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FEATURES OF PERSONALITY-CENTERED LEARNING TECHNOLOGIES

CARACTERÍSTICAS DAS TECNOLOGIAS DE APRENDIZADO CENTRADAS NA PERSONALIDADE

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ABSTRACT

One of the approaches to organizing learning at higher educational institutions, which will contribute to young people's life self-determination, the development of their subjectivity, cultural identification and socialization, are personality-centered technologies of organizing the educational process. Humanization and democratization of modern society, modern tendencies in the sphere of human socialization require improving the primary directions of transiting to a humanistic paradigm aimed at the individual's development and self-fulfillment in the social and cultural environment. According to the tendencies outlined, the professional training system at higher educational institutions uses personality-centered educational technologies aimed at ensuring future specialists' professional and personal efficiency and social competitiveness. The purpose of the academic paper is to determine the features of the primary tendencies in using personality-centered learning technologies at higher educational institutions. Methodology. In the course of the research, the analytical and bibliographic method was used to study the scientific literature on applying personality-centered learning

technologies. At the same time, induction, deduction, analysis, synthesis of information, system-structural, comparative, logical-linguistic methods, abstraction, and idealization were applied to study and process data. By the way, the research authors also conducted a questionnaire in online mode to practically clarify the most important issues related to personality-centered learning at higher educational institutions. Results. Based on the research results, the primary and most important theoretical aspects of applying technologies of personality-centered learning at higher educational institutions were established. Along with this, the standpoints of scientists and heads of higher educational institutions regarding the key aspects of this issue were also investigated.

Keywords: Organizing education at the higher educational institution (HEI). Personality-centered learning technologies. Personality-centered education. Development of student's personal traits.

RESUMO

Uma das abordagens para organizar a aprendizagem nas instituições de ensino superior, que contribuirá para a autodeterminação da vida dos jovens, o desenvolvimento de sua subjetividade, identificação cultural e socialização, são as tecnologias de organização do processo educacional centradas na personalidade. A humanização e a democratização da sociedade moderna, as tendências modernas na esfera da socialização humana exigem o aprimoramento das direções primárias de transição para um paradigma humanístico voltado para o desenvolvimento e a auto-realização do indivíduo no ambiente social e cultural. De acordo com as tendências apontadas, o sistema de formação profissional nas instituições de ensino superior utiliza tecnologias educacionais centradas na personalidade, visando garantir a eficiência profissional e pessoal e a competitividade social dos futuros especialistas. O objetivo do artigo acadêmico é determinar as características das principais tendências no uso de tecnologias de aprendizagem centradas na personalidade em instituições de ensino superior. Metodologia. No decorrer da pesquisa, o método analítico e bibliográfico foi utilizado para estudar a literatura científica sobre a aplicação de tecnologias de aprendizagem centradas na personalidade. Ao mesmo tempo, indução, dedução, análise, síntese da informação, sistema-estrutural, comparativo, lógico-linguístico, abstração e idealização foram aplicados para estudar e processar dados. A propósito, os autores da pesquisa também aplicaram um questionário no modo online para esclarecer de forma prática as questões mais importantes relacionadas à aprendizagem centrada na personalidade em instituições de ensino superior. Resultados. Com base nos resultados da pesquisa, foram estabelecidos os principais e mais importantes aspectos teóricos da aplicação de tecnologias de aprendizagem centrada na personalidade em instituições de ensino superior. Junto a isso, também foram investigados os pontos de vista de cientistas e dirigentes de instituições de ensino superior sobre os principais aspectos dessa questão.

Palavras-chave: Organização da educação na instituição de ensino superior (IES). Tecnologias de aprendizagem centradas na personalidade. Educação centrada na personalidade. Desenvolvimento de traços pessoais do aluno.

Introduction

Studying existing technologies of professional training at higher educational institutions shows that there are several contradictions in a student's personal development in the process of his professional education during the educational process. They are revealed in the system of professional development, which is mainly focused on forming special knowledge and assimilating relevant

technologies, and the need to develop innovative didactic approaches and methods that will ensure personal traits' improvement, the formation of self-development skills, the mass training of specialists in the conditions of a higher educational institution, and the need to implement a personality-centered approach to professional training, the need to form creative and personal qualities of the future specialist and modern requirements, norms, standards of professional and educational activity. Overcoming the contradictions outlined requires the systematic introduction of a personality-centered approach to specialists' professional training, the creation of favorable conditions for their personal and creative development, and the formation of professionally significant qualities that will be a prerequisite for successfully solving the necessary professional tasks.

