

## ОСОБИСТІСНО ОРІЄНТОВАНІ ТЕХНОЛОГІЇ В ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

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*У статті визначено особистісно орієнтовані технології у формуванні деонтологічної культури студентів вищих навчальних закладів. Розкрито роль та можливості особистісно орієнтованих технологій у навчанні, котрі визначають життєвий досвід кожного студента, рівень інтелекту, пізнавальні здібності, інтереси, якісні характеристики. Схарактеризовано розуміння сутності особистісно орієнтованого навчання, що покликане забезпечувати розвиток і саморозвиток студента, спираючись на здібності і нахили, інтереси, ціннісні орієнтації та суб'єктивний досвід з метою формування деонтологічної культури.*

*Окреслено механізми взаємодії особистісно орієнтованих технологій та деонтологічної культури майбутніх фахівців, котрі спираються на співробітництво викладачів і студентів у процесі професійної підготовки, спільну продуктивну діяльність, орієнтацію на формування деонтологічної компетентності майбутнього фахівця; гуманітаризацію освіти, формування у студентів деонтологічного мислення на основі загальнолюдських цінностей.*

**Ключові слова:** особистісно орієнтоване навчання, саморозвиток, деонтологічна культура, деонтологічна підготовка, дистанційне навчання, вищі навчальні заклади.

## PERSONALITY ORIENTED TECHNOLOGIES IN HIGHER EDUCATIONAL INSTITUTIONS

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*Personality oriented technologies in the formation of deontological culture of students of higher educational institutions are defined in the article. The role and possibilities of personality oriented technologies in education, which determine the life experience of each student, level of intelligence, cognitive abilities, interests, qualitative characteristics are revealed. The understanding of the essence of personality oriented training, which is intended to ensure the development and self-development of the student, based on abilities and inclinations, interests, values and subjective experience in order to form a deontological culture, is described.*

*The mechanisms of interaction of personality oriented technologies and deontological culture of future specialists based on cooperation of teachers and students in the process of professional training, joint productive activity, orientation on the formation of deontological competence of the future specialist are outlined; humanization of education, formation of deontological thinking in students on the basis of universal human values.*

**Key words:** personality oriented training, self-development, deontological culture, deontological training, distance learning, higher educational institutions.

The development of personality oriented education at a university is associated with socio-economic changes in our society, which require professional competence of deontological culture from future professionals. In view of this, personality oriented training aims: developing individual cognitive abilities of each student, helping them to cognize themselves, self-identify and self-actualize, to form a deontological culture in them, which will promote further self-realization of the student.

A number of scientists consider a professional competence to be: a humane treatment broadly – is a special quality of a personality, which is characterized by the constant manifestation of sincere benevolence, kindness, intolerance to indifference and cruelty; in a narrower sense – a humane treatment – is the ability to be sympathetic, «to live a life dedicated to another person»; it's the desire to cultivate kindness [14, p. 9].

The questions of personality oriented training were studied by P. Galperin, V. Zinchenko, V. Krutetskyi, N. Talyzin, D. Elkonin (personal and functional cognitive components of education); A. Maslow, B. Ananiev, L. Vygotski, S. Rubinstein (peculiarities of development of personal functions of the learner); P. Galperin, V. Kraevskyi, L. Zankov, M. Danilov, A. Pometun, M. Skatkin, A. Hutorskyi, I. Yakymanska and others (theoretical methodological aspects of personality oriented training). Problems of the formation and development of certain kinds of culture are presented in aspects of different varieties of culture. The works of G. Karakhanova, K. Kertaieva, A. Kuderinoini contributed to the understanding of approaches to professional deontology. The domestic scholars I. Bech, R. Vainola, S. Gusarev, G. Karakhanova, I. Sinytsia, I. Chernokozov, S. Khlestova, and others and scholars abroad L. Collberg, A. Maslow, E. Fromm and others were engaged in studying the problems of the development of the deontological culture, but modern scientific literature does not elaborate the detailed definition of «deontological culture».

**The purpose of the article** is to analyze the formation of deontological culture of students of higher educational institutions by means of personality oriented technologies.

Personality oriented training at a university is based on certain principles: the priority of individuality, the inherent worth of a student who is the subject of the educational process; the correlation of educational technologies at all levels with the factors of professional development of personality; definition of the content of education by means of level of development of modern social, informative, productive technologies and future professional activities; advanced character of education, which ensures the formation of professional competence of a future specialist; determining the efficiency of educational institution by the organization of the educational environment; taking into account the individual experience of the student, his needs for self-realization, self-determination, self-development [10].

