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INDIVIDUALIZATION OF EDUCATIONAL ACTIVITIES OF ART SPECIALTIES STUDENTS' AS A PEDAGOGICAL PROBLEM

Summary. *The article considers the views of modern scientists on the problem of individualization of art specialties students' learning. It is proved that by meeting the needs of students, providing them with opportunities to choose the content and forms of organizing the learning process, individual learning gets huge opportunities. This is reflected in the choice of their own training profile, academic disciplines, training modules, subjects or special courses, as well as in the possibility of organizing methods and forms of training, your own individual pace of progress in the educational process. Thus, the development of art specialties students' individuality in the conditions of modern development of pedagogical science is one of the most significant results of individualization of the educational process in a higher education institution.*

Key words: *individualization of education, individual approach, individual trajectories, mechanisms for implementation of individualization in educational practice, higher education.*

Formulation of the problem. Let's take a closer look at the definition of provisions that are somehow related to the awareness of the process of individualization of education in higher education. There is no unambiguity in the interpretation of the concept of individualization in psychological and pedagogical science, in particular in the psychology of Higher Education. At the same time, psychological understanding of certain concepts and processes, along with general philosophical, is a

fundamental theoretical basis for the study and research of pedagogical and purely didactic phenomena.

Individualization is defined in the vast majority of modern encyclopaedic publications, referring to the Latin "individuum", which means "person", "individual", "personality". And depending on which of these concepts is accepted as generic, the meaning that is put into the concept of individualization can be defined as the allocation of individual properties of a person or person; the separation of a person, the formation of its separateness, uniqueness and uniqueness; taking into account the characteristics of each individual

Analysis of recent research and publications on the problem. Today, there are a large number of psychological and pedagogical studies (K. Abulkhanova-Slavskaya, B. Ananyev, E. Bondarevskaya, V. Merlin, V. Serikov, V. Slobodchikov, I. Yakimanskaya), in which scientists consider the uniqueness of the inner world of the subject of training, which is trying to reveal its own potential in professional activity.

M. Boryshevsky connects the problem of individualization of a student's learning with the problem of professionalization of his personality. The scientist notes that professionalization can be carried out in a formal and informative way. In this case, the individualization of training has a positive effect on the deployment of professionalization in the second direction – in the case when the student independently sets himself the goal of self-improvement, which implements his needs, directives, personal beliefs, ideals, according to which the professional development and formation of the future specialist should be realized.

It is in the research of these scientists that you can find several different points of view of the contextual interpretation of the concept of "individualization":

- individualization as a system (A. Kirsanov);
- individualization as a process (N. Gerdo);
- individualization as a principle (N. Gordeeva);
- individualization as a pedagogical category (N. Astashkina);
- individualization as taking into account the peculiarities of subjects of teaching (I. Unt).

Which of the above individualization practices should be considered most appropriate for our research: as a system, process, principle, separate pedagogical category, a clearly defined strategy, or taking into account the characteristics of learning subjects? We are sure that at the

present stage of a competent approach to the real educational practice of Higher Education, a comprehensive study of the phenomenon of individualization is required, since any didactic innovations aimed at ensuring high-quality training of students, which is carried out in the formation of certain competencies, which wholeheartedly determine the level of professional competence of a specialist-a specialist in a particular industry.

Purpose of the article: to outline the views of modern scientists on the problem of individualization of art specialties students' learning.

Presenting main material. T. Burlakova in her research devoted to the individualization of professional training of students in a modern higher pedagogical educational institution makes fundamental generalizations that are relevant in the context of studying the problem of individualization. Consideration of the views presented in a number of pedagogical studies on individualization allowed the scientist to draw certain conclusions, namely:

- at the essential level of studying the definitions of the term, different views reflect the focus of researchers' attention on the investment of different meanings of individualization and its implementation in educational practice; thus, individualization as a phenomenon is an objective fact both in real life and in the educational process; individualization as a principle is used to explain changes that occur with an individual, including in the process of professional training;
- at the theoretical level of study, concepts that are not consonant, and sometimes even divergent in relation to each other's characteristic features (event, fact – change, rarity and exclusivity – generalization, etc.) are revealed;
- many scientists interpret individualization as a certain distinct state of the educational process, which seems like an ambiguous assumption;
- according to the traditional understanding of individualization, there is a different level of emphasis on the choice of forms, methods and techniques of teaching, that is, on its "external" side, embodied in the direction from teacher to pupil, from teacher to student [2].

The presented evidence, notes T. Burlakova, that the awareness of individualization accepted in pedagogy cannot be the basis for conducting modern research (in this we fully agree with it). There are certain

prerequisites for the implementation of attempts to find modern innovative methods for solving the problem of filling in the pedagogical content of this concept.

T. Burlakova also emphasizes the fact that individualization cannot be considered only as a form or means of learning. It should be recognized as a transformative process for human development and the positive development of their inner world. It is also necessary to highlight and outline the essence and specifics of internal and external aspects of individualization and their prospects for professional development and development of the future specialist [1].

