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INDIVIDUALIZATION OF PROFESSIONAL TRAINING AS ONE OF THE WAYS OF SOLVING THE PSYCHOLOGICAL-PEDAGOGICAL PROBLEM OF MODERN HIGH SCHOOL

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ЧЕРНЬОНКОВ Ярослав. ІНДИВІДУАЛІЗАЦІЯ ПРОФЕСІЙНОГО ПІДГОТОВКИ ЯК ОДИН З ШЛЯХІВ ВИРІШЕННЯ ПСИХОЛОГО-ПЕДАГОГІЧНОЇ ПРОБЛЕМИ СУЧАСНОГО ВУЗУ

У статті здійснено ґрунтовний теоретичний аналіз змісту понять «індивідуалізація», «індивідуалізація професійної підготовки майбутнього учителя іноземних мов», «мотивація до ініціального спілкування» у процесі професійної підготовки у вищих навчальних закладах як психолого-педагогічної проблеми. Автором було фундаментально досліджено зміст та структуру даного поняття; подано власне визначення; запропоновано кілька характеристик мотиваційного елементу вивчення іноземної мови, зокрема: самостійна робота, спілкування через Інтернет, інформаційно-комунікаційні технології, занурення у реальну ситуацію.

Ключові слова: індивідуалізація; індивідуалізація професійної підготовки; індивідуалізація професійної підготовки майбутнього вчителя іноземних мов; психолого-педагогічна проблема; вища школа; основні характеристики індивідуалізації; мотивація до спілкування іноземною мовою; індивідуалізована професійна підготовка; психолого-педагогічний дидактичний принцип; експериментальна складова дослідження.

CHERNIONKOV Yaroslav. INDIVIDUALIZATION OF PROFESSIONAL TRAINING AS ONE OF THE WAYS OF SOLVING THE PSYCHOLOGICAL-PEDAGOGICAL PROBLEM OF MODERN HIGH SCHOOL

It has been carried out the fundamental theoretical analysis of the content of the concepts of "individualization", "individualization of professional training of the future teacher of foreign languages", "motivation for foreign language communication" in the process of professional training at higher educational institutions as a psychological-pedagogical problem. The author has thoroughly studied the content and structure of this concept; self definition is given; several characteristics of the motivational element of studying a foreign language are offered, in particular: independent work, communication via the Internet, information and communication technologies, immersion in the real situation. The author proposed his own vision of the problem of individualization of the professional training of the future teacher of foreign languages in higher educational institutions, namely, "the psychological and pedagogical didactic principle of constructing such a system of interaction between participants in the process of preparation, which takes into account and uses the individual characteristics of the student, determine the prospects of his further creative development and creative self-development. Through such an organization, in the process of training, each future teacher develops and develops cognitive activity, internal motivation of training, abilities, inclination, social competence and features important for future life". It was noted that in his practice, the teacher should use classes-communication, classes-dramatization, video lessons, occupations-games, occupation-

tests, since each of these classes has a dominant motivation. As part of the doctoral dissertation research, the next stage of the pedagogical experiment (content and structure of individualization as a psychological-pedagogical component) was conducted.

Key words: individualization; individualization of professional training; individualization of professional training of the future teacher of foreign languages; psychological-pedagogical problem; high school; main characteristics of individualization; motivation to communicate in a foreign language; individualized professional training; psycho-pedagogical didactic principle; experimental component of the research.

Defining of the problem and the analysis of the last researches and publications.

Modernization of the content of education; improvement of cultural, methodological, and practical training in all pedagogical specialties and training of foreign language teachers is identified as one of the priority tasks of reforming of higher education. The problem in question, in turn, actualized the need to create favorable conditions for personal and professional growth, the development of technology of pedagogical modeling of the professional training of future teachers of foreign languages. In today's practice of training future teachers of a foreign language there are conflicting trends.

In particular, contradictions in the theory of training future teachers between: orientation of modern professional pedagogy to training a teacher who has the method of teaching a foreign language in typical educational situations, and the need to form a new generation of teaching staff, able to operate highly effective in the constantly changing conditions of information and technological development of the educational industry; the formation of a new type of teacher capable of designing future pedagogical activities in these conditions on the basis of reflexive-divergent thinking and the development of methodological and informational competences throughout life; the classical system of training future teachers of foreign languages and the individualization of this process in the modern high school.

The analysis of pedagogical literature shows that the “individualization” and “differentiation” of professional training are two sides of the same process – the consideration and development of the individual characteristics of each student; therefore, it is necessary to consider the interconnection.

