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THE ROLE OF PERSONALITY-ORIENTED APPROACH IN THE PROCESS OF EDUCATION

Abstract: this article is devoted to the usage of personality-oriented approach in the educational process and its effectiveness. In addition, the opinions of experts of this field are given. The advantages of the student-centered learning over traditional methods are also considered. The author describes the stages of a lesson in the system of differentiated education in details. The methods which are effective at learner first lessons are stated briefly.

Key words: personality-oreinted approach, psychological and pedagogical science, student-centered learning, learner first education.

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Introduction

As it is known to everybody that a teacher should be a psychologist. It is one of the main requirements of personality-oreinted approach. A personality approach is the most important principle of psychological and pedagogical science, providing for the creation of an active educational and upbringing surroundings and taking into account the identity of an individual in development and self-development.

II.Literature review

Speaking about personality-oriented education Ye. V. Bondarevskaya pointed out: "Humanistic personality-oriented education is a pedagogically controlled process of cultural identification, social adaptation and creative self-realization of a person, during which a child enters the culture, life of society, and all his creative abilities and possibilities develop".

III.Analysis

According to I.S. Yakimanskaya, recognizing a student as the main acting figure of the entire educational process is a student-centered pedagogy [1, 62]. To build a model of a student-centered learning, she considers it necessary to distinguish the following concepts.

A multilevel approach - orientation to a different level of complexity of the program material accessible to a student.

A differentiated approach - allocation of groups of children on the basis of external (more precisely, mixed) differentiation: by knowledge, abilities, type of educational institution.

An individual approach - distribution of children into similar groups: academic performance, abilities, social (professional) orientation.

Subject-personality approach - the attitude to each child as uniqueness, dissimilarity, soleness [7, 46].

A type of educational process in which the personality of a student and the personality of a teacher act as its subjects is meant by learner first education. The goal of the technology of student-centered learning is the maximum development (rather than the formation of predefined) of individual cognitive abilities of a student based on the use of his existing life experience. As a starting point, it is necessary to accept the premise that additional education should not form anything by force, on the contrary, it creates the conditions for a child to join natural activities, creates a substratum for his development. The content, methods and techniques of

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technology of personality-oriented education are aimed, first of all, to reveal and use the subjective experience of each student, to help the formation of personality by organizing cognitive activities [5, 115].

At student-centered lessons not the child adapts to the existing teaching style of the teacher, but the teacher, having a variety of technological tools, coordinates his techniques and methods of work with the cognitive style of teaching students. Student-centered lesson, unlike the traditional one, first of all changes the type of interaction "teacher - student". The teacher proceeds from the command style to the cooperation, focusing on the analysis not so much of the results as the processual activity of the student. The student's position changes from diligent performance to active creativity, his thinking becomes different: reflective, that is, aimed at the result. The nature of the relationship developing at the lesson is also changing. The main thing is that the teacher must not only give knowledge, but also create optimal conditions for the development of the students' personality [2, 27].

In preparing and conducting a personality-oriented lesson, the teacher should highlight the fundamental directions of his activity highlighting the student, and then the activity determining his own position. It is important to note that almost all existing educational technologies are externally oriented in relation to the personal experience of students.

The educational model in student-centered learning is based on the following principles:
• The purpose of training should be personal development. The teacher and students are equal subjects of education.
• The teacher is, first of all, a partner, coordinator and adviser in the learning process, and only then the leader, model and custodian of the "standard".

IV. Discussion

Education should be based on the child's personal experience. Before teaching children specific knowledge, abilities and skills, it is necessary to develop their methods and strategies of cognition. Students' cognitive strategies should be specularly reflected in educational technology. In the learning process, students should be instructed how to learn effectively [4,105].

A personality-oriented approach to learning is unthinkable without revealing the subjective experience of each student, that is, his abilities and skills in educational activities.

But the children, as you know, are different, the experience of each of them is purely individual and has a variety of features. When preparing and conducting a student-centered lesson, the teacher must know the characteristics of the subjective experience of students, this will help him choose rational methods, means, methods and forms of work individually for each of them [6, 201].

At a student-centered lesson there is created an educational situation when not only knowledge is expounded, but also personal characteristics of students are revealed, formed and implemented. At such a lesson, an emotionally positive attitude of students to work prevails, the lesson becomes more interesting, attractive, effective. The teacher not only creates a benevolent creative atmosphere, but also constantly refers to the subjective experience of students, that is to their own life experience. And finally, the most important thing is that he recognizes the identity and uniqueness of each student.

The task of the teacher is not to "give" the material, but to arouse interest, to reveal the possibilities of everyone, to organize joint cognitive, creative activity of each student.

In accordance with this technology, an individual educational program, which, unlike the curriculum, is individual in nature, based on the characteristics inherent in this student, flexibly adapts to his capabilities and development dynamics, is compiled for each student [3, 73].

In the technology of student-centered learning the center of the entire educational system is the individuality of the child's personality, therefore, the differentiation and individualization of the education are the methodological basis of this technology.

If a teacher wants to conduct the lesson in the system of differentiated education he/she should organize it on the following stages:

Orientation stage (contractual). The teacher agrees with the children about how they will work, what they will strive for, and what they will achieve. Everyone is responsible for the results of his work and has the opportunity to work at different levels, which he chooses independently.

Preparatory stage. The didactic task is to provide motivation, to update supporting knowledge and skills. At this stage the introductory control is conducted by doing tests and exercises.

The main stage is mastering of knowledge and skills. Educational information is presented briefly, clearly, distinctly, based on samples. Then the children should turn to independent work and peer control. The basic principle is that each one obtains knowledge himself.

The final stage is an assessment of the best work, answers and the summary of the lesson.

If such methods as cooperative learning, open ended assignments, critical-thinking exercises, simulation, and problem-solving activities are applied at student-centered lessons they can engender active learning. Moreover, these methods can improves information acquisition and retention, higher-level thinking skills, interpersonal and communication skills, and self-confidence [8, 91].

V. Conclusion

Overall, we can say that student-centered learning is not a new learning technique, but it has not become outdated for a long period of time. The main reason for this is that this method of learning teaches students not only a defined subject, but also to learn interests, needs and life experience of others and value their personality and dignity in turn.

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