I.D. Bech proposed the definition of personality oriented training – this is such training the center of which is the personality of a human, its identity, inherent worth, the subjective experience of each is initially revealed, and then it is coordinated with the content of education [1, p. 124].

In particular M.Y. Boryshevskiy believes that nowadays there is the necessity of forming new value ideals, a value-based outlook of a person who will live and work in Ukraine, an independent European state, where target and value orientations will combine creativity, new original ideas with national traditions and culture [2, p. 149].

Therefore, personality oriented training aims: to determine the life experience of each student, the level of intellect, cognitive abilities, interests, qualitative characteristics which first need to be identified, and then coordinate with the content of education and develop in the educational process; to form positive motivation of students for cognitive activity, the need for self-knowledge, self-realization and self-improvement within the sociocultural and moral values of the nation; to equip students with the mechanisms of adaptation, self-regulation, self-defense, self-education, necessary for the formation of a distinct modern person, able to conduct a constructive dialogue with other people, nature, culture and civilization in general [5].

O.M. Piekhota observes that «the technology of a personality oriented educational process involves the special construction of the educational text of the didactic material, methodological recommendations for its use, types of training dialogue, forms of control according to the student's personal development in the course of educational and cognitive activity. Only by implementing the principle of the subjectivity of education one can talk about personality oriented technologies» [13, p. 36].

The development of the culture of society and of the person belonging to it is closely interdependent, since the cultural and integral personal formation of the subject occurs, firstly, on a certain spiritual and logical basis, made in society; and secondly, in a specific socio-cultural environment and, in particular, within the conditions of system of vocational education that has developed in society. Professional culture is an integral characteristic of the personality of the specialist, which reflects the level of education and development of the individual and the professional. The essence of personal and professional culture is determined by the organic unity of professional knowledge and skills, value motives, beliefs and attitudes, qualities and abilities for professional activity and the activity of their detection in real conditions. Practice shows, that in most cases there is a certain gap between knowledge of the ideal and their own behavior among students in particular situations based on humane values. Only a harmonious combination of values ensures the effective functioning of the doctor's culture, reflecting its professionalism.

Since the deontological culture is based on the basis of the characteristic business relations, its first main social function is to facilitate the successful tasks solution of the profession. In addition, the deontological culture plays the role of mediator, which unites the interests of society and professional groups of the population. The deontological culture is presented in the form of professional reliability and competency, the duty to perform professional and social tasks to achieve a certain goal [15, p. 131].

By definition of S. Khliestova, the deontological culture of a specialist is a «set of spiritual, intellectual, emotional, value and professional ethical qualities of personality that determine the ethical and cultural significance of its activity» [12, p. 18]. G. Karakhanova believes that the deontological culture of a specialist (in the context of the study – of the teacher) is a «socio-pedagogical entity, which is formed in the system of continuous vocational and pedagogical training» [9, p. 10].

At the same time the scientist notes that firstly by its nature, it is the result of an ethically oriented teacher training due to the requirements of vocational and pedagogical duty, secondly, it is manifested in behaviour and professional activity, and thirdly, due to the content of the rules of professional ethics, moral imperative, ethical ideals, humanistic values of pedagogical activity [9, p. 11]. Summarizing the foregoing, we note that researchers consider the specialist's deontological culture as an integrated personal formation, which is formed in the process of mastering a person's professional activity and acquiring the necessary professional qualities on the basis of the specialist's certain system of values, and is manifested itself in the proper (corresponding social expectations) professional's behaviour.

Deontological culture of a specialist is the level of acquiring basic professional values, which are provided in the experience of professional activity. Acquired values are manifested in activity as a characteristic of the person, which proves the development of the certain qualities and properties of an individual to the maximum level. The

deontological culture of a specialist is an integral part of the professional culture of an individual and is manifested in the proper performance of the professional duties that are set in the content of professional deontological norms [16].

The formation of the personality professional culture of the future doctor is based on scientific approaches, the implementation of which is ensured by the highlighting and studying of educational conditions and the leading tendencies of the emergence and development of professionally significant personalities of the future physician, namely: deontology involves an assessment of the behaviour, actions and deeds of the future physician in relation to moral norms and rules on the basis of awareness of moral duties. The personal and professional culture of the future doctor is a binary integrated dynamic education, which includes the system of professional and personal values based on humanistic and cultural principles, medical ethics and deontology, which determine its activity and behaviour in a variety of professional situations [7].

Taking into account the psychological peculiarities of deontological culture formation, I. P. Kaminska observes that the «deontological culture» of future physicians is defined as the psychological formation of the individual in the combination of its cognitive, ethical and behavioural and moral qualities that determine its mobility and the success of the activity in the professional field. At the same time, the deontological culture of future physicians acts as a system of its interconnected components and characteristics of the psychological profile of the future doctor [8].