The theoretical part of the present research reveals the concepts, components and primary tendencies of developing the system of personality-centered learning at higher educational institutions.

The practical part of the research includes highlighting the most important requirements for using personality-centered technologies in the professional training of specialists by higher educational institutions. It comprises the primary aspects of dialogic educational communication as one of the primary principles of curriculum development based on using personality-centered means, principles of personality-centered learning at higher educational institutions, which have not developed properly and require particular attention. At the same time, it determines crucial criteria for choosing personality-centered learning tools for their subsequent application at higher educational institutions.

Based on the research results, conclusions were made regarding the issues raised. Thus, it has been established that the most popular models of personality-centered pedagogy nowadays are social-pedagogical and subject-didactic. At the same time, the primary requirements of the educational process, which will allow effective use of personality-centered technologies, are the differentiation and individualization of the professional-pedagogical process taking into account the creative and intellectual level of students' development, the activity-creative nature of the professional-pedagogical development and interactivity, which is

implemented in the systematic active interaction of education subjects. The main aspects of the dialogic of pedagogical communication as one of the primary principles of curriculum development based on using personality-centered tools, according to survey participants' standpoint, are the systematicity and consistency of pedagogical influence and students' conscious and creative activity. Along with this, the crucial criteria for choosing personality-centered learning tools for their using in higher education are selectivity (giving the student the opportunity to choose and adjust the features of using the technology in the educational process), the possibility of taking into account feedback from the education seekers regarding the learning outcomes, and the possibility of cultivating the education seekers' personal qualities.

Literature Review

Understanding the personality as a confident, responsible subject of his own development and a subject of pedagogical interaction requires the search for new learning technologies, in which personality-centered technologies for organizing the educational process are particularly promising (Haleem et al., 2022).

The focus on developing the student's personality and individuality as an active subject of professional activity can be implemented only on the humanistic-democratic basis of teachers' pedagogical activity (Alenezi, 2023).

Education in modern conditions is focused on the future specialist's personal development while learning activity is increasingly acquiring the character of dialogue, cooperation, co-creation, in which the mutually interested exchange of personal meanings between the teacher and the education seeker prevails (Vakaliuk et al., 2022).

Organizing professional training of future specialists, which is called personality-centered nowadays, is possible under the condition of developing and implementing modern technologies and models of professional education. Personal orientation is a significant psychological and pedagogical principle, as well as a certain methodological means of designing the educational process. It is based on a

number of primary conceptual ideas, goals, methodological and psychodiagnostic means of harmonious personality development. The psychological-pedagogical and philosophical ideas of the personality and its structure, a person's spiritual and value orientation, the unique aspects of his spiritual potential, personal psychological-pedagogical traits, etc. form the basis of the personality-centered approach (Kostopoulos & Kotsiantis, 2022).

Scientists emphasize that the capacity to occupy a certain function reveals a person's essence; that is, a person is defined by a level of intellectual development that enables him to control his own behavior and activities consciously. The idea of this concept is to create conditions for the full manifestation and development of the following personality functions: selectivity, reflection, formation of the image of one's "I", responsibility and autonomy of the personality (Martin-Sardesai et al., 2019).

It is essential to understand that in the process of using personality-centered technologies, it is necessary to personalize educational materials and the educational process as a whole. In order to achieve this goal, future specialists should be trained using forms, methods, and organizational techniques that appeal to the student's professional and personal experience, stimulate his emotional and cognitive systems, and actively engage him in the learning process (Pilonato & Monfardini, 2020).

The possibility of providing some autonomy to students during their studies nowadays is one of the significant achievements of practical pedagogy, an important positive trend in education. Studying that minimizes the teacher's external intervention or allows learning without his help forms the ability to perceive information, responsibility for the student's own educational actions. At the same time, a significant task of organizing the educational process is the formation of creative educational situations, if possible at a high technological level (Ostapenko et al., 2022).

