

Methods and Means of Implementing Technology of Personality-Oriented Training of a Vocational Training Teacher

O.I. Vaganova, L.V. Tsyganova, N.V. Gorbunova, M.N. Bulaeva, A.V. Lapshova



Abstract: *The implementation of personality-oriented learning technology in modern training of a teacher in vocational training plays a significant role, since the central figure in the process of developing a modern competent specialist is the value of individual, taking into account his individual qualities and needs. Therefore, the aim of the article is to identify methods and tools implemented in the process of using technology of personality-oriented learning, contributing to development of a competent graduate. The article demonstrates the role of personality-oriented learning, reveals the essence of technology of personality-oriented learning. The functions of personality-oriented learning and mechanisms of its implementation are reflected and the importance of the counseling role of the teacher in educational process is noted. Among the methods used in the framework of personality-oriented learning, methods of problem-based learning, the brainstorming method, discussions, game forms and methods, the project method, etc. are noted. These methods contribute to the active development of education content by students and contribute to their inclusion in design and research activities which provides not only their knowledge and skill development, but also creative thinking development, self-improvement abilities, and professional competencies acquisition.*

Keywords: *technology of personality-oriented learning, methods, tools, professional competence*

I. INTRODUCTION

Today, among the key trends in improving learning process effectiveness within educational organization of vocational training, a significant role is played by the tendency towards phased development of a personality-oriented education system. Within the framework of a personality-oriented educational technology, personality of the direct learner, as well as students' personal qualities, interests, needs and individual characteristics, when a teacher organizes vocational training in educational process, acquires the greatest importance and value [1].

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The personality-oriented approach is focused on educational process humanization and filling it with moral and spiritual experiences [2].

This approach is designed to directly reveal students' potential abilities and capabilities to approve principles of mutual respect and justice [3].

The use of methods and means of personality-oriented technologies is designed to stimulate students to professional creativity [4].

A personality-oriented approach is an element of humanistic focus in teaching, the most important principle of which is not to rely on the teaching process itself, but on students' learning [5].

The focus of this approach is on a student himself, his meanings and values, and possibilities of personal and professional growth. Learning based on the personality-oriented approach is not only a reliance on students' individual characteristics, but rather a completely different methodology for educational process organization and management by the teacher [6]. This methodology involves the inclusion of teacher's personal qualities in educational process [7].

In order for the teacher to be able to effectively organize educational process based on a student's personality, he needs to use appropriate methods and means of implementing technology of personality-oriented learning [8].

Educational technologies of personality-oriented learning enable the teacher to organize learning process in a certain way during students' professional competence development [9].

Practical experience of teachers shows that students remember educational information more efficiently in case of their direct active participation in learning process [10]. Realization of active creative potential of students in educational institutions of higher education is based on the design of training sessions of all kinds: laboratory work, lectures and practical exercises through the use of interactive teaching methods [11]. Lectures are built on the basis of a problematic approach to the study of educational content but taking into account existing knowledge of the students themselves at the initial stage of its implementation [12].

The methods and tools used in technology of personality-oriented learning implementation are indispensable tools in technological competence development of the future vocational training teacher which is an integral part of his professional competence [13].

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II. INTERACTIVE TECHNOLOGIES IN EDUCATIONAL PROCESS

A. Literature review

In domestic pedagogical theory, the concept of a personality-oriented approach begins to actively develop and improve in the 80s. I.S. Konom, K.A. Abulkhanova, A.V. Petrovsky and many others worked it out.

Despite certain differences in scientific approaches of researchers to content of personality-oriented educational technologies implementation, it is quite possible to single out some common positions in these approaches [14]. The foundation of all the analyzed scientific concepts is laid by man, as a unique biosocial creature who has a unique combination of moral values and moral guidelines, personal psychological and mental characteristics [15].

Scientists also distinguish transformation of educational structure among the most important aspects of personality-oriented educational technologies implementation, which is a transition from the relationship of the subject and the object to the relations of the subjects.

