (at this stage, training correction should take place using operational feedback); evaluation of the result. The training module consists of three structural parts: introductory, dialogic and final.

A feature of designing a training module is the sys-tem of teacher training, in particular, preliminary work: identifying mandatory knowledge, skills and abilities, the acquisition of which is determined by the course program; tasks of simple and medium complexity are developed based on the content of the educational material, and tasks of an advanced level are applied with elements of research training. Each student has the right to choose a task of any level of difficulty.

In the dialogical part, the cognitive process is based mainly on the interaction of students, united in minigroups (4–7 people). The teacher is a stimula-tor, consultant and organizer of the cognitive process of students. The dialogical part of the educational module has another feature: The use of active and game-based learning allows students to work with the educational material of a particular module from 10 to 20 times. Repeated return to the educational material – from simple to complex, from reproductive

tasks to tasks of a creative nature, to elements of research activity– provides an opportunity to develop abilities, memory, thinking, attention, oral and written speech. In the final part of the educational module, students are offered, depending on the specifics of the subject, the following forms of knowledge control: test tasks, test paper, etc. Research tasks are taken into account separately. They can be presented in the form of a report, message, an abstract and used in speeches at scientific conferences, competitions, etc. The use of a portfolio as a personally-oriented peda-gogical technology is relatively new in educational institutions of Ukraine, although it is actively imple-mented in the educational process of higher educa-tion abroad. A portfolio is a detailed report of a student and, in its essence, is authorial, personally oriented, since it contains elements of self-realization, shows the personal growth of the student, demonstrates his functional literacy not only in a certain educational field, but also in the ability to successfully integrate into the culture of a certain era, understanding, feeling his place in it. It should be noted that during the work of students, the teacher advises students on various issues, coordinates and controls the entire process.

The use of computer technologies in working with students allows us to significantly expand the possi-bilities of presenting educational information, increase student motivation, and effectively control student activities, which contributes to the formation of stu-dents' reflection on their own activities and allows them to clearly present the results of their work. The use of computer technologies as a means of organiz-ing personally-oriented learning greatly increases the effectiveness of the educational process and ensures the active involvement of students in the educational process, taking into account their personal needs. This leads to the development of self-study abilities, the ability to create their own methodological devel-opments, present and defend them, which is a neces-sary condition for the further intellectual development of students [4, p. 377].

The best implementation of personality-oriented learning in higher education institutions is a reason-able combination of mass, group and individual forms of learning. An important role is assigned to dialogic lectures, discussions, special trainings, games, train-ing seminars, solving problem situations, etc. The effectiveness of personally oriented education largely depends on its properly structured content, special attention should be paid to stimulating the student's self-worth, the possibility of self-development and self-expression. A special role is given to pedagogi-cal communication between the subjects of the edu-cational process (teachers and students). It creates conditions for the development of educational and professional motivation, gives learning a cooperative nature, and ensures the achievement of the goals and objectives of learning.

It is also necessary to remember during implementation about compliance with didactic conditions in the context of personally oriented learning, namely the didactic readiness of students and teachers. Another important condition is the development and provision of personally oriented didactic support. Didactic materials should implement the principle of subjectivity of learning and, taken together, form a system of educational and methodological support for the academic discipline. The development and use in the pedagogical process of a personally oriented system of educational and methodological support of academic disciplines allows creating conditions for effective management of students' cognitive educational activities, development of activity, independence, that is, student subjectivity. It is this didactic provision of academic disciplines that gives students the opportunity to choose tasks and methods of educational activity, not only in the process of acquiring knowledge, but also in the process of consolidating knowledge, skills, and developed abilities.

Conclusions. Personally-oriented learning is a key educational technology that meets modern requirements for training competitive, independent, and creative specialists. Its effective implementation is possible under the conditions of comprehensive use of innovative pedagogical technologies, optimal combination of individual, group and mass forms of learning, active use of computer tools and ensuring didactic readiness of all participants in the educational process. Of particular importance is the creation of a favorable educational environment that will promote self-development, self-learning, and self-realization of the student as an active subject of learning.

Prospects for further research include a deeper study of the effectiveness of a person-centered approach in the context of globalization of education, the development of tools for diagnosing individual educational needs of applicants, and the creation of methods for training teachers to apply this approach in various fields and levels of education.

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