At the same time, the researchers emphasize that the dialogic nature of pedagogical interaction is one of the necessary conditions that ensure the effectiveness of personal technologies in the education system. Dialogue, as a

decisive condition for the effectiveness of joint creative interaction of active subjects of the educational process, is a characteristic feature of the new pedagogical paradigm. Pedagogical communication, organized according to the dialogic interaction principle, opens up new ways for students' creative self-fulfillment, enriches their artistic and creative potential, since the communication of dialogue participants ensures the practical implementation of the personality-forming function of education seekers (Xie, 2019), (Tømte et al., 2019).

Considering that each person has a unique set of needs, motivations, instructions, and emotional and volitional characteristics, a personalized learning approach requires in-depth knowledge of the personality's features, his abilities, the level of professional and creative and general development, attitude to professional pedagogical techniques, types of educational materials and forms their presentation, as well as to the formation of artistic thinking, analytical and synthetic activity, the culture of revealing emotions, feelings and experiences. Students' professional and personal experiences are emotionally and aesthetically colored. This emotional and aesthetic coloring serves as a fertile ground for creative inquiry, tenacity and purposefulness, independence and initiative in professional and educational activities (Díaz-García1 et al., 2022), (Skulmowski & Rey, 2020).

Aims

The purpose of the research is to determine the standpoints of scientists and heads of higher educational institutions regarding the specifics of applying personality-centered learning technologies during the educational process in higher education.

Materials and methods

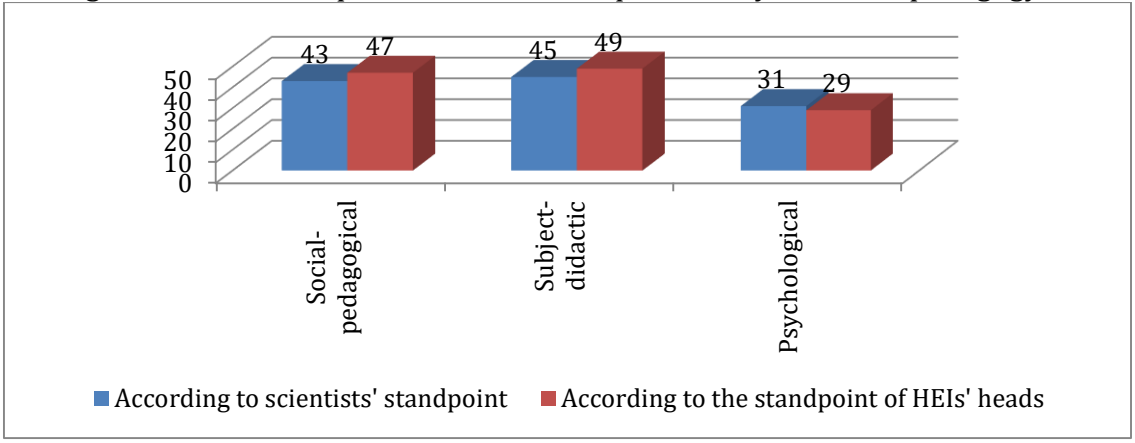
A practical study of modern tendencies in using personality-centered learning technologies was conducted by surveying 239 scientists, as well as 271 heads of higher educational institutions in Vinnytsia, Kharkiv, Khmelnytskyi and

Kyiv regions of Ukraine. The research was conducted using the Google Forms service.

Results

According to the survey results, the most popular models of personality-centered pedagogy nowadays are as follows (Figure 1).