Within the framework of personality-oriented educational technologies, a transition is also being made of development of a certain personality with the needs, abilities and qualities set by the state and society to the creation of necessary conditions for actualizing one's own creative potential in professional competencies development [16].

In this regard, we should also talk about the increasing role of students' independent educational activities since educational process in this case satisfies the need for such qualified specialists who have the skills to adapt to constantly changing social and professional conditions, to independently acquire professionally significant knowledge, skills and abilities.

The effectiveness of educational process using methods and means of personality-oriented learning technology was considered in the works of V.V. Serikov and his school (E.A. Kryukova, S.V. Belova and others). Also made a significant scientific contribution to solving this problem. Lakotsenina, E.V. Bondarevskaya, I.S. Yakimanskaya, T.V. Lavrikova, V.I. Leshchinsky and S.V. Kulnevich.

I.S. Yakimanskaya, who developed the concept of personality-oriented educational technology effective use in educational process, believes it is important to consider the person as an immediate goal which is a significant factor in the process of obtaining educational experience.

The concept of I.S. Yakimanskaya theoretical significance is expressed in the disclosure of conditions and nature of implementation of such functions of educational process as personal and developing. The practical significance of this concept is expressed in the development of some regulations of educational activity which acts as a significant alternative to traditional educational technologies.

Therefore, the mentioned researchers say that the technology of student-centered learning should be considered as a significant principle in educational process construction. Personally-oriented educational technologies enable the teacher to fully understand the personality of each student.

The implementation of these technologies is possible only when educational process becomes a field of educational and professional self-affirmation for students. This is the most important factor in their professional competencies development necessary for future professional activities implementation.

In turn, E.F. Seer, when considering and analyzing a personality-oriented technology, says that it is some special type of training which is based on effective interaction arrangement between the teacher and students in the functioning of certain pedagogical conditions for successful self-determination, self-education and realization of one's personal potential and creative abilities. The foundation of the researcher's interpretation is professional development of students' personality. He also believes that when organizing educational process, the teacher needs to pay close attention to professionally significant personality traits of students, which can be defined as key qualifications. The essence of a personality-oriented educational technology is expressed in professional development of a person in the framework of future profession for successful and effective development of students' skills of future professional activities implementation.

B. Methodology

The article discusses the use of methods and means of implementing technology of personality-oriented learning in teachers of vocational education training. When teaching students of a pedagogical university, the project method is widely used as one of the most popular in technology of personality-oriented learning implementation, problem-based learning methods, brainstorming, discussions and game methods. The application of the project method involves use of problematic, research and search methods aimed at real practical results. Educational results should be important for all students and the development of the problem should be carried out taking into account the conditions for its effective resolution and acquired skills.

III. RESULT AND DISCUSSION

Personality can be viewed through the prism of philosophical perception, psychological and social ones [8]. Nevertheless, within the framework of personality-oriented learning technology we are more interested in personality structure itself which allows us to effectively navigate in various necessary personality-oriented technologies [9].

In order for educational process to be called personality-oriented and organized in the most effective way, it should be aimed at:

- psychological and individual characteristics of students (thinking, skills to regulate their own emotional sphere, memory);
- general level of knowledge in this field, that is, previously acquired educational experience [17].

The key function of personality-oriented educational technologies is humanitarian.

This function recognizes the value of a person and is aimed at ensuring moral and physical health, the possibility of the full realization of one's active creative potential and individual freedom in choosing one's own path [18]. In turn, the means of implementing the humanitarian function are cooperation, understanding and fruitful communication.

An important role is also played by the function of socialization, which is expressed in ensuring that a person reproduces acquired social experience which should be sufficient for its effective entry into society and professional field [19]. Means of realizing the function of socialization are self-determination, reflection, active creativity and preservation of individual qualities [20].

The implementation of the above functions is carried out in such conditions in which the teacher performs the role of a consultant and acts as an adviser and mentor when students perform a specific practical task.

