THE USE OF PERSONALLY ORIENTED TECHNOLOGIES IN THE PROFESSIONAL TRAINING OF FUTURE SPECIALISTS

O USO DE TECNOLOGIAS DE ORIENTAÇÃO PESSOAL NA FORMAÇÃO PROFISSIONAL DE FUTUROS ESPECIALISTAS

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ABSTRACT

In the article, the scientific and theoretical analysis of personally oriented learning technologies showed that the essential element of their application in higher education practice is the transformation of the student from an object to a subject of the educational process. The condition for such a transformation is certain internal positions of teachers and students, namely: genuine interest and respect for the personality of the student as a specific individual; use of modern forms and methods of professional training of future specialists; positive-emotional perception of the pedagogical process; transformation of the student from a passive observer who acquires knowledge and experience to an active interlocutor; encouragement to study on the basis of cooperation and self-management, etc.

Keywords: Oriented learning Technologies. Education. Educational process. Self-management.

RESUMO

No artigo, a análise científica e teórica das tecnologias de aprendizagem orientada para a pessoa mostrou que o elemento essencial de sua aplicação na prática do ensino superior é a transformação do aluno de objeto em sujeito do processo educacional. A condição para tal transformação são certas posições internas de professores e alunos, a saber: interesse genuíno e respeito pela personalidade do aluno como um indivíduo específico; uso de formas e métodos modernos de treinamento profissional de futuros especialistas; percepção emocional-positiva do processo pedagógico; transformação do aluno de um observador passivo que adquire conhecimento e experiência para um interlocutor ativo; incentivo ao estudo com base na cooperação e autogestão, etc.

Palavras-chave: Tecnologias de aprendizagem orientadas. Educação. Processo educativo. Autogestão.

Introduction

New approaches to the organization of the educational process in modern higher education institutions require teachers to use innovative pedagogical technologies as a system of operations, actions in a certain sequence, aimed at achieving the educational goal. Taking into account the trends of higher education and selected methodological approaches of special importance in the training of future specialists, personally oriented learning technologies, which provide for a differentiated approach to learning, taking into account the levels of intellectual development of students, their abilities and aptitudes, play a role. Today, personally oriented technologies have gained the most popularity in all developed countries of the world.

The conceptual basis of person-oriented learning in higher education is a person-oriented approach. The modern system of higher education in the conditions of European integration is oriented towards the development of self-education, taking into account the individual needs of students. The personal approach, which is actively used today in institutions of higher education, makes it possible to organize professional training of students in line with modern trends of mobility and self-development. It has been proven that a person-oriented approach determines changes in the nature of the object and the learning process, as well as the main scheme of interaction between the teacher and the student. Instead of the

scheme of interaction teacher student, where the teacher, lecturer is the subject of pedagogical influence and management, and the student, student is the object of influence, a place should be found for the scheme of subject-subject equal partnership educational cooperation of the teacher, lecturer and students, students in a joint didactically organized solution of educational problems by the teacher. So, the peculiarity of the methodology of the personally oriented approach is its focus on the person as the main value of the educational process; organization of subject-subject interaction; deep respect for the personality of each specific person; creation of conditions for individual self-realization, development and self-development of personal qualities of future specialists.

Personally oriented technologies as such training, the center of which is a person's personality, his identity, self-worth, the subjective experience of everyone is first revealed, and then coordinated with the content of education (DE WIT, H., HUNTER, F., HOWARD, L., EGRON-POLAK, E., 2015). Thus, personally oriented education in higher education is based on the following principles:

– the priority of individuality, self-worth of the student who is the subject of the educational process;

– correlation of educational technologies at all levels of education with the patterns of professional development of the individual;

- determination of the content of education by the level of development of modern social, information, production technologies and future professional activity;

- anticipatory nature of education, which ensures the formation of professional competence of the future specialist;

- determination of the effectiveness of the educational institution by the organization of the educational environment;

- taking into account the student's individual experience, his need for self-realization, self-determination, self-development.

Therefore, the principles of personally oriented education in higher education institutions, as the main provisions of the organization of professional

training of students, are oriented towards axiologising, individualization, professionalization, anticipatory nature of modern higher education.

