
PERSONALITY-ORIENTED APPROACH TO STUDY: PROS AND CONS

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Abstract

Background: New trends in the educational sector development are caused by the transformation of the society's socio-economic structure and by values changing. New tendency and pandemic conditions especially require more lability. It gives and more possibilities and more problems at the same time.

Materials and Methods: It have been noted individual learning forms are not strange for most people. We have learned the pros and cons of the individual learning systems in front of both teacher and student.

Results: The construction of the individual educational system is an urgent task of modern education. The development of information and communication technologies that took place at the end of the previous century has triggered global alterations, and the new interpretation of educational processes too. The individual approach is the most effective realization of the competency model because of its centered around each individual with his singularities. The article proposes to analyze the advantages and disadvantages of the individual approach through the scheme: analysis of its base, components, and formulation of different tasks for each student.

Discussions and Conclusions: Our outcomes demonstrate there is no single right, any learning form has its pros and cons. It depends on the learning direction, learning stimuli of the student, and teacher's proper to be in lability and new tendency.

Keywords: *individual approach, students, education process transformation, learning standards, individualized education standards, abilities, problems, possibilities.*

1. Introduction

Nowadays transformation of the educational process goes in to create necessary conditions orderly to making independent decision ability form, to develop a willingness to self-study and take responsibility for their level of education and knowledge. The individual approach to learning is a type of educational process in which the personality of a student and the personality of a teacher acts as its subjects; and the purpose of learning is to develop the personality of students, their individuality, and uniqueness. The learning process is value orientations of students and the structure of their beliefs are taken into account. The main purpose of the individual approach is the utmost development (rather than the formation of predefined) individual cognitive abilities of students based on the use of their existing life experience. The content, methods, and techniques of the individual approach technology are aimed to disclose and use the subjective experience of each student. The main goal is to help to form the personality by organizing cognitive activities. It is fundamental that the educational institution has not aimed to force students to study but creates the conditions to get knowledge.

To understand the advantages and disadvantages of personality-oriented learning, it is necessary to analyze its base, constituent elements, and propose an eligibility test scheme for each student of the learning scheme.

The necessary components of learning activities are self-control and self-esteem. In the personal oriented educational process students themselves evaluate the results of their activities and are aware of the progress (Zhao, 2016).

The conceptual foundations of projective recursive methodological systems of learning and formulates the principles of organization of such systems in contrast to traditional systems provide conditions for the personal involvement of all participants of the learning process. In such projects individual trajectories of training in the form of projects of educational subject sphere development come to light. It allows us to implement differential and individual learning forms in the subject information field and allows the student achieve the results of the self-study. The epistemological and methodological basis of the individual education approach technology is the integration of system-activity, competence, cognitive and constructive approaches to learning. Approbation of projective technology is framed in the model of information technology disciplines in the form of implemented learning models through their successful implementation for the development of the personality-oriented learning paradigm. This approach allows us to develop professional qualities and apply students' skills (Bazhenova & Pak, 2016; Gromov, 2016).

And now we understand the individual educational approach is a necessary condition for the educational process of the 21st century. This technology operates on the basis of multilevel and differentiated approaches interspersed with individual and subjective personality elements (Keldybekova & Abdulaziz, 2016).

The relationship between self-efficacy, self-regulated use of learning strategies, and learning effectiveness have been studied by the researchers. And need to say, the self-efficacy of the task prolongs the use of learning strategies for personal development. In the context of individual-oriented education, the design of the individual route plays an important role (Kimberly & Anupama, 2016; Speranskaya & Yatsevich, 2016).

The scholars claim that during personality-oriented learning there is an individualization of study with the purpose to provide educational and cognitive activities and to form qualities that

develop the emotional-spiritual sphere and their personal self-determination. Personality-oriented educational technologies are the most acceptable for modern life. It allows identifying motivation as an integral part of the problem statement, a clear formation of awareness of the learning objectives of students. Have to be noted, implementing a person-centered approach helps to resolve the contradictions between mass data processing and its individual nature (Fatkullin, 2017; Batyreva, 2018).

There are data most curricula and manuals contain a lack of personality-oriented subjects. They can't present the experience, necessary methods, technologies, official documental directives specialized in the field of personal education. Personality-oriented learning use is actual and will be developed in understaffed educational institutions and educational centers of creativity. Human responsibility in education should be based not on statistical indicators of the level of education, but on humanistic guidelines for its change (Giyasov, 2017).

The basis of personality-oriented learning is the personality theory understanding and the development of the information technology in the educational process. At the initial stages of training, the student must understand the subject area. At more advanced stages, information technology provides an opportunity for interactive interactive teaching style based on quick feedback (Krol, 2017).

The socially oriented approach is necessary to all educational levels. One of the main and mandatory stages of the effective educational individual-oriented approach implementation is the creation of open professional space for self-development of the learner, which provides motivation for educational work, as well as obtaining a prestigious, popular profession that allows self-development and professional growth (Trubina et al., 2017).