Statements that reflect the specifics of a particular future professional activity are extremely important in relation to the awareness of the individualization of students' learning. T. Burlakova writes about the peculiarity of individualization of training of a future translator of an agricultural profile in a higher education institution. This can be traced as follows: the student's understanding of himself as a future specialist is due to his deep assimilation of professionally significant values and practical experience. Accordingly, at the initial stage, individualization should include energy accumulation, actions performed synchronously with the inclusion of the future teacher in the system of connections and relationships with all participants in the educational process. At the same time, the internal basis of individualization, which entails the integrity of the character of individual existence, is reduced to the ability not to deviate one's forces from a single goal. This indicates that the fundamental characteristic of individualization of training of a future agricultural translator in a higher education institution should be its purposefulness [1].

One's own way of existence implies the emergence of a need for an individual position of the student. According to this statement, one's own way of existence in the profession implies the existence of an individual position of each student from the position of the chosen profession.

Individualization, considered by T. Burlakova as a process of becoming an individual, contributes to the student's acquisition of more and more independence and relative autonomy, which is manifested in the ability to self-determination and self-regulation. The scientist sees the formation of students' ability to introspect, motivation and reflection as a necessary condition for individualization.

Individualization is the indivisibility of self-realization and self-giving. On the one hand, it encourages a person to fully manifest and develop their capabilities and abilities, to comprehend their own nature; and on the other hand, it encourages them to share their knowledge.

The process of professional training is quite intimate: the student consciously and independently transforms the external into the Internal, that is, his own.

Understanding that the individuality of the individual occurs precisely under the condition of effective individualization of education and develops during the student's stay in Higher School. In general, the didactic phenomenon of individualization of education is considered in the current pedagogical science in certain areas of its corresponding analysis and identification of effective mechanisms for implementation in educational practice, namely:

- alternative degree of differentiation of training;
- various options for constructing the content of education, ensuring the implementation of an individual pace of dissemination, assimilation of knowledge (obtaining competencies and competencies);
- implementation of individual (individualized) training for each individual student [4].

Individualization for the student manifests itself:

- in increasing the part of independent work (according to the principle of "you can't teach, you can only learn");
- the right to influence the content of their own training (the ability to choose disciplines and topics for in-depth study);
- in the right to be an accomplice in the construction of their educational trajectory (building a schedule of individual work, choosing forms of intermediate vaporization);
- in increasing responsibility for the results of their activities in the exercise of the above-mentioned rights.

The transition to individualized learning requires the teacher to fulfill a much larger number of mandatory conditions and make efforts in "new" areas of activity.

Issues related to the research problem were considered in a set of dissertations. Of particular importance are the theoretical achievements of the authors, who addressed various aspects of the individualization of professional education and light studies of the problem of individualization of independent educational activities of students by means of

Information Technologies. For example, O. Kozlova [5] in her dissertation, studying the problem of planning and organizing the educational process in higher education on the basis of individualized training with the use of Information Technologies, makes a thorough analysis of the possibility of using information technologies to ensure the implementation of an individual approach and as a result provides for the creation of information technologies for individualized training in the process of professional training of a future highly qualified specialist.

E. Kudrina considered the problem of diversification based on the individualization of higher professional education in the field of education and art.

The dissertations of S. Nikolaev [7] and D. Morozova [6] are of interest for our research. Scientists, separately from each other, carry out a thorough fundamental and experimentally proven study of the individualization of Higher Education, taking into account the prevailing cognitive styles of students. D. Morozova conducted a study of individualization of students' educational activities in the context of the credit system of Education [6]. Special attention should also be paid to dissertations in which the authors attempt to prove the rational development of certain individual educational routes during the preparation of professionally directed education during their studies in a higher education institution. An attempt to design an individual educational route as a condition for preparing a student for professional activity was made by V. Lorenz. On a projective basis, M. Sokolova also created individual educational routes [8].

Modern points of view on individual-oriented training of didactic training of students of higher educational institutions, taking into account the updated requirements for the quality of training of specialists, were considered in her dissertation work by T. Spirina [9].

The study of the theoretical basis for understanding the fundamental provisions of the anthropological approach allows scientists to determine the principles that underlie it:

- the principle of individuality, originality and self-worth of each participant in the educational process;
- organization of the educational process taking into account the crises of ontogenesis (their age limits are approximately the same), age physiology and psychology, the laws of self-organization and self-development;

- the principle of compliance of the choice of a cultural-creating environment with the initial conditions for the implementation of the goals and objectives of education at each stage of a socially determined, probabilistic and open pedagogical system that is developing, with its focus on overcoming the alienation of a person from Nature, Society, himself, culture and the future;
- the principle of matching the choice of an educational route to the inclinations, abilities and capabilities of the student;
- the principle of compliance of the assessment of the quality and effectiveness of all components of pedagogical, didactic, methodological systems with the effort spent (economic costs in comparison with the world education system parameters) and adaptation of students to the natural, social and cultural environment in the first years after completion of education (independent expert assessment), as well as comfort in organizing the activities of participants in the educational process (based on personal testimony).