For the successful implementation of personality-oriented educational technologies, it is necessary that the activity of the teacher is based on the following positions:

- attitude to each student as a person who is able to carry out educational activities on a voluntary basis and voluntarily carry out the activity;
- optimistic approach to students which is expressed in the teacher's desire to see high prospects for their development;
- reliance on social and cognitive needs and interests of students promoting manifestation of initiative from them.

Educational process in educational technologies implementation is organized on the basis of deep respect for students' personality taking into account their individual characteristics and needs [21].

At present, in educational organizations of vocational training, the concept that assumes the construction of learning process on the basis of involving students in independent educational activity, which largely determines the skills of their further self-training, is becoming increasingly relevant, which is directly feasible using the project method [19].

Implementation of the project by students contributes to:

- the development of students' reflective abilities and opportunities to develop themselves;
- the inclusion of students in research activities as part of their search and analysis of information necessary for successful project implementation;
- the acquisition of critical experience useful in group work;
- the formation of students' motivations for the manifestation of active creative potential and the implementation of activities directly aimed at the future profession;
- the formation of students' creative flexibility and communication style.

The project method, like the others, the above mentioned methods is associated with the problem learning method. Students carry out actions to purposefully search for necessary information [22]. First they form questions, and after that they try to solve the problem on their own.

The method of problem teaching becomes an effective element in professional competencies development among university students. This allows you to significantly increase the level of professional training of future teachers of

vocational training. We conducted a study to identify the impact of design technologies on students as part of student-centered student-centered training. We evaluated the results of the control measure in the group that did not carry out the project (group № 1) and in the group that carried out the project (group № 2). The results are presented in Figure 1.

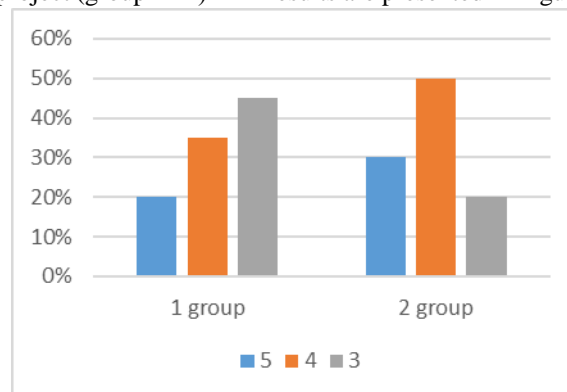


Fig. 1. The results of the control measure of the two groups

Here we can observe that in the first group, where students did not complete the project, the percentage of positive ratings is much lower.

We can say that in the framework of personality-oriented learning technology implementation, the presented methods complement each other, which contributes to a better competence development of a future graduate.

Modern training of a vocational education teacher involves the use of appropriate tools that meet the essence of technology of personality-oriented learning: electronic platform Moodle; developed electronic educational and methodological complexes which include: handouts, drawings, presentations, tests, questions, slides, normative documents, task cards and forms. The effectiveness of using Moodle in educational process is ensured by the presence of the following features: multimedia, modeling, interactivity.

It allows you to organize interactive classes. Students have the ability to self-control and test knowledge. Within the framework of Moodle, students perform laboratory and independent work in online learning mode.

The indicated methods and means correspond to the essence of technology of personality-oriented learning and meet the principles of personality-oriented learning: self-actualization; individuality, success and creativity; choice and subjectivity. Thus, the essence of the methods and means of personality-oriented learning technology implementation is that the student's personality. His unique personality is the main value on which all the other links of educational process depend. Personally-oriented learning contributes to manifestation of the student's creative activity and his development as a holistic integral personality.

IV. CONCLUSIONS

Our study showed that the project method allows students to increase the level of preparedness in the framework of the implementation of personality-oriented technologies.

Methods and Means of Implementing Technology of Personality-Oriented Training of a Vocational Training Teacher

The grades of the group of students who completed the project are much better. The percentage of excellent ratings reaches 30%. The methods and means of implementing technologies of personality-oriented learning that we have examined contribute to the formation of professional competence of future graduates. Thus, the essence of the methods and means of personality-oriented learning technology implementation is that the student's personality.

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