Literature review

The problem of using personally oriented learning technologies in higher education is reflected in these works: (ALBOUY V., TAVAN C.,2007), (ALCINA-CAUDET, A., 2003), (AUDUC, J. L., 2017), (BERNARDINI, S., 2004), (BOCQUET, C., 2008).

A group of modern domestic scientists focus on the following real processes of implementing a person-oriented approach in practice: (BUDIN, GERHARD, KRAJCSO, ZITA & LOMMEL, ARLE, 2013), (BUYSSCHAERT, J.; FERNANDEZ-PARRA, M.; VAN EGDOM, G.-W., 2017), (CAMINADE, M., 1995), (CHYCHUK, A., ZOROCHKINA, T., YACHMENYK, M., KYRYLENKO, N., KUMEDA, O. & MOUGEL, D., 2021).

Therefore, the basis of the introduction of a personally oriented approach into modern educational practice is the use of modern personally oriented technologies. The indicated learning technologies consist of personally oriented situations in which a person must find a way out, adapt them to his interests, choose a certain activity strategy. To solve such personally oriented tasks, creative searches and an active life position are necessary.

The purpose of the article is to conduct a scientific and theoretical analysis of personally oriented technologies of the educational process.

Theoretical: analysis of pedagogical, philosophical, sociological, economic literature, legal acts of the European Union related to the research topic; analysis of the management system for the organization of additional education, modeling of the pedagogical strategy for managing social innovations in the network interaction of educational organizations.

Empirical: reconstruction and analysis of pedagogical experience, pedagogical experiment, observation, survey methods (questionnaire, conversation). Methods of statistical processing of the results of experimental work.

Materials

In order for professional activity to become one of the priority values of a person, it is necessary to solve important practical tasks of providing the professional training of future specialists with a personal focus, namely: a) the formation and correction of students' awareness of their meaningful life space, the circle of connections with the task of the future pedagogical activity: b) determination of ways to assess one's own professional capabilities and take into account the dynamics of their development during pedagogical support and correction of an individual professional training program; c) organization of vocational training activities for the development of meaningful orientations of professional service, personal self-realization and self-expression of students in conditions close to real activity; d) introduction during professional training of the gradual transformation of personal qualities of students, necessary for educational and cognitive activities, into personal qualities defined by the standard for the development of competence and sufficient for his professional activity.

The solution of the specified tasks is possible in the process of professional training of future specialists by means of personally oriented learning technologies. In the process of using personally-oriented learning technologies, consistency and dynamics are observed - from the teacher's maximum help to students during the performance of educational tasks to the gradual growth of their own activity, to full self-regulation in education and the emergence of partnership relations between them. The researcher notes that the introduction of personally oriented learning technologies involves changes in the forms of communication in the educational process, techniques and means of communicative activity aimed at the formation of professional and communicative competences in future specialists (DOBBINS, M., KNILL, C., 2017).

The need for thorough planning of the use of personally-oriented learning technologies, the implementation of certain preliminary actions, namely: to think through the lesson plan in detail, during which the process of learning new things,

practical activities and substantive dialogue with the student will be harmoniously combined; prepare didactic material (handouts, visualizations, presentations, etc.) in order to motivate learning and involve each student in educational activities; choose the content and use various forms, methods, means and techniques of educational activity during the lesson, which will ensure the use of the subjective experience of students; to develop a system of evaluation and training incentives. Therefore, the use of personally-oriented learning technologies involves the preparation of not only the lesson plan and didactic material for it, but also the forms, methods, means and techniques of educational activity, the system for assessing the quality of students' knowledge. Thus, the personally oriented educational process in higher education places emphasis on updating each specific student's subjective experience through the use of various combinations of forms, methods, methods, techniques and means of learning.