Considering the issues of individualization of training of future specialists in an institution of Higher Education, A. Zakharova claims that the content of the pedagogical process does not fully satisfy the need for individualization of training, which would meet and be consonant with the increased requirements for professional training of future specialists, which are put to them based on the needs of the present, within the existing credit-modular system of training students. The author is sure that the approaches that mostly exist and are implemented in higher education do not provide proper training for future specialists, and also claims that pedagogical literary sources do not fully describe the stages of developing and implementing a model for individualizing students' education in higher education institutions. The researcher is convinced that the individualization of learning is consistent with the individual characteristics of the student, she relies on the concept of personality-oriented and activity-based approaches; a systematic approach; the theory of personalized learning and education; the theory of self-education and self-study [3, p. 9].

Recently, the issues of implementing an individual approach to learning subjects from the point of view of improving cognitive activity and independence have been actively and logically considered (E. Rabunsky, S. Smirnov, etc.); individual style of educational activity

(I. Dorokhina, L. Knyazkov, G. Neustroev, etc.). Recognizing the positive gradual nature of the idea of individualization of training, scientists-teachers also pay attention to the existing shortcomings of this system, which have not yet been solved by the practice and theory of professional training of future specialists in higher education institutions. Firstly, the personal leading role of the teacher is decreasing; secondly, training is increasingly focused on the reproductive reproduction of the content of educational material; thirdly, it is the organization of individualization of training that is most difficult.

Individualization of students' training in art professions is implemented during the assignment briefing, when the teacher has the opportunity to show each student the ways of performing art techniques.

In order to provide an individual approach to students in the process of practical training, teacher must know the level of theoretical training of students, the features of their memory, thinking, attention, imagination, perception of the material being studied. An individual approach to teaching in art professions is also based on taking into account individual characteristics, cognitive capabilities and creative students' abilities, using feasible tasks for various types of independent work.

For example, for weaker students, easier tasks can be developed, because by completing them, they believe in their own strength and capabilities, and this, in turn, encourages them to further improve their professional skills. For strong students, it is necessary to select individual tasks of increased complexity. It is important that all tasks are professionally directed and help them master the secrets of future profession in more detail. Completion of tasks is evaluated according to a system based on criteria for evaluating academic achievements, in particular: the level of one's own desire to master artistic techniques; the presence of creative abilities to identify themselves through professional and artistic activities; the level of understanding of the essence of the content, the state of students' orientation in the choice of expressive means, technologies, materials, devices, equipment, techniques; awareness of the idea, logic of its development, etc.

Due to the fact that professional and artistic training should be directed at the development of students as active subjects capable of independent efforts in educational and creative activities, and not to passive contemplation of the teacher during the lesson. It becomes important to saturate practical training classes with new emotional content, activating students' independence during their processing of pro-

gram and additional material, providing them with opportunities for free choice of certain methods of activity, especially in the process of artistic creativity.

Note that in the course of training, the teacher is assigned a responsible task – to develop students' ability to control the results of their own activities, which helps to improve the quality of their work, save time for execution and production, and so on. Self-control and mutual control educates students to be demanding of themselves, to study, work, contributes to the activation of sensory and cognitive processes aimed at analyzing the results of activities (performing artistic techniques, making products, etc.), identifying defects, searching for ways to prevent and eliminate them.

Conclusions from the study and prospects for further exploration.

By meeting the students' needs, providing them with opportunities to choose the content and forms of organizing the learning process, individual learning gets huge opportunities. This is reflected in the choice of their own learning profile, academic disciplines, training modules, subjects or special courses, as well as in the possibility of organizing ways and forms of learning, their own individual pace of progress in the educational process. Thus, the development of students' individuality in the conditions of modern development of pedagogical science is one of the most significant results of individualization of the educational process in a higher education institution.

We can say that the research goal has been achieved and the tasks have been completed.

Promising are the areas of scientific research related to the further study of the implementation of didactic mechanisms for individualizing students' learning activities by building an effective learning model.

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Марина Загорулько

ІНДИВІДУАЛІЗАЦІЯ НАВЧАЛЬНОЇ ДІЯЛЬНОСТІ СТУДЕНТІВ ХУДОЖНІХ СПЕЦІАЛЬНОСТЕЙ ЯК ПЕДАГОГІЧНА ПРОБЛЕМА

Анотація. В статті розглянуто погляди сучасних вчених на проблему індивідуалізації навчання студентів художніх спеціальностей. Доведено, що за рахунок задоволення потреб студентів щодо вибору змісту та форм організації процесу навчання індивідуальне навчання отримує величезні можливості. Це відображається у виборі власного профілю навчання, навчальних дисциплін, навчальних модулів, предметів або спецкурсів, а також у можливості організації способів та форм навчання, власних індивідуальних темпів просування в освітньому процесі. Таким чином, розвиток індивідуальності студентів художніх спеціальностей в умовах сучасного розвитку педагогічної науки є одним з найбільш вагомих результатів індивідуалізації освітнього процесу у закладі вищої освіти.

Ключові слова: індивідуалізація освіти, індивідуальний підхід, індивідуальні траєкторії, механізми реалізації індивідуалізації в освітній практиці, студенти художніх спеціальностей, вища освіта.

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