Figure 1 – The most prevalent models of personality-centered pedagogy, %

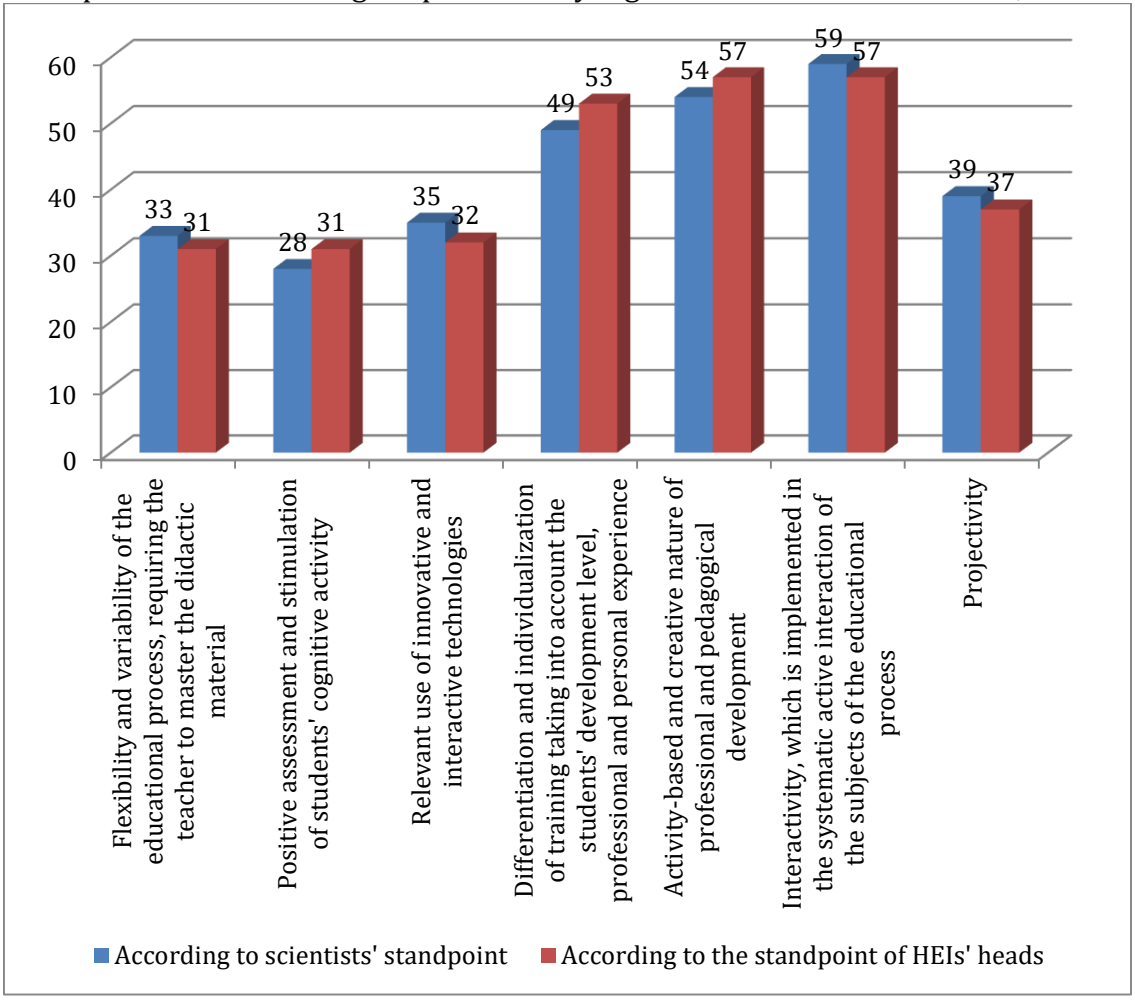


Source: compiled by the authors.

The survey has shown the most popular models of personality-centered pedagogy nowadays are social-pedagogical and subject-didactic.

In the course of the survey, the respondents identified the following requirements for using personality-centered technologies in the professional training of specialists by higher educational institutions (Figure 2).

Figure 2 – Requirements for using personality-centered technologies in the professional training of specialists by higher educational institutions, %



Source: compiled by the authors.

