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

***Abstract:***

*The article deals with the problem of person-oriented approach to education and training. The authors base their vision for the problem upon some theoretical theses of Psychology and Pedagogy, lay out some conceptual statements and make an attempt to develop some methods of teaching foreign languages within the framework of person-oriented education and training.*

***Key words:*** *person-oriented approach; cognitive activity; psychological characteristics.*

**1.INTRODUCTION**.

At present the system of higher education in Ukraine is passing through changes and reforms. Modern society puts forward new demands for a specialist with higher education. This 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 acquire knowledge, to reveal and implement their talents and abilities and on encouraging them for life-long learning. Person-oriented approach to education and training seems to be the one which best meets the needs and demands of modern society. This approach provides for the whole process of education and training being focused on the personality of a learner: his psychological characteristics, his experience, needs and interests. A famous Russian Psychologist P.Y.Galperin 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. Unfortunately sometimes traditional methods still 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 in achieving the goal of learning. This 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.

**2.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, A.A. Kirsanov, T.N.Kornilova, S.Podmazin, E.I.Prykhodchenko, I.S.Yakimanskaya and others [1-14].

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 19th-21st September 2012, Tivat *142 ICQME 2012*

main principles of differentiation in the secondary school education. A.A.Kirsanov [3] 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. S.Podmazin [12; 50-69] 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 S.Podmazin 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 [14] divides the existing models of person-oriented approach to education and training into three groups: social-pedagogical, subject-didactical and psychological models. The authors of the article focus on the psychological model of person-oriented approach.

**3. 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. In the present study an attempt is made to: a) to state some theses of Psychology and Pedagogy for building their concept of person-oriented approach in education and training upon; b) to lay out the authors’ vision for the approach; c) to share some methods of implementing person-oriented approach in teaching English at a higher educational establishment.

**4. CONTENT**

As it has been mentioned above, the person-oriented approach to teaching is based, first of all, upon knowledge of those psychological characteristics which are involved into the process of cognition. 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, described by R. Solso and other psychologists. According to R. Solso [11; 28-36] processing of information consists of a number of stages, each enclosing certain unique psychic operations. R.Solso describes the following cognitive processes: sensation, perception, attention, memory, image-recognition, concept formation, imagination, language, processes of development, emotions, etc.

Another theoretical thesis which the authors of the article back on in their study is teaching on systematic gradual character of intellectual functioning, developed by P.Y. Galperin. According to P.Y. Galperin [4; 21-45] any psychic activity can be considered as a tentative activity, which is very complicated. All the trains of this activity are interrelated and interdependent. Tentative processes can be divided into three principal stages: motivation, primary scheme of the activity and its material (practical) realization. The number of sequential operations of mental activity depends upon a person’s training and preparation for this activity. For learners who are well trained and prepared some operations can be omitted. Learners who are less trained or the ones with lower learning abilities should pass through a bigger number of shorter steps to obtain the same knowledge or skills than those who are smarter or better trained

A lot of attention in Pedagogy and Psychology is paid to motivation. Motive is a starting point of any action, defining the result of this action. Before any activity starts a certain attitude to this activity is formed, mostly subconsciously. This attitude may be positive or negative. Thus, success of any activity depends upon the attitude towards this activity, determination to achieve the goal. A.N. Leontiev considers motivation of learning to be a complicated processes consisting of **7th International Conference ICQME 2012** *ICQME 2012 143*

numerous motives-stimuli which should proceed from each other and be aimed at forming permanent interest in learning. These motives-stimuli should be arranged so that every next coming stimulus is on a higher level and bring learners gradually to the ultimate goal - permanent interest in learning. For adult learners the most effective motive, according to A.N. Leontyev, is problem solving.

Turischeva [13; 66-78] divides 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 authors of the article build their vision for person-oriented education on the following:

• person-oriented education and training is based upon the idea that a learner is not an object of creating a certain model of a personality, predetermined by social demands of the society, but the subject of the process of education;

• the principal goal of person-oriented education and training is to create the most favorable environment for the learner to acquire knowledge and develop skills, to reveal and realize abilities and talents, finally to develop permanent interest in learning;

• person-oriented approach to education is based upon knowledge of cognitive processes which manifest themselves differently in different learners;

• a teacher should be aware of individual psychological characteristics of each learner;

• 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;

• for the process of education to be successful a teacher should motivate learners and get them interested in learning;

• education and training should take into account each learner’s experience;

• acquiring knowledge is not a goal in itself, but a means of developing a person’s self-esteem, revealing and implementing his abilities, in general, molding a successful personality.To develop certain methods of teaching within the framework of person-oriented approach the authors of the article propose the following algorithm:

• to start with preparing didactic materials;

• to find out what individual psychological characteristics of learners are the most relevant for this or that type of cognitive activity;

• resting upon these characteristics to decide on the most appropriate forms of activity and ways of presenting didactic material for a certain group of learners.