In order to introduce the term «deontology» in the sciences, there were the main principles that regulate the behaviour and actions of the specialist in communicating with other people. There are the main principles according to which the humanity of the past era used to adhere to: humane attitude towards people; provide professional services to people regardless of their race, politics and social status; respect for honour and dignity; professional optimism. However, the researchers of the problems of deontological culture point out that either ignoring or violation of deontological principles does not only reduce the effectiveness of professional activities, but also psychological, moral and physical health might be permanently damaged. Thus, Y. Kusyi determines that deontology scientifically proved the necessity of acquiring personal interests with requirements of the society in personal and social harmony that defines the forms of the professional morality and the fulfillment of the professional obligations in the particular field [5; 6].

Deontological training, as a process, has its goals, tasks, structure, functions, a set of conditions and involves mastering knowledge by the future specialist that is concerned on rules-based behaviour in different situations of professional field, the formation of abilities and needs to act in a responsible manner and build relationships in the system «man – man» on the basis of deontological principles, norms and requirements, as well as the formation of a reflexive position of personal behaviour that provides the development of deontological competence.

The paradigm of deontological training of future specialists is based on: cooperation of teachers and students in the process of professional training, productive activity, orientation towards the formation of deontological competence of a future specialist; humanization of education, formation of students' thinking that is based on human values; realization of deontological training of students in the process of professional training that takes into account their personal abilities and interests; the adaptability of the deontological preparation of a future specialist, characterized by the ability of graduates to adapt to changing social conditions on the basis of readiness for professional activity formed in the process of deontological preparation, to the implementation of rules-based professional behaviour.

The nature of the development, training and formation of the student's personality, its deontological aspects shows the need for a holistic, comprehensive approach to the study and consideration of individual characteristics, naturally condition the creation of a coherent system of the process of deontological training. System creating factor of the system of deontological training of the future specialist are the immediate and distant goals of the activity. This goal adds a single focus to all components of the training process and already combines them. The main purpose of the deontological training of a specialist is his preparation for the implementation of normative professional behaviour in the field of practical professional activity through the formation of a system of value motives, deontological knowledge, skills, skills, personally significant qualities, and the ability to reflect on their own behaviour, that is, the purpose of deontological training – the formation of deontological competence of a specialist [3].

In the context of ensuring the conditions for the successful functioning of the system of the personality oriented training of students of higher institutions, we find it particularly relevant to determine the ultimate result of education not only the actual learning of students as the mastery of their knowledge, skills, abilities but the formation of a personality – distinctive, unique, creative, having its own goals and values in life. The main factor in achieving the result in this process is the active life position of the student himself, the degree of implementation of his cognitive activity. Indeed, as I. Yakimanska accurately observes, «it is possible to teach everything and anyone. But to learn in order to be educated, everyone must individually by means of organizing his own activities based on

his personal needs, interests, aspirations, using personally developed methods of educational work and being guided by a personal attitude towards it» [17, p. 26].

The purpose of the personality-oriented learning is: to determine the life experience of each student, the level of intelligence, cognitive abilities, interests, qualitative characteristics that must first be disclosed, and then agree with the content of education and develop in the educational process; to form positive motivation of students for cognitive activity, the need for self-knowledge, self-actualization and self-improvement within the sociocultural and moral values of the nation; to equip the students with the mechanisms of adaptation, self-regulation, self-defense, self-education necessary for the formation of a modern, up-to-date person capable of constructive dialogue with other people, nature, culture and civilization in general [4].

A solution to the issue of a personality-oriented approach can help to increase the effectiveness of learning. Due to the personality-oriented approach to learning by the subjects of the educational process is the personality of the teacher and the student's personality. It is their interrelations, communication and cooperation that depends on the learning process progress. The level of teaching foreign languages depends mainly on the teacher. Teacher's competencies are more extensive than mere knowledge transfer. These include: the formation of the ability to learn; enhancing students' confidence in their strengths, self-esteem, motivation; increasing interest in learning; organization of a favorable educational atmosphere. The teacher acts as a mediator between the students, the teaching material and the learning process. For the effective implementation of this role, he must be ready to perform the functions of a counselor, assistant, consultant, communicator, partner in a joint decision of educational tasks. However, the central figure in the educational process is a student. He is responsible for all the results of the academic work, as well as knowledge, skills and abilities. Nowadays, the scientific and pedagogical community is increasingly aware of the need to reorient the linguodidactics toward a personality oriented approach to the teaching of pupils and students, of the naturally relevant pedagogical process as the development of the best intellectual capacities of the young person. This, in its turn, implies the maintenance of the unity of independence and student's amateur activities with pedagogical supervision and taking into account the processes of self-development and self-realization of the personality during the pedagogical activity [10, p. 1015].

