

### 9.3 Individualization of education and its importance in the formation of professionals with higher education

General theoretical and professional knowledge of learners is acquired in different ways, which leads to the need to solve in practice the problem of individualization.

Most scholars consider "individualization" and "individualized learning" in close connection with the "individual approach" (learning principle) (table 1). The essence of individualization is that the characteristics of the participants in the learning process affect its effectiveness, and therefore must be taken into account when designing and implementing a learning system in general and its individual components particularly.

Table 1.  
Terminological analysis of the concept of "individualization of learning" in the scientific literature

| Source                                                                                                                                                        | Definition                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Volodko V. M. Individualization and differentiation of learning. Problems of modern pedagogical education: Coll. Of articles. P.1. K., 2000. – P. 21–23 [521] | Individualization of learning is a pedagogical principle of building a system of student-teacher relations. In such a system of training, the individual characteristics of each participant are taken into account and developed. The following qualities are of special importance and development: independence, initiative, research or search style of activity, creativity, confidence, work culture, etc. |
| Encyclopedia of Education / Acad. ped. Sciences of Ukraine; Goal. ed. V.G. Kremin. Kyiv. Jurinkom Inter, 2008. 1040 p. [524]                                  | Individualization of training - planning and implementation of training in accordance with individual characterization.                                                                                                                                                                                                                                                                                          |

Continuation of table 1

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Yeremeeva V.M.<br>Individualization as a promising way to create technological systems of professional and pedagogical training of future teachers. Professional pedagogical education: system research: monograph / ed. OA Dubasenyuk. Zhytomyr: Publishing house of ZhSU named after I. Franko, 2015. p. 210-230 [525] | Individualization can be considered as a special general form of learning organization, the basis of which is the constant study of individual characteristics of the student, his strengths and weaknesses, and constructing on this basis a system of individualized tasks for everyone.                                     |
| Mashbits E.I., Andrievskaya V.V., Komissarova E. Yu. Dialogue in the educational system / under common. ed. AA Stognia et al. K.: Higher School, 1989. 183 p. [526]                                                                                                                                                      | Individualized learning is learning that takes place clearly according to a specific model of a particular student, with the parameters of the model already introduced into the educational system and used by it, but in the learning process the model can be amended, changed and clarified.                               |
| Moiseyuk N.E. Pedagogy: textbook. way. Kyiv. Summit Book, 2007. 656 p. [527]                                                                                                                                                                                                                                             | Individualization of learning is a system of tools that helps students realize their strengths and weaknesses in learning, support and development of identity in order to independently choose their own meanings of learning. Individualization promotes the development of self-awareness, independence and responsibility. |
| Sikorsky P.I. Theoretical and methodological foundations of differentiated learning. Lviv: Kamenyar. 1988. 196 p. [529]                                                                                                                                                                                                  | Individualized learning is an organization of the acquisition of knowledge, skills and abilities, which allows each subject to learn according to an individual plan and program, adapted to him at an individual pace.                                                                                                        |

Thus, the individualization of learning is the organization of personal work of each student in accordance with his mental abilities and characteristics in all types of classes. The individual approach can be considered as a principle of learning that

focuses on the individual characteristics of the student and requires the creation of psychological and pedagogical conditions for the development of his personality.

Despite some differences in the interpretation of these concepts, the vast majority of scholars consider "individualization" and "individualized learning" in close connection with the "individual approach". Briefly, the relationship between these concepts will be understood as follows: individualization is a system of tools and techniques of any nature, which is created to ensure the implementation of an individual approach to learning, and individualized learning is learning based on appropriate individualization.

The main essence of individualization is that the individual characteristics of participants in the learning process affect its effectiveness, and therefore must be taken into account when designing and implementing a learning system in general and its individual components particularly [522].

Individuality is a set of qualities, characteristics and features that are inherent in an individual, distinguish him from others and shape his personality.

Complications of the technological structure and acceleration of scientific and technological progress make increased demands on new professionals who come from higher education institutions to science, production, trade. Such specialists must be comprehensively trained, motivated, confident in themselves and their knowledge. To do this, the student during the study must maximize their abilities and use all their benefits to study, taking into account their psychophysical characteristics.

The individual approach is provided by individualization of educational process which is constantly developing and deepening taking into account the following circumstances:

1. Each student of a higher education institution is considered both as a subject and an object of educational activity, which not only passively acquires knowledge, but through their own motivation, ambitions, competent guidance and control by the teacher. Therefore, it is very important to form such an individual approach to the student, thanks to which student would be able to reveal their learning abilities in the best way.

2. High dynamism of the national economy, further deepening of globalization, active involvement of our state in the international division of labor require a more flexible approach to choosing a future profession. Narrow specialization is becoming less and less popular, the future specialist must have a wide range of knowledge to be ready to prove themselves in related professions or specialties, which also requires consideration of the characteristics and abilities of each student.

Experts highlight the following principles on which the individualization of learning is based: the principle of awareness of the prospects of knowledge, the principle of cooperation, the principle of individual approach, flexibility, dynamism (figure 1).

