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of the network of higher pedagogical educational institutions; reducing the share of budget financing and increasing fees for educational services. The existing problems in the systems of higher pedagogical education require significant changes in the paradigm of higher pedagogical education in the Black Sea region.

Management of national systems of higher pedagogical education, the creation of a market for educational resources of higher education, the organization of the educational process and its quality control, methodology for developing standards in the educational systems of the BSEC countries, the formation of the content of higher pedagogical education, the conduct of pedagogical practice, the functioning of the system postgraduate pedagogical education, implementation of a holistic educational process in higher pedagogical educational institutions are very urgent issues these days.

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## **1.14. THE THEORETICAL APPROACHES TO DEFINING THE CONCEPT OF INDIVIDUALIZATION OF THE FUTURE TEACHER'S EDUCATION**

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### **M. Pisotskaya**

**Abstract.** *The article provides the author's definition of the individualization of teaching. Individualization of teaching in the context of research is understood as a process aimed at the development of individuality, providing for the allocation of a student in the teaching process to take into account his/her individual characteristics, involving the implementation of a system of individualized methods and techniques, the interrelated actions of the teacher and students at all stages*

*of educational activity. Analyzes theoretical approaches to understanding the essence of the didactic system of individualization of teaching. The article considers views of modern native didacticists on its structural components and elements, factors ensuring the integrity of the system, the purpose and main tasks, specific laws and principles, criteria and conditions for the effectiveness of individualization of teaching, including in the higher pedagogical school. The requirements stated in the scientific and pedagogical literature for the teachers to possess certain qualities, psychologically and methodologically providing the process of individualization of teaching are noted. Among these qualities are certain knowledge and skills about the problem of individualization of teaching, flexible pedagogical thinking, the ability to develop their own technologies for individualizing teaching.*

**Keywords:** *individualization of teaching, structure, purpose, tasks, regularities, principles, criteria, effectiveness conditions, requirements for the teacher's personality, higher pedagogical school.*

Individualization is one of the key positions in the formation of the state policy of Ukraine in the field of education, the building of the educational system, the construction of the content of education, the choice of methods and forms, the nature of the activities of teachers and students. Therefore, in the modern national pedagogical science, a significant number of scientific works is devoted to the problem of individualization of teaching, revealing its various aspects, including: the terminological field of individualization of teaching (A. Bratanich, A. Vovrik, V. Volodko, T. Godovanyuk, S. Goncharenko, O. Pekhota, N. Prasol, P. Sikorskiy, M. Skrypnyk and others), types, forms of individualization and differentiation of education (N. Volkova, P. Gusak, Y. Oleksin, M. Prokofieva, P. Sikorskiy and others), and also characteristics of the essence of structural elements in the individualization of teaching (A. Bratanich, T. Vasilyeva, V. Volodko, A. Gorin, V. Kosarin, G. Levchenko, S. Melikov, S. Ovcharov, M. Prokofieva, P. Sikorskiy, N. Soldatenko, V. Shepeleva and others).

In the course of the research, various theoretical approaches of modern native scientists to the definition of structure are established, along with specific goals, tasks, regularities, principles, conditions, efficiency criteria, the requirements for the teacher's personality, individualizing the teaching, particularly in the higher pedagogical school. A systematic understanding of the considered problem is facilitated by their analysis, which is the **purpose** of this article.

To achieve this goal, the following research **methods** were used: general scientific, historical, conceptual-terminological, problem-oriented.

Individualization of teaching in the context of research is understood as a process aimed at the development of individuality, providing for the allocation of a student in the teaching process to take into account his/her individual characteristics, involving the implementation of a system of individualized methods and techniques, the interrelated actions of the teacher and students at all stages of educational activity.

Scientific research has made it possible to identify approaches to determining the structural components of the individualization of the teaching of

future teachers. The basis of the first approach, in our opinion, is the structure of the teaching process, the stages of the teacher's and student's activities. Thus, scientists consider the structural components of the individualization of teaching to be: motivational-value (awareness of the importance of teaching, the formation of a positive attitude toward a particular subject and to individual mastering of it), process-operational (selection of forms, methods, means of achieving the goal of mastering the subject and personal-professional development of the future teachers), cognitive-orientational (the direction of learning, the selection of materials, assignments for training), performance-evaluative (training effectiveness, self-evaluation of studying process) (S. Melikova) [4, p. 8]; target, diagnostic (revealing the evolution of individual qualities), stimulating-motivational, meaningful (contains certain courses and special courses), operational-actionable (reflects the procedural essence of studying profile disciplines), control-regulative (constant monitoring and self-control), evaluative-regulatory ( evaluation and self-evaluation of results, identification and elimination of deviation causes, design of new problems) (S. Ovcharov) [5, p. 13-14]; factual individual impact on motivation, manifestation of activity and creativity (studying the specificity of the student's value orientations, analyzing the consciousness of choosing the direction of future professional activity, constant-purposeful impact on the student's motivation); the fact of substantively subjective individualization of teaching (the creation of a level base of educational tasks in terms of volume and depth of mastering), factual personal-actionable individualization (ensuring the manifestation of the individual style of independent cognitive activity of the student, the realization of the individual creative strategy of his/her independent professional-objective activity); actualization of individual reflexive thinking (orientation of reflexive skills, ability to self-assess and self-correct the level of development of subject competences) (M. Maloivan)[3, c. 262-264].