Nowadays scientists are beginning to pay attention to the importance of pedagogical technologies as a means of improving the quality of the process of personality formation in the modern educational space. And the formation of a person's active attitude to learning is a necessary condition for its social and personal adjustment. Self-improving learning is not just about educational efficiency but career making and individual growing (Blagun, 2018; Ngo & Hui, 2018). Researchers have described some base criteria for creating efficiency individual learning programs. They are dominant type of information perception, individual learning goals and career guidance. And the personality-oriented educational model is determined by the specifics of the educational environment, person-centeredness, reorientation of educational values, personal effectiveness (Pozharkova, 2018; Kobernyk & Osadchenko, 2018; Siegert et al., 2020). A personality-oriented approach, for example, through the prism of psychotherapy, can holistically and interactively describe personal characteristics and nuances of interaction with a person (Lundh & Falkenström, 2019). Individual approach allows forming the conditions for the formation of an educated, creative person, a competent specialist, capable of life and self-realization in today's globalized society (Nimchuk, 2019; Pleshev, 2019).

1.1. Research Focus and Aim

The *purpose* of the article is to reveal the importance of the individual approach and its pros and cons. To achieve the goal and to understand the pros and cons, we must:

1. Analyze the essence of a new society in which knowledge is transformed into capital and the main resource of the post-industrial economy;
2. Substantiate the main purpose of the individual approach system of teaching, which is centered around a personality;

3. Reveal the trends of the modern educational paradigm due to the new philosophy of education aimed at training a new generation of specialists.

2. Research Methodology

The work was carried out based on the methods of comparative analysis and generalization of the content of scientific publications, which reflect aspects of the theoretical substantiation and the specifics of the practical application of the educational process dialogic model. As well as the method of comparing the established monologue educational paradigm with a conceptually new approach to learning and understanding its pros and cons.

To get a complete picture illustrating a position of individual education in nowadays reality we had to answer some points:

1. total analysis of individual learning;
2. highlight the benefits of the individual learning approach;
3. identify shortcomings of the analyzed teaching methodics.

3. Results

3.1. The principles of the individual learning approach

The main purpose of the individual approach technics is that the teacher should not only give knowledge but also create optimal conditions for the development of the personality of students.

The basis of the individual approach has to involve the presence of such factors (Figure 1).

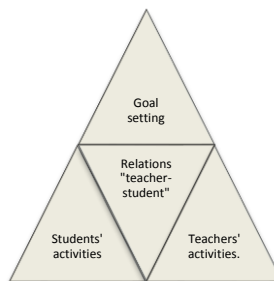


Fig. 1 Factors of student-centered learning

1. Goal setting. The goal is the development of the student, the creation of such conditions so that at each lesson a learning activity is formed that turns him into a subject interested in learning, self-development.

2. Teachers' activities. The organizer of educational activities (in which the student, based on joint developments) conducts an independent search. The central figure is the student. The teacher specifically creates a situation of success, empathizes, encourages.

3. The students' activities. A student is the subject of the educator. The activity comes not from the teacher, but from the child himself. Methods of problem-search and project training, developing character are used.

4. Relations "teacher-student". Working with the whole group: the teacher actually organizes the work of everyone, creating conditions for the development of the student's personal capabilities, including the formation of his reflective thinking and his own opinion.

In the system of personality-oriented learning, the teacher and student act as partners, carriers of different but necessary experiences. The professional position of the teacher is to know and respect any student's statement on the content of the topic under discussion.

The implementation of the program takes into account the following principles:

- personality-oriented: taking into account age-related characteristics of the personality development of the learner, the level of formation of his interests, ethical standards and value orientations;
- the principle of democratization: providing participants of the pedagogical process with certain freedoms for self-development, self-regulation, self-determination;
- the principle of diversity of activities: implemented through the organization of diverse activities of students;
- the principle of following a moral example (following an example as a leading method of education);
- the principle of personality conditioning: a person's personality determines the attitude to him and his activities of those with whom he directly interacts (teacher-parent-student).

3.2. Individual educational system pros

Can be indicated such pros of the individual educational route in personality-oriented learning. They are acquisition of knowledge in a broad sense in the first; gradual increase of independent work, and planning of personal development during training is provided, which includes self-analysis, keeping personal records, planning and tracking one's progress in achieving the set goals. The system of individual assessment of educational progress is formed so as to create conditions for control of dynamics and level of assimilation of material. The accumulated learning outcomes form an individual learning trajectory, the analysis of which is a necessary requirement for the formation the next iteration of training.

The formation of an individual educational route allows you to practice the ability to provide data on the progress of own learning process and its results to stakeholders. So we are getting the independent design of the student's own educational activity; self-awareness of their own psychological and physiological capabilities in order to find individual ways of creative self-improvement; professional and creative self-improvement of personality.