Individualization of education is one of the most difficult problems of higher education, the solution of which largely depends on two factors:

- 1) individual psychological characteristics of students;
- 2) introduction of the corresponding methodical system of training.

Individualization of training involves taking into account a number of factors that affect the outcome. Such factors include: individual psychological characteristics of students; the age of students; features of the discipline taught; the purpose of training.

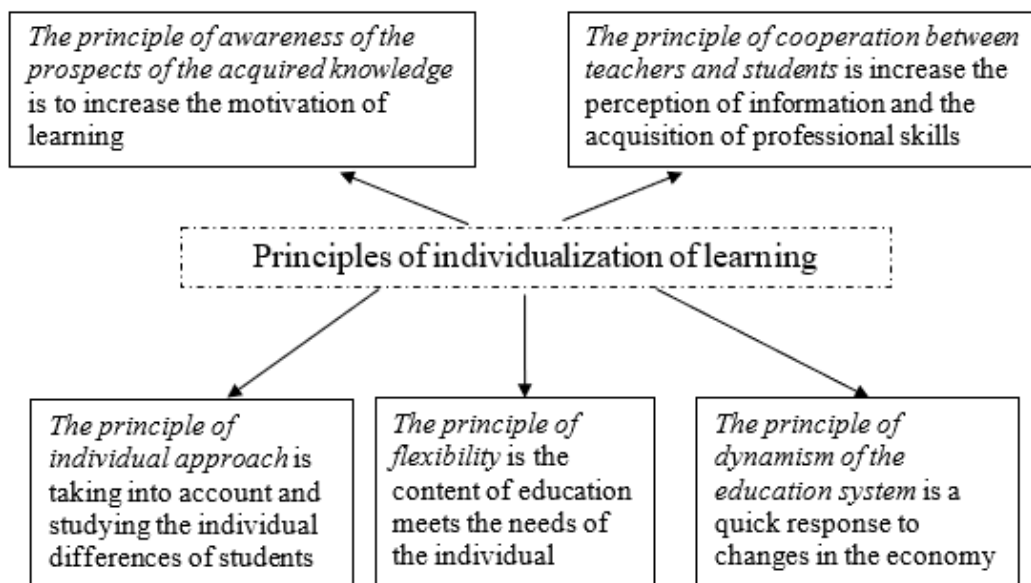


Figure 1. Principles of individualization of learning

[523, 530]

Individual features are understood as differences between students in their physiological inclinations, formed by the peculiarities of the development of each individual nervous system, on which depends the psychological life of the individual and his individual psychological processes.

Each person is an individual with all its inherent features. Every teacher must be able to use the rich internal reserves of the personality of his students. Such reserves include the following properties: worldview, life experience, interests and inclinations, emotions and feelings, context of activity, and others.

The learning based on the individual characteristics of students is a long tradition of pedagogy. The need for this is obvious, because all students differ significantly in different indicators. This is due to their individual differences, which determine the necessary degree of individual approach.

The individuality of each student is an integral part of his personality as a unique quality of the individual, acquired in activities and communication throughout life. Individuality consists of the corresponding individual psychological characteristics of man.

Features should be understood as the originality of feelings, memory, imagination, thinking, interests, inclinations, abilities, temperament, character. Individual learning involves the adaptation of forms and methods of influence to individual characteristics to ensure the development of a higher level of personality. Also, individualization is aimed at favorable opportunities for the development of cognitive powers, inclinations and talents.

These are the so-called differential characteristics of the personality which are closely connected with each other. Individual psychological characteristics of man are presented in Fig. 2.4.

The basis of human personality is temperament. Temperament is an innate individual psychological feature of a person that determines the dynamic manifestations of his psyche - physical, emotional, intellectual.

This or that type of temperament is based on the so-called type of higher nervous system, which is an innate quality. As you know, psychologists distinguish four types of temperament: sanguine, phlegmatic, choleric and melancholic.

The temperament of learners can be detected by special experimental tests. It should be noted that in this case we are not talking about the qualitative characteristics of a particular temperament, because each of them presents both positive and negative traits that affect the learning process.

Temperament is also not connected with intellectual abilities of the person. People with the same temperament may have different levels of intelligence, and people with the same intelligence may have different types of temperament.