The main principles of presenting didactic material have been developed by Yakimanskaya [14; 49-43]. According to the authors of the article the most important of them are: taking into account the learner’s personal experience; providing a choice for the learner; stimulating the learner’s self-assessment.

According to the curriculum of the course of foreign languages study at a higher educational establishment, substantial ratio of academic hours should be devoted to developing skills of working with texts on specialty. It is known that while reading texts some students can easily differentiate the most important data from those which don’t contain much information. But these students often skip details which are important for complete understanding of information. Psychologists call this way of thinking analytical. For learners with so called synthetic way of thinking it is more difficult to dissociate the most important information from less important and to find out the main idea of a text. These learners can remember a lot of details, but are not able to 19th-21st September 2012, Tivat *144 ICQME 2012*

line them up in logical sequence. There are also learners who combine equally analytical and synthetic ways of thinking, so they cope up successfully with all kinds of assignments. The main task of a teacher in this case is to remove difficulties on the way of understanding information and to create equal conditions for the both types of learners: so called “analysators” and “synthetisers”. It is necessary to help learners with analytical way of thinking to pay more attention to some meaningful details. For this a teacher can ask leading questions, driving tasks, such as “find out…”, “explain why…”, etc. For those with synthetic way of thinking it is advisable to give assignments like making plants, finding key words, paying a special attention to some facts, date, names, answering leading questions and other tasks helping them array data in logical sequence. When working with a group of learners it is impossible to take into account all their psychological characteristics and to tail assignments to each learner. That is why didactic material should be offered according to the principle of redundancy.

Representative capability is one more important factor influencing the way of perceiving information. All learners can be roughly divided into three main types according to their representative capabilities: auditory learners, visual learners and kinesthetic learners. Visual learners perceive information better if it is offered in the form of tables, graphs and other visual means. To make work with the text presented in the usually typed form easier for them it is advisable to teach them to divide text into meaningful parts, pay attention to figures and names, make schemes, etc. These learners cope up more successfully with creative tasks in the written form. For auditory learners it is easier to tell about something than to describe something. They cope up with dialogues, interviews and discussions better than other types of learns. It is easier for kinesthetic learners to perceive information if it is involves as many receptors as possible (sound, visual aid, emotion). These learners usually perceive information as a whole, skipping details. It is advisable, according to psychologists, to build the work with kinesthetic learners on the basis of various associations. These learners work more willingly making dialogues, solving problems, taking part in various role plays. The least numerous learners are so called discrete learners. They perceive information mostly analyzing it. These learners prefer solving problems to drilling.

**5. CONCLUSION AND PERSPECTIVES OF FURTHER RESEARCH**

The problem of person-oriented approach to education and training needs further theoretical and practical investigation. It is necessary to find out what cognitive factors are important for arranging learners into groups while working in dialogues, making interviews, role plays etc. In perspective of further study the authors aim at making up a more or less cohesive system of assignments for developing various types of speech activities with taking into consideration learners’ individual psychological characteristics.

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**Приходченко К.І., Карпова Н.О.**

**Застосування особистісно-орієнтованих технологій в роботі викладача зі студентами**

*Стаття присвячена проблемі особистісно-орієнтованого навчання. На основі деяких теоретичних положень психології і педагогіки автори статті викладають своє бачення проблеми а також намагаються розробляти деякі методи викладання іноземних мов у ВНЗ в рамках особистісно-орієнтованого навчання.*

***Ключові слова:*** *особистісно-орієнтоване навчання, когнітивна діяльність, психологічні процеси*.

**Приходченко Е.И., Карпова Н.А.**

**Применение личностно-ориентированных технологий в работе преподавателя со студентами**

*Статья посвящена проблеме личностно-ориентированного обучения. Основываясь на некоторых теоретических положениях психологии и педагогики, авторы статьи излагают свое видение проблемы и пытаются разрабатывать конкретные методы преподавания иностранных языков в вузе в рамках личностно-ориентированного обучения.*

***Ключевые слова:*** *личностно-ориентированное обучение, когнитивная деятельность, психологические процессы.*