In scientific and pedagogical literature, different approaches to understanding and defining the concept of differentiated training are used. Thus, N. Shakhmayev believes that “the educational process, for which the characteristic of taking into account the typological individual differences of students, is called differentiated, and training in this process – differentiated training” [1, p. 12]. I. Butuzov emphasizes that “differentiation does not involve work on different programs and textbooks, designed for several levels of intellectual talent, and educational activity of students at different levels for mastering the only software material depending on individual characteristics” [1, p. 13].

Recently, a number of scientific studies have been devoted to the methodical training of foreign language teachers for teaching integrated courses (O. Bigich, S. Ivashnyova, O. Kovalenko, V. Red'ko, Yu. Styrkina), a lot of dissertation researches were devoted to: multilevel pedagogical education (V. Krutiy, O. Ponomaryova), theoretical and methodological bases for the training of future teachers (T. Alekseyenko, A. Zubko, A. Linenko, S. Martynenko, L. Mil'to, L. Khomich, L. Horuzha), application of business game in training students for foreign language communication (V. Bazurina, V. Red'ko), formation of professional competence and professional-pedagogical orientation of the personality of future teachers in the process of teaching a foreign language (V. Kalinin, N. Lobanova, L. Mikhailova, O. Ovcharuk, A. Shyshko); analysis of the components of the content of teaching a foreign language (I. Bim, N. Gals'kova, O. Kolominova, R. Martynova, S. Nikolaeva, V. Plakhotnik, G. Rogova).

As the analysis of scientific literature shows, some aspects of the individualization of professional training of future foreign languages teachers have been highlighted. In particular, there are developments on the following issues in modern researches:

- peculiarities of individualization of studying in higher educational institutions (V. Volod'ko, S. Goncharenko, B. Dyachenko, N. Zavizena, I. Unt and others);
- realization of an individual approach in the organization of independent work of students (I. Shaidur, I. Shimko and others);
- definition of the conditions for the organization of individualization of education (T. Godovanyuk, A. Kirsanov, Zh. Kovaliv, S. Ovcharov and others);

- formation of an individual learning algorithm (Zh. Bogdan, V. Koldaev, P. Nosov, A. Khutorsky and others).

Therefore, the problem of training and studying a foreign language became the subject of research by many scholars engaged in the issues of forming the content of teaching foreign languages (V. Belyaev, I. Zimnya), methods and forms of language learning (O. Bykonya, I. Vereshchagina, P. Galperin, G. Kytaigorodska, T. Kolod'ko, E. Passov, O. Tarnopolskyi). Famous scientists dedicated their researches to the study of motivation, its formation and development: A. Aleksyuk, D. Brown, L. Bozhovich, N. Bordovska, V. Vilyunas, O. Vlasova, V. Galuziak, R. Gardner, E. Ilyin, V. Kovalyov, O. Leontiev, D. McClelland, A. Maslow, A. Rean, V. Semichenko, M. Smetanskyi, H. Hekhaizen and others.

In our opinion, T. Brick analytically analyzed the most basic types of motivation: 1. Internal processes: the desire to enjoy the processes of activity. 2. Instrumental motivation: the desire for external rewards (good score, encouragement, etc.). 3. External Concept I: The desire to accept and maintain its features, competences and values from other individuals. 4. Internal concept I: the desire to meet your own standards of traits, competences and values. 5. Internalization of the goal: the desire to achieve goals that correspond to internalized (assigned, become internal) values [1. p. 12-13].

The purpose and tasks. The purpose of writing this article is: to determine the content and structure of the concept "Psychological-pedagogical characteristics of Individualization of professional training of future teachers of foreign languages"; to generalize this concept and specify the use of this definition for students at higher education. The task of this research is the analysis of various structural elements, characteristics and content elements and outline of the structural and substantive principles of professional training of foreign language teachers.

The main material of the article. The problem of individualizing the professional training of specialists in the field of education and training has been and remains relevant and equally interested for both educators and psychologists. Many domestic and foreign scholars, studying the problems of personality development, the role in this process of leading activities (in particular, gaming and educational), one way or another touched on the problem of individualization of the training process. For example, this topic has been reflected in the fundamental works of P. Blonskyi, D. El'konin, L. Bozhovich, G. Kostiuk, S. Maksymenko, V. Sukhomlynskyi and others. They believed that "individualization - a dynamic reflection of the laws of formation and development of the individual". In general, the study of individualization of the training of future teachers is devoted to finding effective means for comprehensive student development and assessment of the effectiveness of the proposed development programs.

We rephrase the well-known commandment of K. Ushinsky, "Teaching, educating all, should teach and educate everyone." Today nobody needs to be persuaded in the fairness of these words. And at the same time, the problem of individualization of teachers' training remains uneasy, sometimes contradictory in the theoretical and methodological aspects of its implementation.

First of all, the concept of individualization is disclosed in a psychological dictionary-directory in which this notion means – "to differ from other people in a conditioned attitude in order not to feel similar to others" [6, p. 82].