Another approach proposed by V. Kulik and N. Kulik, in our opinion, emphasizes various aspects of the development of students' individuality. According to it, the structural components of the process of individualizing teaching are: information (the transfer of knowledge in the system of "teacher-student"), social (the formation of the learner's personality), axiological (the development of spiritual values), psychological (the formation and development of psychological qualities), creative (the development of creative thinking ), communicative (mutual enrichment of the personality of the teacher and student).

Volodko, M. Soldatenko include the following as the structural elements of the didactic system of individualization of education: purpose, content, regularities, principle, form, methods, methods of individualization of teaching, criteria for evaluating student and teacher activity, student activities, teacher activity, didactic environment [ 2, p. 96]. In their opinion, the integrity of the didactic system of individualization of teaching is achieved with the links between the elements, its orientation to the development of all its elements, the provision of all elements at each stage of individualization of teaching active

individual cognitive activity of the student in achieving a specific educational goal [ibid, p. 97-98].

Characterizing the approaches to determining the essence of the elements of the didactic system of individualization of teaching, we first of all emphasize the formulation of its purpose and tasks. Thus, scientists (V. Volodko, J. Vorontsova, V. Kosarina, G. Levchenko, N. Lobko-Lobanovskaya, M. Soldatenko, V. Shepeleva, N. Tsios and others) formulate the central goal as the preservation and further development of individuality, identity and uniqueness of the individual, the formation of ability for self-development and self-realization [2, p. 99]. The main objectives of the individualization of education are: helping the student in personal self-expression, disclosing the inherent special qualities, realizing one's own capabilities; the creation of pedagogical conditions for educational activities that are most relevant to the entire range of personal characteristics of this student for choosing the methods most effective for him/her and ways of achieving success through the activation of most developed personal aspects.

In the scientific and pedagogical literature, specific patterns and principles of individualization of teaching students are distinguished. For example, A. Gorina, P. Sikorskiy consider the following provisions as regularities: the productivity of teaching is directly proportional to the intellectual and physical capabilities of students; the results of mastering the educational material by students depend on their natural inclinations, development of thinking, memory, will, character, level of efficiency; the productivity of training depends on the degree of adaptation of the teaching material to the individual characteristics of students; the productivity of training is directly proportional to the number of training exercises, their intensity and diversity [9, p. 60].

Among the principles of individualization of education, scholars name:

- the principle of accounting for real general education of students; the principle of professional orientation of fundamental disciplines; the principle of a dynamic typological grouping of students; the principle of the didactic interaction of differentiation and integration (requires an optimal reduction of the academic disciplines that are not part of the cycle of professional training disciplines, and the maximum differentiation of the disciplines of the vocational training cycle) (A. Gorin, P. Sikorskiy) [ibid., p. 60-63];

- the principle of effective learning, using the educational literature of the managerial, integrative type, the principle of studying theoretical material by modules on reference signals, the principle of intensification of teaching, the principle of effective interaction of education in higher education with other activities, the principle of conflict-free situation and the benevolent attitude of teachers to each student in the learning process, the principle of objective control and rating assessment of knowledge (B. Bezyazichny);

- the principle of the student's personal commitment, the principle of the freedom of choice of the individual educational trajectory, the principle of meta-subjective bases of the educational process (emphasizes receiving of knowl-

edge products that have individual semantic features), the principle of the productivity of teaching (requires orientation on the student's personal growth, internal and external educational products), the principle of primary education of the student (provides for the possibility of creating a more original education product than the well-known solution by a student) (A. Stepaniuk) [10, p. 75-76];

-the principle of the motivation of students' learning activities, the principle of implementing the mastery of knowledge by the student at an individual pace, at the level of complexity chosen by the student independently, depending on personal abilities and needs, the principle of the possibility of transition to a higher level of complexity at any time, the principle of widespread use in the educational process of new computer learning technologies, the principle of controllability of each student's activity, the implementation of a constant feedback process of communication between the student and the teacher (S. Ovcharov) [5, p. 19-20].

