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A. MAKARENKO'S IDEAS IN THE LIGHT OF MODERN APPROACHES TO PERSONALITY ORIENTED EDUCATION OF AN INDIVIDUAL

The article focuses on the analysis of impartiality of A. Makarenko's educational views in the light of modern approaches to personality oriented education of the individual, defines pedagogical influences used by the teacher to improve an individual as an integrated system.

Keywords: *personality, personality oriented education, individual approach, individualizations, independence, pedagogical influence, educational process.*

The issue of education of an individual has always been paid much attention to. However recently much attention has been drawn to the strengthening of the educational activities in order to improve the results of the educational process to enhance its efficiency. The leading paradigm in reforming education is personality oriented approach that provides attention to a personality, capable of self-education and self-development, of the conscious creation of himself/herself and his/her own life, and education is treated as a part of a person's self-formation and his/her self-adaptation to the environment.

Theoretical and methodological basis of personality oriented education are revealed in the works of J. Beh, A. Boyko, E. Bondarevska, W. Kremen, I. Prokopenko, A. Savchenko, O. Sukhomlinsky, I. Yakymanska and other scientists.

Personality oriented education is directed to the recognition of a man as the highest value, his/her rights to freedom of choice of personal position, to the value of the human spirit and the value of life in general, the opportunity to develop oneself on the principles of equality, justice, humanity as a desired norm of relations between people [8].

In the light of contemporary approaches to personality oriented education the pedagogical ideas of A. Makarenko concerning the education of an individual are especially interesting. Various aspects of the educational system of the teacher are analyzed in the works of many scholars (V. Korotov, V. Kolbanovskyy, N. Lialin, Ye. Medynskyy, N. Morozova, F. Naumenko, M. Nizhynskyy, M. Pavlova, S. Rives, V. Smal, H. Filonov, M. Yarmachenko etc.).

The ideas and experience of A. Makarenko are actively investigated by many scientists to solve urgent problems from the standpoint of modern educational paradigm (I. Zyazyun, M. Krasovickiy, V. Morgun, M. Yarmachenko and others).

M. Yarmachenko correctly notes that M. Makarenko's creative heritage is not limited by the time of its establishment, it is directed to the future and is not only able to be used, but should be used in the modern conditions [9].

A. Makarenko's educational system has been forming on the realities of its time, on the particular socio-economic situation. The basis of this system was treatment of Anton Semenovych to a pupil as the subject of the pedagogical process, which provides the personality oriented approach in education. Undisputed is also the fact that his educational system has always given the final result: it educated socially adapted, optimistic and morally healthy individuals.

The basis of the education is the goal. The goals of the education in the teacher's opinion should be expressed in real qualities of the people. Exactly the goal comprehensively covers the process of knowledge the world in all its system diversity, it emerges from this unity, interconnection, interdependence, thereby providing unity of education and life, unity of personality and educational process [4].

Foreign and native Makarenko's science have mainly been focused on such aspects of A. Makarenko's teaching experience as the role of the team in the development of personality; the principles of parallel action, the unity of education and life; organizational structure of the team as a condition of acquirement of the experience of social relations; conditions of effectiveness of labor education; the role of economic relations of the team aiming at formation of the personality; the system of perspective lines etc. A. Makarenko tried to take synthesis of pedagogical influence to improve the personality as an integrated system [3].

While analyzing Makarenko's educational system from the position of consideration the basic conditions concerning the realization of personality oriented approach in educating of an individual, we can emphasize the following points:

- forming the students' ability of comprehending and evaluating their actions and predicting the consequences of these actions;
- coordinating the desires, goals and means of achieving them;
- forming an understanding of the responsibility for their own choice;
- creating the situations of confidence and success for the students;
- harmonizing the students' desires and goals with the capabilities and requirements of the environment.

It is clear, that there exist the differences, but the aim of this paper is impartial detection of the main approaches to personality oriented education in A. Makarenko's teaching heritage.

Thus, V. Buchkivska in her thesis "Personality oriented approach to education in A. Makarenko's pedagogical heritage," explains the pedagogical essence of the group as a condition of personality oriented approach in A. Makarenko's concept and identifies the features of this approach making the conclusion that there are effective mechanisms of personality oriented approach in education in A. Makarenko's pedagogical heritage, although the name "personality oriented" never occurs in his works. "Anton Semenovych determined the objectively necessary features of personality oriented approach to education:

- creation of the personality program based on the integration of the general objectives of education and its natural potential, actual features and options;
- approach to each individual with an optimistic hypothesis, the belief in the possibility of detecting and culturing in this individual the best human qualities;
- fundamental combination of directness and openness of the impact on the student with pedagogical maneuver, with the hidden position depending on the purpose and features of the situation in which the person is;
- careful and caring treatment to the child in conflicting situations in the educational process when "a person can break";
- respect for the human dignity to the student, politeness combined with pedagogical tact;
- teacher's justice in relation to children and himself - a necessary ground of trust, gratitude, respect, avoiding resistance to pedagogical impact;
- a deep interest to children, to their most intimate problems, to their inner world, the readiness to help them in the most difficult and the most complicated situations" [2].