The task of the teacher lies in the fact that by leveling their own individuality tendencies manifest themselves only within the limits necessary and useful for collective life. For the same, these boundaries should be flexible and dynamic in order not to impair the individual needs and interests of the individual child. This is the essence and complexity of the individualization of the upbringing of the child: the harmonious combination of the flowering of the individuality of each child in all its peculiarity with the flowering of active collective life.

Every teacher knows from the course of psychology that individuality exists in two general types:

- It is conditioned by the general laws of development, the laws of reflection and regulation (individual peculiarities of dynamics, attention, memory, emotional sphere and volitional regulation);

- It is conditioned by social conditions and the influence of the environment (individual orientation and character traits) [4].

Summarizing the achievements of scientists in relation to the content of the concept of "individualization", we can formulate the following statements. "Individualization of professional training is a psycho-pedagogical didactic principle of building such a system of interaction between participants in the process of preparation, which takes into account and uses the individual characteristics of the student, determine the prospects for his further creative development and creative self-development". Under such an organization, in the process of training each future teacher forms and develops cognitive activity, internal motivation of training, abilities, inclination, social competence and features important for future life.

The definition of individualization of training is interpreted in the pedagogical encyclopedia, as "planning and conducting training in accordance with individual characteristics". Under features it is necessary to understand the peculiarity of feelings, memory, imagination, thinking, interests, inclinations, abilities, temperament, character. Individual training is based on knowledge of the individuality and the living conditions of each student. Individual training involves adapting forms and methods of influencing individual characteristics to ensure the development of a higher level of personality. Also, individualization is aimed at favorable opportunities for the development of cognitive forces, inclinations and talents [3, p. 332].

Individualization of the training of higher education institutions in the pedagogical encyclopedia is interpreted as "the organization of the educational process in which the choice of methods and methods of training takes into account the individual traits of students, the level of development of abilities".

In the process of individualization of training, there is a need for the supervision of students by faculty. Each student has a different level of training and development of apprenticeship skills, but all students need to acquire new knowledge, skills and abilities. Individualization of training contributes to the development of abilities, takes into account their inclinations and interests, different attitudes to learning, as well as to individual subjects. The main goal of individualization of training is to prevent the emergence of gaps in knowledge and to ensure the effective work of all students [5, p. 69].

In studies of T. Godovanyuk the student's individualized training is defined as "the approach of the educational process to the individual student model. The training process is accompanied by the choice of means, methods, pace of teaching that takes into account the individual characteristics of the student. With the help of individualization of studies, a student has the opportunity to reflect on the educational advantages that give rise to self-awareness and responsibility" [2, p. 127-131].

Independent work on English-speaking communication also has a great motivational significance. Students who correspond with foreigners have a high interest in language. So dating is established, culture of another people is known, an additional stimulus for communication is formed. Usage of the Internet helps to increase motivation to learn English-language communication and to communicate with people from around the world. In this case, the vocabulary is raised naturally. There is a need to study a new material, which also activates the cognitive activity of an independent person.

The special significance of the didactic solution to the problem of forming the motivation of foreign language communication is precisely because it remains important for each specialist, including in connection with the development of information and communication technologies and multimedia. In addition, the formation and development of the motivation to teach foreign language communication contribute to special conditions, namely the adequacy of the verbal organization of instruction in language exercises in accordance with the level of language skills, as well as the selection and organization of subject content and various text information, the communicative organization of the learning environment in various forms of collective cooperation in situations of communication and use of cognitive-communicative problem tasks and problem situations, based on the didactically organized information basis.

The most effective, in our view, main pedagogical means that provide the formation and development of the motivation of the English-speaking communication are communicative exercises for the acquisition of vocabulary, grammar within the theme, the work with the main texts, which have a professional orientation, and exercises to them, the working out of language clichés and stamps, training dialogical communication, assimilation of professional life situations of

role behavior, oral reports, role-playing game, business game, analysis of specific situations, simulation, written forms of work.

One of the most effective ways of teaching and motivating communication is to immerse students in the real situation and enable them to independently withdraw from it. A major motivational role is played by the alternation of various activities. In practice, the teacher needs to use classes-communication, classes-dramatization, video lessons, occupations-games, occupation-tests, since each of these classes has its dominant motivation. To view videos (or excerpts) without translation, except for artistic and educational, it is possible to use documentaries, as well as television shows of the relevant thematic direction.

Conclusions and recommendations for further research. Since the process of professional training is a two-way process, then on the part of the teacher, the individualization of preparation requires the study of individual characteristics of the spiritual world; promotes the development of cognitive abilities of the student, taking into account his interests and inclinations.

We understand that our observation is only part of the research program we have created for this issue. Further studies we see in working out the general pedagogical and methodological development of individualization of students' training at higher educational institutions.

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