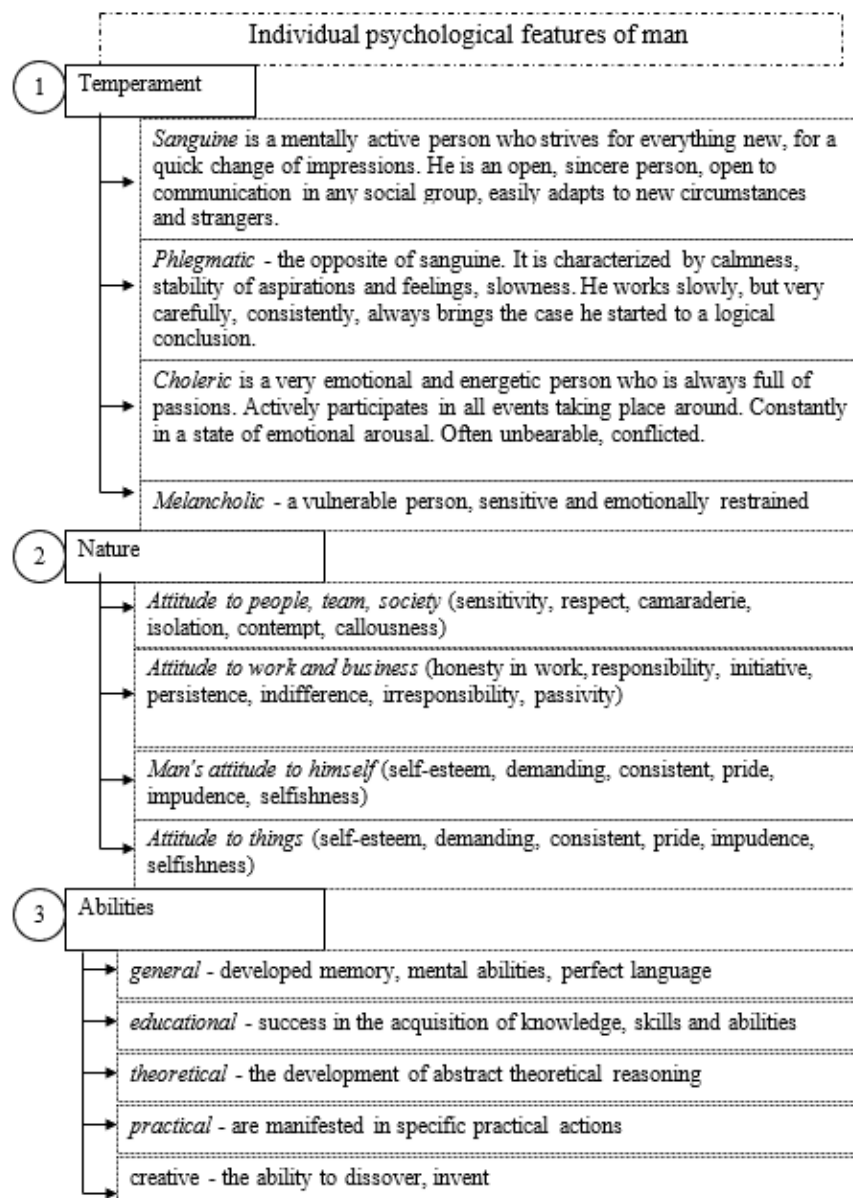


Figure 2. Congenital and acquired individual psychological characteristics of man [523]

The concept of the so-called individual style of activity acquires fundamental importance in the study of this individual psychological feature. It is the type of temperament that influences the fact that students with different types of temperament will perform the same educational work in different ways. This fact must be taken into account when solving the problem of individualization of learning.

On the basis of this or that temperament under the appropriate conditions of life, upbringing, value system is formed more flexible, socially marked psychological component of individuality – character.

Character is a set of stable manifestations of the human psyche, which are reproduced in communication and activities and determine the typical ways of behaving in a given situation. Different types of character can be formed on the basis of this or that temperament. Character traits are formed throughout life and, unlike temperament, can change.

Character is a kind of program of human behavior, which is manifested in the following areas: attitude to people, team, society; attitude to oneself; attitude to work and to one's own business; attitude to things. Character is considered as a complex formation. Its features are a kind of opposition: good - evil, sensitivity - indifference, responsibility - irresponsibility and others. Human abilities are connected with temperament and character.

Abilities are individual psychological features that represent the conditions for the success of the relevant activity and are formed in the same activity. Abilities are formed and manifested exclusively in activities. Their manifestation of abilities depends on specific teaching methods, the formation of relevant skills, knowledge and abilities, among which are: general, theoretical, practical, theoretical, creative, educational.

An important area of meeting the needs and interests of higher education seekers is the formation of an individual educational trajectory. Training is carried out according to the Individual curriculum, which is developed for the academic year on the basis of the educational program, curriculum and includes all compulsory and optional educational components. It assumes the selection of higher education

disciplines and the level of their complexity in the amount of not less than 25% of the total number of ECTS credits of the educational program; individualization in the organization of independent work of the student and in the process of conducting individual-consultative classes; opportunity to study, intern or conduct research activities in another institution of higher education (scientific institution) in Ukraine or abroad on the basis of academic mobility.

Modern teaching methods shift the focus from teacher to student. These methods include active learning techniques in which students solve problems, answer questions, discuss and express their views during classes.

Palamarchuk O. offers the following methods of teaching and learning: closing papers one minute papers, student summary of another's answer, stage setting, visioning and futuring, Socrates' dialogue, problem-solving method, brainstorming, Think, Pair, Share, Concept Maps, method of coaching groups [528, p. 20-21].

Thus, the individualization of the learning process can't be successful without taking into account the individual psychological characteristics of those you teach. Individual style of activity due to temperament, program of human behavior due to character, and the presence of activities that correspond to the structure of abilities can be considered as a guarantee of successful individualization of learning.