3.3. Main cons of the individual learning approach

If we are talking about the main cons of an individual trajectory for personality-oriented learning, we have to say about the difficulties of the personal standardization. We have no standards in understanding the logic of the students' identification in the process of learning (on the Internet or distance education systems). Also, the intuitive approach in construction of an individual trajectory of training is impossible owing to lack of time of the teacher in case of mass streaming training.

Have been noted, there is no common view on the structure and key parameters relevant to the formation of educational content that will develop a new model quality of work of teachers.

And the other structural learning problem is the lack of an evaluation mark system in the distance studying system. The assessment approach with the mandatory condition for increasing the quality of knowledge, in this case, doesn't allow obtaining reliable data for making informed decisions by an editor. So, it can't be possible to draw reliable conclusions about the student's knowledge quality.

We can't see eliminated gaps in knowledge and predict areas that may cause difficulties in the future of the material to be studied.

Today's assessment of the teacher's work quality does not allow to identify those areas of the program that provide the maximum educational effect for most students in the class, which, in turn, leads to missed opportunities and does not contribute to the rational use of the teacher's intellectual work, productive alignment of individual growth teaching staff to improve the quality of students' knowledge. We have no mechanisms to see and analyze the level of students' motivation for learning activities and, as a result, to see areas of knowledge that cause sustained interest, or borderline areas of new knowledge that may interest students, and in which success is most likely.

4. Discussion

Personally-oriented teaching provides that the teacher's individual approach to the student, which is the basis of personality formation, is carried out not only outside school hours (as in traditional education), but also directly in the lesson.

Composing the technological basis of personality-oriented education, modern researchers actively use the concept of "educational dialogue" in their developments. It means "Individual approach to education" and "Individual educational path", which must to have their own implementation scheme (Somkin, 2019; Taan, 2019).

Understanding the level and personalization of motivation will allow you to determine the individual percentage of interesting information that you need to give the student in order to develop, maintain or increase interest in learning activities, as well as determine the permissible percentage of materials necessary for the study.

Teichmanna et al. have emphasized the subject-oriented theory of learning is as a starting point for learning processes and the development of competencies (Teichmanna, 2019). In personality-oriented education changes in the learning system occur as an active process of constructing knowledge (Van der Wal-Maris et al., 2019). Socio-economic risk indicators are important in this context. Sometimes adverse experiences stop the powerful impact of personality-oriented learning (Wheeler et al., 2019). So students need not only freedom in their actions but support of the mentor.

At present, more attention should be paid to the development and implementation of technologies of individual-oriented and personality-oriented learning, which are based on the individual characteristics of students and necessarily presuppose their activity and personal interest in the formation of their individuality (Zvereva, 2019). So, the necessary components of learning activities are also the action of self-control and self-esteem. The student himself evaluates the results of his activities and is aware of the progress. By observing and regulating the balance, it is possible to develop an interest in knowledge and new frontier areas in which the probability of success is optimal. This approach will allow you to see those areas and areas of activity that may interest students in the future and in which the successful realization of the students' potential is most likely.

The concept of working capacity was supported in 2020 as a structure that combines personal and contextual variables related to employment (Correia et al., 2020). Student-team interaction and personal development have to be basis of the individual learning program organization. It is dialectic and can be described even by the effects of mathematical communication (Khuziakhmetov, 2016; Samatova et al., 2020; Saputra, 2020).

The individual learning approach can be a life-long learning, and first of all, demanded to understand personal pros and cons for efficiency educational process. Thus, the urgent problems of personality-oriented education at the present stage of society development dictate the need for new scientific developments in this area and the expressed need for the introduction of this knowledge and the results of scientific research into the practical activities of the modern education systems.

5. Conclusions

The use of the latest information technologies in personality-oriented learning is a requirement of today. Modern educational trends put the learner at the center of the educational process, and individualized learning allows a person to more effectively acquire competencies through a dynamic combination of knowledge, understanding, skills and abilities.

Among the pros of personality-oriented education we do not single out the formation of personality with given traits, but the creation of conditions for full identification and development of personal functions of the educational process subjects. We can note that the key features of personality-oriented learning are:

- focusing on the needs of the individual;
- giving priority to individuality;
- cooperation, commonwealth between students and teachers;
- direction of pedagogical relations in the direction of openness;
- creating a situation of choice and responsibility;
- stimulating student development and self-development.

Among the disadvantages must be identify that there are no standards that allow applying uniform principles when building a multifactorial model for assessing the quality of knowledge, the quality of curricula, the quality of the teacher's work, and the chosen individual trajectory of student learning.

There are no mechanisms and systems that allow teachers to equally well control and timely make adjustments to the individual trajectories of students in both small and large groups.

There are also no unified mechanisms for comparing and evaluating the quality of curricula, allowing comparisons of taught teaching topics in subjects, based on the determination of quantitative indicators of the quality of educational material on specific topics in the curriculum, to aggregate quantitative indicators of the quality of the curriculum, to identify correlations of the quality of the curriculum with quality the work of teachers and student performance.

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