As we can see, the specific principles of the individualization of education formulated by scientists relate to various directions in the organization of the educational process: the creation of curricula and programs, the preparation of textbooks and manuals, materials for the implementation of the monitoring and evaluation function, the selection of methods, means, forms of teaching, and democratization of educational environment, the focus of the educational process on the personal educational growth of the student.

In the course of the study, the definition was defined by scientists (O. Ajip-po, O. Bratanich, V. Volodko, V. Novak, O. Pekhota, N. Prasol, M. Soldatenko, V. Khilkovets and others) for the effectiveness of individualization and differentiation of education. Their generalization allows us to state that these conditions concern: the selection of students on the basis of a scientifically based test system, the diagnosis of their individual characteristics, the psychological, pedagogical and educational-methodical training of the teacher, his/her guideline for the individualization of teaching, the availability of a preliminary phase of training, special classes and propaedeutic courses, scientifically based design of the content of vocational education, the availability of detailed developed general and subject matters training courses, alternative variations of fundamental and elective courses, the development by the teachers of the necessary information base minimum for each separate subject, the modular structuring of the entire teaching content, the organization of the educational process on the basis of free choice of the students for studying profiles, circles, electives, etc., energy-intensive teaching technologies, the democratization of the didactic environment, the dialogic nature of the pedagogical process, the development of the "subject- subject" relations, creation of success situations, activation of creative self-realization of the student, and so on.

The specifics of the individualization of the teacher's professional training reflect the pedagogical conditions of its effectiveness, singled out by scientists, in the higher pedagogical school: orientation to the theoretical model of the individuality of the teacher, embodying the basic requirements for the performer

on the part of the future profession; scientifically based selection of students in pedagogical educational institutions of all levels; professional and pedagogical diagnostics of the state and dynamics of the professional development of the future teacher, timely correction of the latter; thorough methodological substantiation of the content of pedagogical education; interdisciplinary integration of knowledge; preparation of the student for continuous professional self-development [6, p. 26]; the nature of interaction between the student and the teacher (E. Pekhota) [ibid., p. 39]; the availability of an individual curriculum and a schedule as a trajectory of individual development; personality-oriented nature of individual activities and tasks; facilitator's position of the teacher in the subject-subject interaction system (N. Prasol) [7, p. 11].

In the process of scientific search, researchers discovered research criteria for the effectiveness of individualization of teaching. Among such criteria are: motivational sphere, cognitive activity of students in the learning process, the nature of skills of performing independent work (S. Melikov) [4, p. 10]; motivation of learning, independence, activity, stability (stable mode of individualization of learning), creativity, effectiveness (N. Kononets); motivational (the degree of manifestation of positive motivation for self-educational activity and personal and professional development); substantial (the level of mastering theoretical knowledge about the forms and methods of individualizing learning); activity (the basic skills and skills of planning an individual trajectory of development, the implementation of self-educational activities); reflexive (ability for self-assessment and self-analysis of the work done, determining ways to improve self-educational activity) (N. Prasol) [7, p. 10].

In the course of the research, scientists (A. Bugra, S. Romanenko and others) formulated the requirements for the presence of certain qualities of teachers, psychologically and methodologically providing the process of individualization of teaching, which include thorough knowledge of the problem of individualization of teaching. Thus, according to A. Bugra, this should be knowledge of: the content of key concepts that explain the essence of individualization of the students' independent learning activity, forms and methods of its provision in classroom and extracurricular time; ways of diagnostics of individual-typological features of students and levels of their readiness for independent educational activity; individual and typological characteristics of students and their impact on the effectiveness of independent learning activities; guidelines for determining the content and level of complexity of individual tasks for independent learning activities [1, p. 167]. In addition to knowledge, scientists consider important: the ability to diagnose the individual characteristics of students and their accounting in the organization of training, pedagogical empathy, the possession of technologies for individualizing teaching, the availability of variable, flexible pedagogical thinking, the ability to develop own technologies for individualization of teaching [8, p. 196-197].

**Conclusions and prospects for further research.** Thus, in the modern native scientific and pedagogical literature, the individualization of teaching is

viewed as a didactic system consisting of certain elements. The basis of existing approaches to determining the structural components of individualization of teaching or the structure of the learning process, the stages of the activity of the teacher and student, or various aspects of the development of the individuality of the latter. The central goal of the individualization of teaching, which determines its specific tasks, is the preservation and further development of the individuality and uniqueness of the individual, the formation of ability for self-development and self-realization. Stated by the scientists principles, conditions that contribute to the effectiveness of the system of individualization of teaching relate to various areas of the organization of the educational process in the higher pedagogical school. The effectiveness of the individualization of teaching is determined by scientists using certain criteria. Among the perspectives of further research are: the problem of individualization of teaching in foreign scientific and pedagogical literature, the origins of the idea of individualizing teaching of students of the national higher pedagogical school of the second half of the twentieth and beginning of the 21st century.

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