The formation of a professional culture of a future specialist is influenced both by the features of the profession itself and by other factors, among which objective and subjective ones, personal and social factors can be distinguished. Profession and culture are closely interacting with each other and they cannot exist without this connection. The profession combined with the universal culture, generates such social phenomenon as «professional culture» and covers both the field of human labour activity and the quality of this activity, which ultimately results in precisely the culture as a unique phenomenon [6, p. 88].

Forming deontological culture of students during classes it is worth using a system of methods and techniques of cognitive-emotional stimulation of the formation of deontological culture among students. The main forms of organization of educational activities of students in classes were collective (in pairs, small groups) and individual. The process of forming the deontological culture of future physicians will be more optimal if we optimize the teaching methods of students.

The formation of deontological culture is based on the observance of communication and learning, which is close to the real professional situation. The methodology of experimental studies should include appropriate methods of forming the deontological culture of future professionals: business and role games, the purpose of which will be modelling of future professional activities, playing situations related to the development of ethics of business communication, communicative culture and behaviour. In order to intensify and optimize the process of forming a deontological culture, role-playing communicative games were created and used. Applying during the classes elements of the business game, should take into account the psychological characteristics of students, the level of professional knowledge. The purpose of introducing the game into the educational process is the formation of skills of trustful, empathy communication, ability to listen; the development of logical, critical thinking; development of personal and professional qualities [8].

These days various authors consider personality oriented technologies as a wide range of technologies, currently there is no generally accepted classification. Among such technologies is the technology of distance learning. Some researchers argue that the term «distance learning» means the organization of the educational process, during which the teacher develops a curriculum that is mostly based on an independent student's learning. Such a learning environment is characterized by the fact that the student is mostly and sometimes completely isolated from the teacher in space or time, while students and teachers have the opportunity to dialogue with each other and with the help of telecommunication facilities. This definition emphasizes the aspect of student's independence in the process of distance learning, as well as his physical remoteness from the teacher.

The peculiarities of distance learning compared to traditional ones are commonly believed:

– Flexibility. Students enrolled in distance learning usually do not attend regular classes in the form of lectures and seminars, but work at a convenient time in a convenient place and at a convenient pace, which gives a significant advantage to those who cannot or do not want to change your comfortable rhythm of life.

– Modularity (or modular presentation of the training material). The basis of the distance learning program is the modular principle. Each certain discipline or a range of disciplines mastered by students creates a coherent understanding of the subject field. This allows to create a curriculum that meets individual or group needs from the list of independent training courses.

– Parallel. It is possible to combine basic professional activity with training.

– Remoteness. The distance from the place of being of the learner to the educational institution (providing the quality of communication) is not an obstacle to an effective educational process.

– Asynchronous. In the process of learning, the one who teaches, and the one who learns, can implement the teaching technology and learning regardless of time, namely, convenient for each schedule and at a convenient pace.

– Massive participation. The number of distance learning students is not a critical parameter. They have an access to many sources of learning information (e-libraries, databases), and can communicate with each other and with the teacher through communication tools or other information technology tools.

– Profitability. This is about the effectiveness of distance learning. The average score of foreign and Ukrainian educational distance learning systems shows that their cost is approximately 50% cheaper, mainly due to the more efficient use of existing training areas and technical means of information technology, as well as more focused content of teaching materials and the focus of technology of the DN on a significant number of students.

– Status of research pedagogical staff. This refers to a new role for the teacher when he performs such functions as coordination of the cognitive process, correction of the course being studied, counseling, management of educational projects, etc. Interaction with those who study can be done both by e-mail and under time of direct contact.

Student status. More precisely, the new role of the learner, or as more accepted in the system of distance learning, the listener. To undergo distance learning, they require special motivation, self-organization, work ethic and essential initial level of education.

– New information technologies. In distance learning, mainly new information technologies (computers, audio, video equipment, telecommunication systems, etc.) are used [11].

Conclusion. Thus, among the main tasks of personality oriented learning technology, one can distinguish the following: to develop the individual cognitive abilities of each student; to identify, initiate, use, «culture» the individual (subject) experience of the student to the maximum; help the person to know himself, self-determine, self-realize, and not to form predefined qualities; to form deontological culture in the individual. Formation of the deontological culture of the student's personality is the ultimate goal of personality oriented systems and technologies. Personality oriented approach combines social and educational background into a single process of assistance, support, socio pedagogical protection, development, training of a student for life-creativity, etc.

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