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IMPLEMENTATION OF PERSON-ORIENTED METHODS IN TEACHER'S WORK WITH STUDENTS

The article deals with the problem of person-oriented approach to education and training. Some theoretical theses of Pedagogy and Psychology are in the basis of the author's vision for this problem. The author makes an attempt to develop some methods of teaching foreign languages within the framework of person-oriented education and training.

Key words: *person-oriented approach; individual psychological characteristics, representative capability.*

Introduction. Nowadays different changes and reforms are being made in the system of higher education in Ukraine. New demands are put forward for a specialist with higher education by modern society. A specialist should be a highly qualified and creative personality with independent and critical way of thinking. The strategic task of modern higher education is to focus on providing the best opportunities for students, to reveal and implement their talents and abilities on encouraging them for life-long learning and to acquire knowledge. Person-oriented approach to education seems to be the best to meet the needs and demands of modern society. This approach is directed on the personality of a learner: his psychological characteristics, his experience, needs and interests. A famous Russian Psychologist P.Y. Galperin [4] states that the teacher's task is not to lay all the responsibilities upon the students' shoulders, but to decide on the circumstances under which the student can't help but perform the action required. But unfortunately traditional methods still often prevail in education and training. These methods are based on administration and control, authoritative type of relations between teachers and students where the system of rating is a goal in itself, but not a means of encouragement. In opposition to this rigid and some dogmatic system of education the person-oriented approach is based on co-operation between teachers and students, positive attitude towards students, determination of teachers to co-operate with students to achieve the goal of learning. Such approach to education and training suggests that backing upon knowledge of psychological characteristics of a learner's personality the teacher should create the most favorable environment which would motivate him or her for learning. Teacher's task is to mobilize and develop learners' cognitive processes: perception, attention, memory, concept formation, judgment and decision, problem solving.

Review of literature. The principal theoretical concepts of individualization and differentiation in education, the main forms of their implementation into practice of teaching have been covered in the works by N.A. Alekseev, O.V. Bondarevskaya, P.Y. Galperin, A.A. Kirsanov, T.N. Kornilova, I.F. Isayev, A.N. Leontyev, I.S. Yakimanskaya and others [1-9].

N.A. Alekseev [1] lays out the main conceptual statements of person-oriented approach in the secondary school Pedagogy. Advantages of person-oriented approach over traditional have been theoretically grounded in the work by O.V. Bondarevskaya [3]. T.N. Kornilova [7] develops the main principles of differentiation in the secondary school education. A.A. Kirsanov [6] proves that person-oriented approach can be implemented successfully only on the basis of differentiation of learners according to levels of their knowledge, interests and personal characteristics. I. Isayev [5] pays great attention to teacher's personal characteristics and skills. The author underlines importance of the right psychological self-organization of a teacher, his empathy and ethics. According to I. Isayev the most important factor making the process of learning successful is teacher's being interested in cooperating with learners to achieve a certain goal. I.S. Yakimanskaya [9] divides the existing models of person-oriented approach to education and training into three groups: social-pedagogical, subject-didactical and psychological models. The author of the article focuses on the psychological model of person-oriented approach.

Objectives. Though the problem of person-oriented approach in education and training has been dealt with by quite a lot of authors in Pedagogy one can observe some ambiguity in understanding the

gist of the concept. For example, some authors confuse the notions of the so called differentiation with person-oriented approach, or person-oriented approach with individual training. The present study makes an attempt : a) to lay out the author's vision for person-oriented approach; b) to state some theses of Psychology and Pedagogy for building the concept of the approach in education and training upon; c) to share some methods of implementing person-oriented approach in teaching English at a higher educational establishment.

Content. As it has been mentioned above, some psychological characteristics are involved into the process of cognition. The person – oriented approach in education and training is based upon knowledge of these psychological characteristics. The psychological processes pertaining to cognition are studied by Cognitive Psychology. The principal method of study used by Cognitive Psychologists is observation. To make study of the data received more convenient various models have been offered. One of the most widely used is the model of processing information which consists of a number of stages, each enclosing certain unique psychic operations. Some Cognitive Psychologists describe the following cognitive processes: memory, attention, sensation, perception, image-recognition, imagination, language, emotions, etc.

P.Y. Galperin developed the concept of teaching on systematic gradual character of intellectual functioning. According to P.Y. Galperin [4; 21-45] any psychic activity is considered to be a tentative activity. All the trains of this activity are interrelated and interdependent. Tentative processes are divided by the author into three principal stages: motivation, primary scheme of the activity and its practical realization. Depending on a person's training and preparation for mental activity the number of sequential operations can be done. For well trained and prepared learners some operations can be omitted. Less trained or with lower learning abilities learners should do more steps to obtain the same knowledge or skills than those who are better trained and prepared.

