

PROFESSIONAL ORIENTATION OF A TEACHER TO PERSONALITY-CENTERED DEVELOPMENT OF A STUDENT IN CONDITIONS OF EUROPEAN INTEGRATION

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An attempt to demonstrate the necessity of improvement of professional training of a teacher in conditions of European integration is made in this article. Close attention is focused on the development of a future teacher's personality and his qualification in the development of a pupil's personality. Personality-centered pedagogy of upbringing activity promotes the solution of these tasks.

Keywords: personality-centered development, personality-centered upbringing, future teacher's training.

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New living conditions cause the necessity of professional orientation of the process of teacher training, capable of personality-centered upbringing of a child starting right from the primary school age. First of all, it is caused by the fact that practically every child has his own trajectory of personality development at the beginning of his school path. And it is the schoolteacher of the first class, qualified for personality-centered upbringing, who can ensure positive dynamics of qualitative personality changes and model the foundation of further personality growth of a student. In the second place, negative phenomena, connected with natural imperfection of recently appeared economic mechanisms of market relations deployment in society, resulted in family crisis as the leading factor of child socialization. Afterwards the accents of upbringing and personality growth of a junior schoolchild are automatically shifted to educational personality-centered activity of a teacher and a comprehensive school.

Integration processes, which occur in the education of European countries and especially in the countries – members of Bolognese declaration, are based on the general requirements of this declaration, criteria and standards of national systems of higher education. They are directed on essential increasing of competitiveness of national systems of education and science, ensuring of the mobility of students, teachers, scientists, development of their personality potential.

Among the priority directions of Ukrainian state policy in respect of higher education development there is its

personality orientation, which contains the sources of personality oriented educational environment, where it is possible to train a person for personality-centered professional activity, aimed at upbringing of personality. Humanistic approach regards a person as an “open ability” of self-actualization, characteristic of a human only. At present the world science associates such names as K. Goldstein, A. Maslow, J. Allport, C. Rogers, R. May, E. Fromm, K. Horney, V. Frankl, R. Burns and others with the definition of humanistic approach.

One of the features of modern higher education training of a teacher to be is extraordinariness, difference from the established teacher's training, which was in high school practice earlier. The main distinctive sign is the appearance of new textbooks, new programs, technologies, terms, which fill the educational area, improving the new humanistic paradigm. The important ways of realization of the ideas of humanistic educational paradigm are the introduction of personality-centered content and technologies of educational activity, maximal personalization and subject orientation of teaching and educational process, creation of conditions for self-education, self-upbringing and self-development of children, conscious determination of their own abilities and values in life. Such type of upbringing is based on a dialogue, modelling of decision situation, free exchange of thoughts, advancing of success and so on. So, the priorities, purpose, tasks, structure, contents, organization and technologies of the teacher's professional training are subjected to modernization on the foundation of personality oriented approach.

Thus, the phenomenon “personality” is crucial, as it unites the whole pedagogical training of the future specialist. Defining more precisely the notion “personality”, it must link, direct and form the activity of the high school. Many researches are dedicated to the problems of vocational fitness, professional interest, pedagogical thinking, the notion “personality” became very important for us because it is understood in a broader sense than the notion “profession”. That is to become a real teacher it is necessary to form the personality in the area of professional direction, which would be able afterwards to foster and facilitate the personality of a pupil.

In connection with new demands and conditions of modern life, the teacher to be should learn to work not only in the context of current classical pedagogical phenomena (upbringing and education, purpose, content of education and upbringing, methods and so on), but also with such ones, which add a humanistic sense and value to the mentioned categories: self-organization, self-education, self-improvement, personality creativity, culture of understanding each other, dialogue communication, secondary dominance, direction of education on personality structures of consciousness, values of partnership, pedagogical support of self-development, creative cooperation and so on.

A special place in scientific-theoretical basis of personality-centered approach belongs to theoretical heritage of classics of pedagogical science among which there are works of European teachers-humanists in the forefront. They not only worked out their own conceptions of upbringing, but they

managed to realize them in practice (Maria Montessori, Călestin Freinet, Gustav Wyneken, Alexander Neill, Oskar Spiel, Janusz Korczak and others).

So at present personality orientation of education and upbringing of a human is the recognized pedagogical science and practice both on state and worldwide level and it concerns all its structural components. Orientation of school towards reproducing of ready knowledge in educational process and copying of the upbringing standards doesn't satisfy to the task of the individual's development as a requirer and a user of human values. It is only the premise of definition and realization of the most important task of modern education – upbringing of a personality as the creator of new social values.

The main contradiction of the initial stage of transformation in the system of higher pedagogical education is the discrepancy between the actual situation and the new one, which is caused by social and pedagogical needs of the improvement of educational situation. In the model of a specialist-teacher it is first of all the discrepancy between the existing level of training and demands of social practice. Hence, the problem of selection of the most important knowledge, necessary and sufficient for the training of a professional, who answers modern requirements and prospects of the system of social labour differentiation, organically arises. The attention of scientists to the development of the teacher's personality – the most important factor of the formation of a pupil's personality – is completely motivated.