Nowadays the position that a personality educates only a personality is axiomatic. One of the central issues in the system of A. Makarenko's education was also the problem of relations

between a teacher and a pupil, which is determined primarily by the content of their unite activities, teachers' skills. The teacher's views on the nature of the independence of a child, the individual approach to a student are essential in such relationships. However, while taking into account the peculiarities of Makarenko's system of education, the effective communication of a teacher with a pupil occurs mainly during the active life and activity of the child in the group, and the child being involved in collective work and study.

Makarenko payed attention to the fact that the independence of students does not mean just teachers watching. On the contrary, this situation makes the teacher mobilize his/her mind and experience, tact and will-power every minute to realize the diversity of manifestations of the desires and aspirations of pupils and help them by giving advice, by influence, opinion, sometimes by his own will-power [6, p. 139-140].

Makarenko's statements concerning educating of independence is closely connected with the development of contemporary educational pedagogical problem – individualization of education and study. A.S.Makarenko believed that in order to educate a person one needs general educational program and "individual corrective" to it, and the only general method of education, which at the same time allows each individual to develop their own characteristics, maintain individuality. In the general educational program A. Makarenko distinguished such qualities as honesty, kindness, courage, diligence, responsibility, integrity, patriotism, and many others that are necessary to every man, and corrective is added in each case, for each individual, when the question of talent, inclinations, interests is raised. So he writes, "I saw in my educational work that really should be a common programme ... and individual corrective to it" [6, p. 106].

That is why the teacher personally works a lot with his students, because their life, study, emotional state are of the greatest value for him. Makarenko does everything possible for his students to have an interesting work, to feel pleasure and interest from the results of study. In addition, there always was a theater in the commune the activity of which almost all the students took part in .

In its educational activities A. Makarenko fought for the systematic character of educational influences on personality: daily watching the training activities of each student, publicity of achievements in activity, hierarchy and diversity in the use of incentives, special interest and prudence in the use of negative incentives, ignoring the negative past of the students. This approach is in harmony with the principles of educational technology proposed by I. Beh: the principle of purposeful creation emotionally enriched educational situations, the principle of personality developing communication, the principle of using emotional experience as a psychological mechanism in educating an individual and the principle of the student's systematic analysis of his own and others' actions. In his opinion, the result of the process of moral education is the formation of the student's totality of behavioral actions. While facing the other forms of behavior in his/her life, the student should be able to percept and analyze the results of their own actions and others' ones. It helps them better understand moral norms; it is positively denoted in the forming of the skills of behavior, as well as in the overcoming of momentary strivings, states, desires [1].

The requirements for the students were one of the most important components of the system of education "as much respect and persistent, clear requirements as possible: behave yourself in such a way and in such a way" [5, p. 143].

He emphasizes that "Such teacher is helpless who indulges in the student's flaws, blindly follows his caprices and dances to the student's tune instead of educating and altering the student's character. One should be able to put uncompromising demands on the person of the child who has certain responsibilities in the society and is responsible for his actions. An individual approach to a child consists in making a person a devoted and worthy member of his team, a citizen ...of the state according to his individual peculiarities" [7, p. 355].

Makarenko was an unsurpassed master of individual influence, that's why one of the educational principles, that was effectively put into the activity of the team was "the principle of individual action". However he considered this principle to be not enough in the educational system of personality through the team and completed it with the "principle of parallel action"

which had a negative impact on an individual (subjugation of the individual interests to the interests of the team).

According to the analysis of the creative heritage and scientists' researches one can affirm that A. Makarenko's educational theory took into account an individual approach to an individual of a student in the process of collective education and re-education, many ideas and approaches are useful and can be used in modern personality oriented educational system. The idea of educating an independent and active member of the society belongs to Makarenko's ideas.

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ІДЕЇ А. МАКАРЕНКА В СВІТЛІ СУЧАСНИХ ПІДХОДІВ ДО ОСОБИСТІСНО ОРІЄНТОВАНОГО ВИХОВАННЯ ОСОБИСТОСТІ

В статті акцентується увага на неупередженість аналізу педагогічних поглядів А. Макаренка у світлі сучасних підходів до особистісно орієнтованого виховання особистості; визначаються педагогічні впливи, які використовував педагог з метою виховання особистості як цілісної системи.

Ключові слова: особистість, особистісно орієнтоване виховання, індивідуальний підхід, індивідуалізація, самостійність, педагогічний вплив, виховний процес.

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ИДЕИ А. МАКАРЕНКО В СВЕТЕ СОВРЕМЕННЫХ ПОДХОДОВ К ЛИЧНОСТНО ОРИЕНТИРОВАННОМУ ВОСПИТАНИЮ ЛИЧНОСТИ

В статье акцентируется внимание на беспристрастность анализа педагогических взглядов А. Макаренко в свете современных подходов к личностно ориентированному воспитанию личности; определяются педагогические воздействия, которые использовал педагог в целях воспитания личности как целостной системы.

Ключевые слова: личность, личностно ориентированное воспитание, индивидуальный подход, индивидуализация, самостоятельность, педагогическое воздействие, воспитательный процесс.