Much attention in Pedagogy and Psychology is paid to motivation. Motive is a starting point of any action, defining the result of this action. A certain (either positive or negative) attitude to the activity is formed before this activity starts. Thus, success of any activity depends upon the attitude towards this activity, determination to achieve the goal. A.N. Leontyev [8] determines motivation of learning as a complicated process with an ultimate goal – permanent interest in learning. It consists of many motives-stimuli. Their goal is to form permanent interest in learning. A teacher must arrange these motives-stimuli so that every next coming stimulus is on a higher level and learners gradually achieve the ultimate goal. According to A.N. Leontyev, problem solving is the most effective motive for adult learners.

Some scientists divide all types of motives into two big groups: cognitive and social. In their turn cognitive motives can be divided into three groups: wide-range learning interest, interest in a particular subject and interest in self-education. Social motives can be wide, limited and those based on cooperation. The prevailing type of motivation depends upon age, environment, education and some other pedagogical and psychological factors.

The author of the article builds the vision for person-oriented education on such principles:

- a) the main aim of person-oriented education and training is to create such environment that the learner will acquire knowledge and develop skills, realize abilities and talents, achieve the ultimate goal of training – permanent interest in learning;
- b) person-oriented education and training is based upon the idea that a learner is a subject of the process of education;
- c) person-oriented approach to education is based upon knowledge of cognitive processes;
- d) a teacher should be aware of individual psychological characteristics of each learner;
- e) a teacher should be ready to cooperate with a certain age-group of learners and to be interested in achieving the ultimate goal of learning;
- f) a teacher should motivate learners and get them interested in learning for successful education;
- g) acquiring knowledge is a means of developing a person's self-esteem, molding a successful personality;
- h) each learner's experience should be taken into account.

The following steps can be proposed by the author of the article:

- a) to prepare material for study taking into account learners' experience, level of preparation;
- b) to find out the most relevant individual psychological characteristics of learners for this or

that type of cognitive activity;

- c) define appropriate ways of presenting material for a definite group of learners.

According to the author of the article the most important principles of presenting didactic material are: taking into account the learner's personal experience; providing a choice for the learner; stimulating the learner's self-assessment. These principles have been developed by Yakimanskaya [9, 43-49].

Work with texts on specialty is one of main directions at a higher educational establishment, that's why the teacher should devote much time to vary forms of work to develop learners' skills of working with texts on specialty. While reading texts some students can easily differentiate the most important information in the text, but this kind of learners often skip important details for full understanding of information. Such learners have analytical way of thinking. The teacher should help learners with analytical way of thinking to pay more attention to some meaningful details by asking leading questions and tasks, such as "explain why...", "find out...", etc. Another kind of learners are with so called synthetic way of thinking. It is more difficult for them to differentiate the most important from less important information and to find out the main idea of a text. But it is easier for them to remember a lot of details without lining them up in logical sequence. For those with synthetic way of thinking it is advisable to give assignments like "make plan", "find key words", "pay a special attention to some facts, dates, names", "answer leading questions" and other tasks helping them array data in logical sequence.

One of the most important factor influencing the way of perceiving information is representative capability. All learners can be roughly divided into three main types according to their representative capabilities: auditory learners, visual learners and kinesthetic learners. The most interesting work, according to the author of the article may be done with kinesthetic learners because it's the most numerous group of learners. It is easier for them to perceive information if it involves sound, visual aid, emotion. These learners usually perceive information as a whole, skipping details. According to Psychologists it is advisable to build the work with kinesthetic learners on the bases of various associations, motions and even "drawing" the text (information). These learners make dialogues, solve problems, take part in various role plays more willingly. They prefer solving problems to drilling.

Conclusion and perspectives of further research. Further theoretical and practical investigation of the problem of person-oriented approach to education and training is needed. It is necessary to find out what methods and tasks are interesting and important for arranging learners into groups for working in pairs, making interviews,` role plays, etc, taking into account learners' experience, level of preparation and training and, of course, their individual psychological characteristics. In perspective of further study the author aims at introducing methods and results of research in making up didactic materials for students.

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Стаття надійшла до редакції 21.09.2012.

І. П. Ткаченко. Використання методів особистісно-орієнтованого навчання в роботі викладача зі студентами.

Стаття розглядає проблеми особистісно-орієнтованого навчання. Деякі теоретичні положення педагогіки та психології лежать в основі бачення автора цієї проблеми. Автор намагається розробити деякі методи викладання іноземних мов у вищій школі в рамках особистісно-орієнтованого навчання.

Ключові слова: *особистісно-орієнтований підхід, індивідуальні психологічні особливості, репрезентативні можливості.*

И. П. Ткаченко. Использование методов личностно-ориентированного обучения в работе преподавателя со студентами.

Статья рассматривает проблемы личностно-ориентированного обучения. Некоторые теоретические положения педагогики и психологии лежат в основе видения автором этой проблемы. Автор пытается разработать некоторые методы преподавания иностранных языков в высшей школе в рамках личностно-ориентированного обучения.

Ключевые слова: *личностно-ориентированный подход, индивидуальные психологические особенности, репрезентативные возможности.*