Let's consider the technology of personally oriented learning as a kind of active, which has its own characteristics. These scientists see the essence of this technology in the fact that all participants are involved in the educational process, but each of them makes an individual contribution; there is an exchange of knowledge, ideas, methods of activity as co-learning (collective, group, cooperative learning), where both the teacher and the pupil or student are equal subjects of learning, understand what they are doing, reflect on what they know, they know how to do it. Working in the mode of constant search for novelty, pupils and students develop thinking and imagination, acquire communicative skills of monologue speech, show creative possibilities. That is why learning becomes desirable, because it creates new works, reflections, conclusions from research; own and author's excerpts are staged; games and crosswords are invented; newspapers are published, dictionaries and almanacs are kept, etc. Therefore, the technologies of personally oriented learning involve the use of creative methods, problem-based methods, independent work, interactive methods, etc.

Personally oriented technologies of training of future translators includes a set of methods, techniques and means of communicative activity in the systems

"teacher - student", "student - student", "teacher - computer - student", "student - computer" (COLINA, S., 2003). The scientist includes game technologies (business, role-playing, situational-role, interactive and stimulation games) as part of the complex of personally oriented technologies for the professional training of future translators, which make it possible to simulate the real activity of a translator in certain artificially reproduced given professionally oriented situations (for example, conflict the situation with the translation customer; the translator's preparation for official negotiations, the presentation of the company's activities in a competitive environment; the translator's professional skills competition, the translator's depression), which imitate the social role behavior of the translator. Some attention is also paid to methods of self-knowledge and self-diagnosis by future translators of their own personal and professional qualities. Therefore, the scientist points to the need to use dialogic and discussion methods; business, situational role-playing and stimulation games; various types of search and research tasks; analysis of professional situations; projects as methods of personally oriented technologies for training future translators.

A number of researchers, such as C. Bocquet, C. Durieux, D. Kelly, D. Kiraly, F. Plassard, L. Stern criticize traditional translation classes, consider them outdated, because they are conducted according to the following principle: you can learn to translate if perform a large number of translations and imitate the activity of a teacher. Such an approach, according to these scientists, is limited, because it is aimed only at the transfer of knowledge, skills, and abilities. A similar model in teaching translation equates translation processes to the simple transfer of linguistic signs. The role of the teacher cooperating with the students is secondary and consists not in imparting knowledge, but in guiding their work by defining and clarifying the number of stages in translation technology that must be overcome in order to reach the desired goal. Therefore, technology, independence and individuality act as criteria for personally oriented education of future translators.

The main variants of personally oriented learning technologies are defined, namely:

1. Based on anticipatory fixed intellectual development of the student, implemented in the system of developmental learning in the system, in problem-based learning technologies, in heuristic learning models, etc.

2. Technologies for the priority development of the emotional and sensory sphere, imagination, creative possibilities and abilities through various types of games, psychological trainings.

3. Technologies for the priority development of practical thinking, labor skills and skills; is consistently embodied in institutions of primary vocational education, where the general intelligence and various abilities of the individual seek to develop, involving students in labor activities, contribute to their professional self-determination.

4. Technologies of spiritual and moral formation of the personality, ecological cleanliness of the approach to the student's nature, upbringing in him of noble virtues based on faith in his innate mission and various possibilities.

So, the signs of personally oriented technologies for teaching academic disciplines in higher education are: taking into account the individual needs of the individual; availability of motivation to study; a favorable, comfortable educational environment for achieving the goal; use of effective forms, methods and techniques of training; reliance on the experience, knowledge, abilities and skills of students; cooperation, co-creation, commonwealth between students and teachers; creation of situations for students to choose an individual educational trajectory; increasing responsibility for the quality of education; achievement of success in the learning process; actualization of personal growth of the individual as the basis of his independence, self-worth, self-improvement.

Thus, the outlined features of personally oriented learning technologies in higher education provided an opportunity to determine the main paradigmatic ideas that condition their application in the professional training of future translators. The opinion was taken into account that the conditional chain, each link of which actualizes the student's personal need to learn a foreign language as the main resource of the translator's activity, can be marked as follows: basic foreign

language (or several languages) – professional vocabulary – professional texts – professional communication – professional discourse – success in the profession Therefore, the use of personally-oriented learning technologies in the training of future translators should be aimed at developing the personal needs of students to learn foreign languages, mastering professional skills and abilities, organizing partnership interaction between participants in the educational process, and achieving success in the profession.