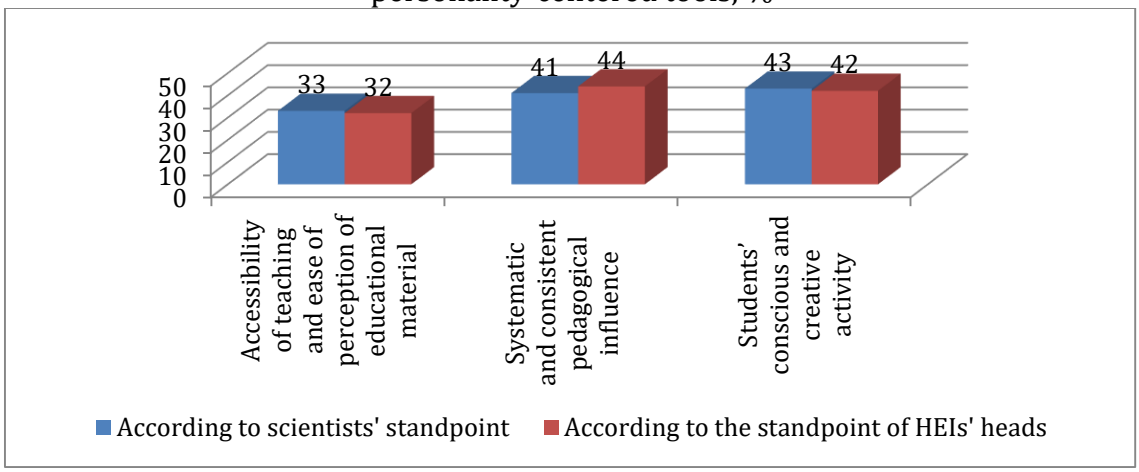
It can be observed from Figure 2 that the primary requirements of the educational process, which will allow effective use of personality-centered technologies, are the differentiation and individualization of the professional and pedagogical process, taking into account the creative and intellectual level of students' development, the activity-creative nature of professional and pedagogical development and interactivity, which is implemented in the systematic active interaction of the subjects of the educational process.

In particular, the respondents emphasized that it is important to build the goals and content of education nowadays, taking into account the requirements of self-development and self-fulfillment of the student's personality through using

pedagogical project technologies for a clear awareness of the need for education seekers to acquire professional knowledge, skills and abilities for further use in professional activities.

Conducting the survey made it possible to single out the respondents' standpoint regarding the main aspects of dialogic pedagogical communication as one of the primary principles of developing educational programs based on using personality-centered tools (Figure 3).

Figure 3 – The main aspects of dialogic pedagogical communication as one of the primary principles of developing educational programs based on using personality-centered tools, %



Source: compiled by the authors.

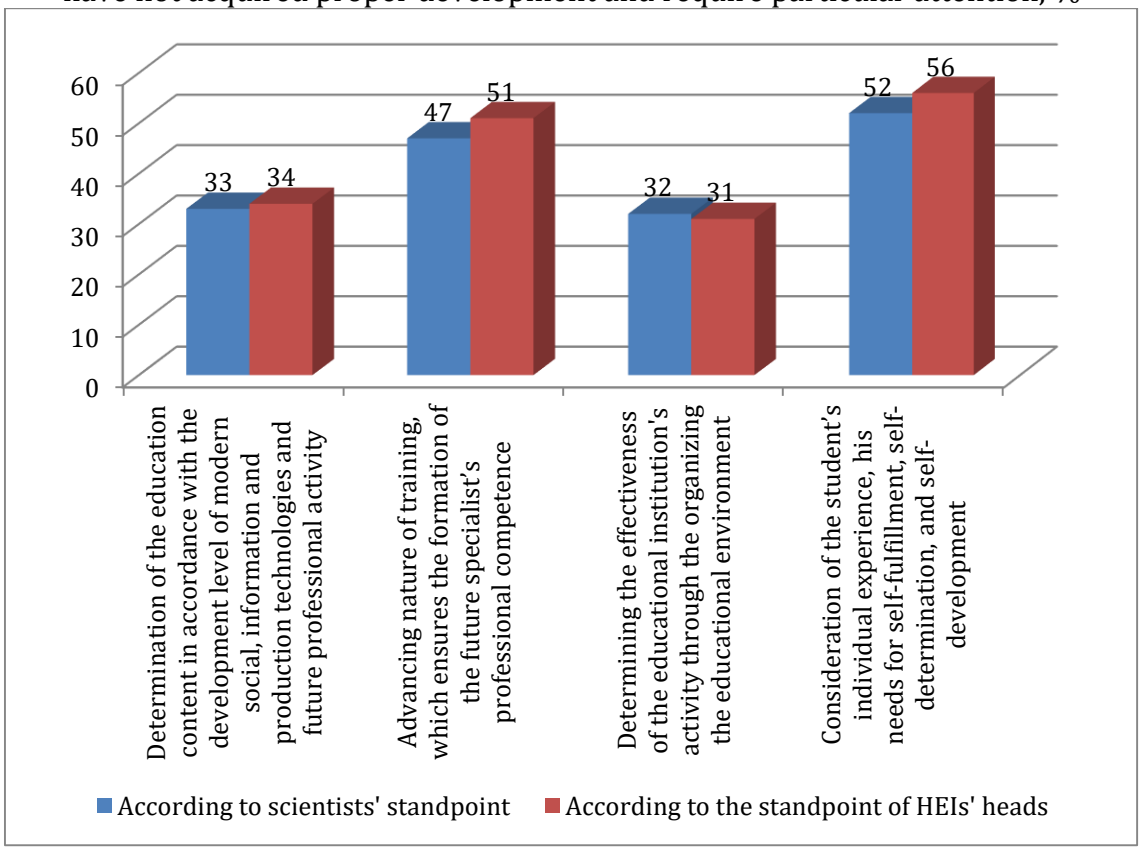
The survey revealed that the main features of pedagogical communication's dialogic nature as a significant principle for developing personality-centered training programs are the systematic and consistent pedagogical influence and students' conscious and creative activity.