Personality-centered education has its own theoretical origins in both foreign and home psychology in 1980-90-s. In 1991 "Strategy of education" is presented in the collection of documents of Department of Education of the USA "America 2000", where the system of requirements to the teacher, his training and organization of activity after graduating the pedagogical educational institution is stated. The system of a future teacher training for the upbringing activity of a personality, particularly in the USA, is conditioned to some extent by philosophical, psychoeducational ideas, among which the most influential

are the ideas of pragmatism, behaviorism (J. Watson, F.F. Skinner), cognitive psychology (J. Bruner), freudism, neofreudism, existentialism. The ideas of personality oriented, humanistic psychology and pedagogy (A. Combs, S. Peterson, C. Rogers, A. Maslow), within the framework of which the conception of a personality self actualization was developed, deserve special attention. In connection with this, the main task of pedagogical educational institutions of the world is the training of creative personality of a teacher, capable to respond quickly to constant changes of educational and upbringing situations, personality direction. In addition to this, the important place is assigned to the character of personality's feelings, that is to say to the perceptual sphere of a teacher to be. This idea takes on special significance in connection with personality oriented approach to upbringing, theoretical principles of which were developed within the scope of humanistic psychology (C. Rogers). The subjects of researches are the problems of a personality self improvement, self actualization, the highest human values, and also a healthy, creative personality.

The personality-oriented education is based upon the methodological acknowledgement as a system-formative factor – personality of a pupil: his needs, motives, purposes, activity and other individual psychological peculiarities. Such education provides for the maximum age, individual psychological and status characteristics of pupils, taken into consideration. That kind of task is realized due to renovation of education content, variation of educational and upbringing programs, technologies of education and upbringing, organization of educational spatial activity. The interaction of a child and a teacher underwent principle changes. They became subject-subject changes. Thereby one of the important tasks of higher pedagogical school is a future teacher's training for the personality-centered upbringing and education on the new qualitative methodological foundation. Training of a teacher in a higher educational establishment is quite often behind those transformations, which take place in the social sphere, but in whole it reflects them flexibly

enough. Present situation sets a new goal of education and upbringing – return to the personality of a child, acceptance of a child as a subject of pedagogical process, formation of the educational process with a glance of peculiarities of real development of each pupil, his potentiality.

Interpersonal relations (understanding, acceptance, acknowledgement of a child) are the source of a personality development. According to the data of the western scientists, "an effective teacher" is characteristic of a high self-appraisal; emotional stability; personality maturity; social responsibility; tendency for maximal flexibility; capacity for the empathy; ability to impart personality colouring to the description; aim at making of positive stimuli for self perception of pupils; skill in handling of informal, warm style of communication with pupils; self-reliance, cheerfulness and so on. All these qualities are caused by a teacher's positive Ego-conception, which may serve as peculiar litmus for the evaluation of vocational fitness and professional preparedness of a teacher.

The block of traditional psychoeducational disciplines, represented in the majority of countries by pedagogy and psychology courses under different titles ("Pedagogical fundamentals", "History of pedagogy", "Philosophy of education", "Theory of teaching", "General and developmental psychology", "Physiology" and others), is supplemented by modern courses – "Modern pedagogical technologies", "Foreign pedagogy", "Upbringing in perspective of the Bolognese process" and others, which give knowledge to the future teacher concerning the activity in heterogeneous educational environment.

Thereby, the changes in professional future teacher's training under euro integration are aimed at the development of a future teacher's personality and his training for a pupil's personality development. Personality-centered pedagogy of upbringing activity promotes the solution of these tasks.

We have made an attempt on the level of diagnostics to learn some aspects, which characterize the future teacher's training for the personality-centered upbringing. The following aspects of the future teacher's training

Table 1

Training of the teachers to be for the personality-centered upbringing

Levels of methodological and theoretical knowledge of the teachers to be	The number of respondents, who have taken part in researches (in %)					
	Bulgaria		Ireland		Ukraine	
	bachelor	master	bachelor	master	bachelor	master
High level	21	35	18	41	20	38
Sufficient level	27	31	24	49	36	33
Medium level	45	31	54	8,5	38	24
Low level	7	3	4	1,5	6	5

arouse our interest: methodological and theoretical knowledge of the problems of personality oriented upbringing of a child; the technological preparedness for the personality centered upbringing activity; professional position of a student of the teachers' training higher establishment. The students of the teachers' training higher establishments of Ireland (Dublin), Bulgaria (Dobrich), Ukraine (Izmail, Kiev, Odessa) were the respondents. The researches have been doing during the period of 2010-2012 years.

Analyzing the received data concerning methodological and theoretical knowledge of students in the mentioned problems, it should be noted in Ireland much more attention to this vector of training is paid to students, who are on the master's level (on the low level only 1,5% of respondents are revealed), unfortunately there is not enough attention is concentrated on the realization of this problem in the teachers' training higher establishments of Ukraine, it is determined by the fact that in Ireland and Bulgaria the change of the old system to the multilevel system of a specialist's training has been made earlier than in our country. This once more proves the fact that it is necessary to pay attention to general European standards and programs of a teacher's training for the training of a teacher in the direction of euro integration (Table 1).

The results of diagnosing of technological preparation for the

personality centered upbringing of future teachers indicate that more attention is paid to the technological training on the level of bachelor, at the same time, when the student is on the level of master, he pays more attention to the theoretical methodological training, technological training of undergraduate on sufficient level in the area of the denoted problem becomes the task of the higher school as well.

The research experimental work, made by us with the aim of studying of the necessary and sufficient conditions of a future teacher's training for the personality oriented upbringing at the stage of his higher education professional training, permitted to concretize these conditions, notably pedagogical knowledge from personality centered pedagogy, enriching of experience of technological creative training, organization of positive communication within the subsystems "higher educational establishment teacher – student – bachelor", "higher educational establishment teacher – student – undergraduate", "student – school teacher", "student – pupil".

The conducted research confirmed the positive dynamics of future teachers' training process under euro integration for the personality centered upbringing at the stage of its multileveled education of higher educational establishment.

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