The main ideas of person-oriented education, teaching Ukrainian as a foreign language, namely: the idea of a difficult goal, which involves setting quite difficult tasks before students mastering a second language, emphasizing their exceptional complexity and instilling confidence in the fact that the goal will be achieved, and the topic is well mastered; the idea of support – is a certain set of key words or other supporting signals that show the logic of the material in the form of a compact pictorial supporting scheme that simplifies the understanding of the educational material and its memorization, eliminating the possibility and necessity of jaggedness; the idea of free choice, which consists in offering a large number of tasks so that students independently choose any of them and in any number; the idea of large blocks - grouping the educational material into large blocks (separate topics), thanks to which it is possible increase the volume of educational material and establish logical connections between educational units; the idea of dialogic reflection – the process of learning new vocabulary is offered in the form of a dialogue between the teacher and students.

We believe that the identified ideas can also be used in the professional training of future translators, because they correspond to various psychologically oriented methodological models. For example, the idea of support is presented in the formative model, which involves influencing students through a specially organized teacher-oriented basis of actions; the idea of free choice – in a free model that maximally takes into account the internal initiative of students and is based on the works of a number of scientists; the idea of dialogic thinking is in the developing

model, where the focus of the teacher's attention is on restructuring the student's educational activity in the mode of active dialogue.

Within the framework of the activating model, which is aimed at increasing the level of cognitive activity of students at the expense of problem situations, we consider the idea of problem solving to be promising. Problem-based learning is a strategy for encouraging critical thinking and problem-solving through the use of real-world situations or tasks. Teachers are facilitators who provide resources, guide, and teach because they provide content knowledge and problem-solving skills. Students take on more responsibility as they learn, while the instruction given by the teacher diminishes. The role of the teacher changes from instructor to leader, facilitator and partner.

Within the model of productive learning, the idea of training young people based on practical experience "from real life" is becoming relevant. P. Hager claims that productive learning today reevaluates existing patterns and rules; includes the creation of new learning, which simultaneously updates the environment in which it takes place; combines the process and products of education; includes social, cultural and political construction of individual identity; oriented towards the development of a complete personality.

The main areas of implementation of person-oriented learning technologies in the educational process of higher education institutions have been determined, namely:

– apply knowledge of individual characteristics of students to plan personally oriented situations with an orientation to the expected educational results;

– use different forms of personally oriented learning (work in pairs; work in small groups; situations to create opportunities for self-determination; tasks aimed at the joint development of students, etc.);

- to ensure better perception and understanding of educational material by students in the process of laboratory-practical and seminar classes in order to develop analytical thinking, abstraction and formation of connections between theoretical and practical knowledge;

– to change the emphasis in teaching methods from illustrative and explanatory to search and research, which reveal the creative possibilities of students;

– to stimulate maximum independence, emotional self-expression and expression of creative abilities of students through differentiated types of independent work, holding creative competitions, project defenses, etc.;

– to integrate the possibilities of using computer technology, information support with the help of electronic texts, Internet resources, communication in social networks to establish the process of communication and partnership among young people;

- apply variability in the selection of visual aids, didactic aids, methods and techniques of teaching and assessment of knowledge;

- show respect in the process of communicating with students in any situations, support and direct them, use the dialogic method;

- to create a positive educational atmosphere based on the values and principles of democracy;

- to encourage learning, during which students learn on the basis of cooperation and self-management, practical experience.

Conclusions

Thus, the conducted scientific and theoretical analysis of personally oriented learning technologies showed that the essential element of their application in the practice of higher education is the transformation of the student from an object to a subject of the educational process. The condition for such a transformation is certain internal positions of teachers and students, namely: genuine interest and respect for the personality of the student as a specific individual; use of modern forms and methods of professional training of future specialists; positive-emotional perception of the pedagogical process; transformation of the student from a passive observer

who acquires knowledge and experience to an active interlocutor; encouragement to study on the basis of cooperation and self-management, etc.

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