The survey's significant outcome is the clarification of the principles of personality-centered learning in higher education, which should be given particular attention nowadays since they have not acquired proper development at higher educational institutions. These principles are as follows (Figure 4):

– advancing nature of training, which ensures the formation of the future specialist's professional competence;

– consideration of the student's individual experience, his needs for self-fulfillment, self-determination, and self-development.

Figure 4 – Principles of personality-centered learning in higher education, which have not acquired proper development and require particular attention, %



Source: compiled by the authors.

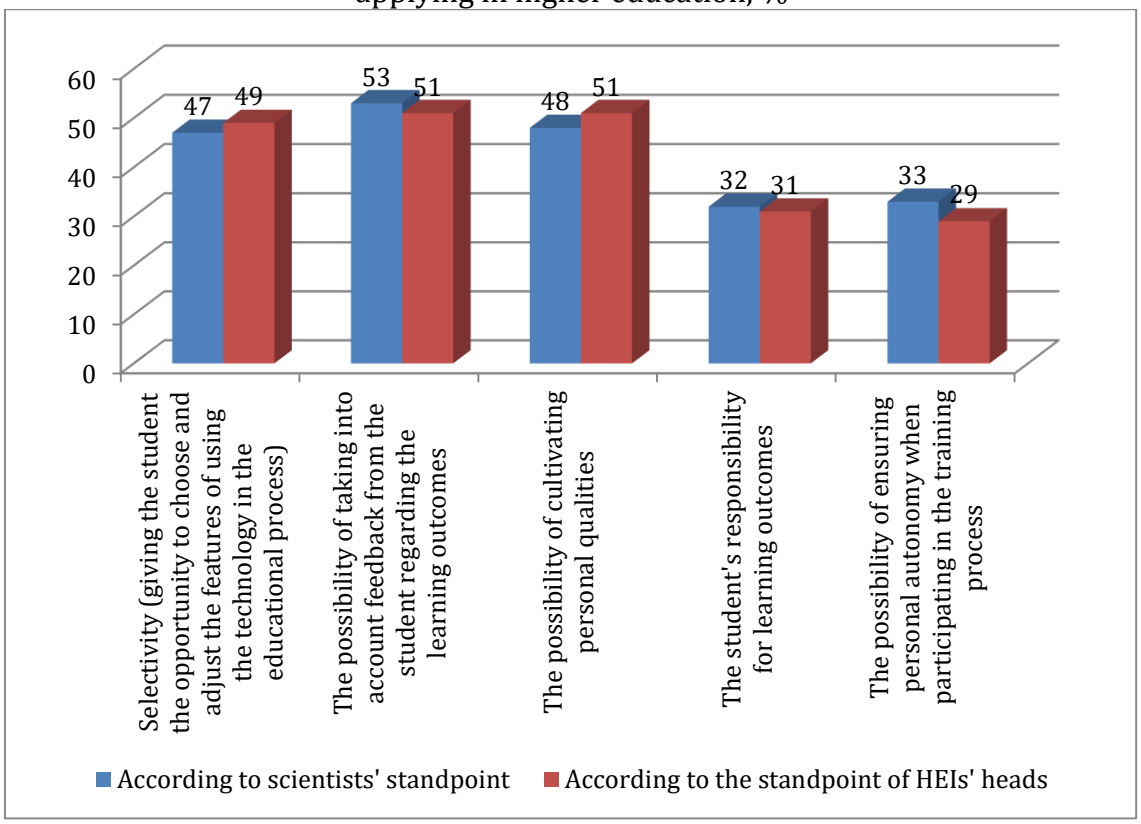
At the same time, the survey respondents identify the following crucial criteria for choosing personality-centered learning tools for applying in higher education (Figure 5):

– selectivity (giving the student the opportunity to choose and adjust the features of using the technology in the educational process);

– the possibility of taking into account feedback from the student regarding the learning outcomes;

– the possibility of cultivating personal qualities.

Figure 5 – Crucial criteria for choosing personality-centered learning tools for applying in higher education, %



Source: compiled by the authors.

Discussion

Traditional pedagogy, focused not on the student's development but on his assimilation of a certain system of knowledge, abilities and skills, is exhausting its possibilities. Leading scientists indicate the need for a radical revision of the essence and content of the existing education system, the creation of conditions contributing to the future specialist's intellectual and creative development, facilitating to the disclosure of his main personal and professional goals (Rapanta et al., 2020).

Nowadays, an urgent problem is filling modern education with new content, searching for new forms and methods of organizing future specialists' professional training. They will ensure the transition from classical pedagogy, aimed at providing the necessary standardized knowledge, abilities and skills, to personality-centered educational tools. After all, these tools provide conditions for the comprehensive

development of the student's professional and creative potential (Elken, Stensaker & Dedze, 2018).

Recognizing the education seeker's individuality and providing the required and sufficient conditions for his growth serve as the foundational principles for developing the personality-centered learning technology. Personality-centered training should ensure the personality's development and self-development based on identifying his individual features (Calonge et al., 2022).

The mechanization of the personality-centered process involves the special construction of educational texts, didactic materials, methodological recommendations for their use, types of educational dialogues, forms of control over students' personal development in the process of acquiring knowledge. The student and teacher collaborate and co-create using the personality-centered learning technology. The education seeker is the main subject of the educational process (Ali, 2020), (Ertmer & Otternbreit-Leftwich, 2019).

The teacher's primary duty during the educational process is to observe the development of student's abilities, recognize personal benefits when using educational materials, and reveal his unique qualities. Personality-centered education aims to develop the future specialist's individual cognitive abilities, help him discover himself, self-determine and fulfill himself, and cultivate such a culture of life that will allow him to live productively (Levitt, 2018).

The transition to a new personal paradigm is modern education's leading tendency and society's general pedagogical consciousness in the late XX and early XXI centuries. The general crisis of technocratic civilization conditions such educational attention to the personality. The personal paradigm opposes centrism and immutability in education, the extensive growth of the amount of knowledge with insufficient time to comprehend it (Khalid et al., 2018).

The purpose of personality-centered learning technology is to create conditions that contribute to developing the personal sphere of the personality's functioning during the assimilation of any component of the education content (Osadchyi, Valko & Kuzmich 2021).

Higher education places a significant emphasis on personality-centered learning as a means of choosing the types and paces of learning at various levels. The educational environment of a higher educational institution should create conditions for each student's personal growth, who should achieve high social interaction and spiritual self-improvement by adapting to changing living conditions. The creation of such conditions is driven by the need to train specialists of a new generation – carriers and sources of social-professional activity, high culture, with advanced individual abilities, able to understand and design their educational activities, willing to bear responsibility for their own decisions (Lim et al., 2022).

Individual and collective forms of work are made available by applying differentiated techniques in the process of personality-centered training, and their variable combination with an orientation towards the gradual consolidation of educational tasks. At the same time, the selection of specific organizational and processing techniques for educational materials, the development of a differentiated system of prerequisite conditions, traditional and contemporary methods, and pedagogical influence strategies should be directed at the student's development from the perspective of cultivating personal value judgments and readiness for more conscious development (Barakina et al., 2021).

Conclusions

Therefore, the analysis of the scientific literature on the research topic and the questionnaire results showed that the individualization of the educational process while applying personality-centered learning technologies involves the effective organization and stimulation of students' cognitive, professional and educational activities, the formation of motivation for constant creative and professional self-improvement.

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