

respondents' motivation to study and develop in a professional field according to the selected psychological questionnaires of different scientists.

References translated and transliterated

1. Kurliand, Z. N. (2009). Profesiino-kreatyvne seredovyshe VNZ – peredumova pidvyshchennia yakosti pidhotovky maibutnikh fakhivtsiv [Professional and creative university environment as a prerequisite for the increase of the quality of future professionals' training]. *Pedahohycheskaya nauka: istoriya, teoriya, praktika, tendentsii razvitiya – Pedagogical science: history, theory, practice and development tendencies, 1*, 18-26 [in Ukrainian].

2. Sadova, T. A. *Profesiina kompetentnist ta hotovnist do pedahohichnoi diialnosti: sutnist i vzaiemozviazok [Professional competence and readiness for pedagogical activities: essence and interconnection]*. Retrieved from: <http://vuzlib.com/content/view/331/84/> [in Ukrainian].

3. *Zakon Ukrainy "Pro vyshchu osvitu" [Law of Ukraine "On higher education"]*. (2014). Retrieved from: <http://zakon2.rada.gov.ua/laws/show/1556-18> [in Ukrainian].

Barteneva Iryna

**THEORETICAL FOUNDATIONS OF THE PERSONALITY-
FOCUSED APPROACH TO TEACHING CHILDREN**

*Ushynsky University,
Odesa, Ukraine*

Abstract. *The paper presents theoretical foundations of a personality-focused approach to teaching in the context of traditional teaching. It provides description and disclosure of the essence, principles of personality-focused teaching, the peculiarities of personality-focused lesson and recommendations for its preparing and conducting.*

Keywords: *personality-focused learning, personality-focused approach, personality-focused lesson, child's subjective experience, educational environment.*

Implementation of a personality-focused approach into learning is a priority area in modern didactics. Authoritarian teaching, which has developed in the school over many decades, depersonalizes the pupil, makes them dependent, weak-willed, uninitiative, i.e. erases those pupil's qualities that a highly educated, competitive, educated person should have. Therefore, more and more attention is currently being paid to providing in the school and at the lesson such

an educational environment in which the child's socialization and development could take place, the environment that creates the conditions for individual's creativity and self-actualization. Each student, thus, is perceived as a unique holistic personality, who must develop in accordance with natural abilities.

The analysis of psychological and pedagogical literature on the subject of the research made it possible to reveal the essence of personality-focused learning, i.e. recognition of a pupil as the main acting figure of the whole educational process. I. Yakimanskaia understands personality-focused learning as a learning based on "recognition of individuality, identity, and self-worth of each person, his development as an individual with his subject experience" [3, p. 9]. We agree with I. Yakimanskaia's opinion that learning is "a subjectively significant comprehension of the world, filled for the pupil with personal senses, values, relationships fixed in his subject experience" [3, p.26]. If the child has negative subject experience, the teacher's task is to build a learning and educational process in such a way as to reverse the current attitude towards learning. A number of requirements for the technology of personality-focused learning are: dialogicity, creative nature of activity, the focus on supporting the child's individual development, providing the child with the opportunity to make independent decisions and choose ways and methods of learning. At the same time, the task of such learning is not to plan the general and compulsory for each child level of knowledge, but to help children improve their individual abilities, to develop their personalities, taking into account the existing subject experience of cognition.

The aim of the article is to reveal theoretical foundations of the personality-focused approach to teaching in the context of traditional teaching; to formulate requirements for the development of didactic support for a personality-focused learning process; to identify the principles of personality-focused learning; to develop recommendations for preparing and conducting personality-focused lessons.

In personality-focused learning, the exclusion of strict external requirements (as in traditional education) is achieved by ensuring freedom in choosing the means, forms and methods of learning both from the teacher's and children's side, and also by creating an atmosphere of trust, cooperation, and mutual assistance. To achieve this, it is necessary to actively involve the pupil in a search learning and educational activity, organized on the basis of internal motivation; to organize joint activity, partnership of teachers and trainees; to provide dialogical communication between teachers and pupils, between pupils in the learning process; to remember that a pupil is a complex individual with his inner world, a pupil is the subject of pedagogical interaction, and not just the object [1].

Personality-focused learning is built on the recognition of the child's individuality. Individuality is considered by us as a unique identity of each

person carrying out his life activity as a subject of development during life. This uniqueness is determined by the sum of features and properties of the psyche being formed under the influence of various factors that provide anatomical and physiological, mental organization of any person.

But to work individually with each learner, given their psychological characteristics, it is necessary to build the whole educational process in a different way.

We briefly formulate the main requirements for the development of didactic support for a personality-focused learning process as follows:

- educational material should provide revealing pupil's subject experience, including the experience of his previous learning;
- presentation of knowledge should be directed not only to expanding their scope, structuring, integrating, summarizing the subject content, but also to transforming each pupil's personal experience;
- it is necessary to constantly coordinate pupil's experience with the scientific content of knowledge in the course of learning;
- active stimulation of the pupil for self-worth educational activity should provide him with the opportunity for self-education, self-development, self-realization in the course of mastering knowledge;
- learning material should be organized in such a way that the pupil has an opportunity to choose when performing tasks, solving problems;
- it is necessary to encourage learners to independently choose and use the most important for them ways to learn the material;
- when communicating knowledge about the methods of performing educational activities, it is necessary to allocate general logical and specific subject methods of educational work, taking into account their functions in personal development;
- it is necessary to ensure the monitoring and evaluation of not only the result, but also learning process itself;
- educational process must provide the construction, implementation, reflection, evaluation of learning as a subject activity. To do this, it is necessary to select the units of learning, their description and use by the teacher at the lesson, in individual work [3, 4].

Personality-focused approach affects all the components of the education system (training and educational goals in teaching each subject, the content of teaching, methods and techniques, technologies of teaching) and the entire learning and educational process in general (the interaction of the teacher and pupils, the pupil and the means of teaching etc.), contributing to the creation of a learning and educational environment favorable for pupils. Personality-focused approach assumes flexibility in setting goals, takes into account pupils' personal interests, their individual characteristics and creates the prerequisites for greater learning outcomes.

As applied to the content of learning, personality-focused approach is manifested in the following main areas:

1. The component composition of the learning content, although it corresponds to those singled out by the didactics scholars (V. Kraievsky, I. Lerner, M. Skatkin), but the emphasis in the interests of developing a free active personality falls on the activity component, on the development of creative experience and value orientations. Even in subjects – the foundations of science – the “knowledge” component in the personality-focused approach should be integrated into the activity component of the education content.

2. The selection of material implies some redundancy and separation of two levels: the level of presentation and the level of demand, which is somewhat lower than the level of presentation, since pupils’ opportunities and needs are taken into account. This allows for a differentiated and even individual approach to pupils, puts them in the situation of choice, encourages their greater independence and activity.

3. The problematic presentation of the material, and not the communication of “prepared knowledge”, which encourages pupils to think, independently search for information, to make independent conclusions, generalizations.

4. In selecting the content of education, it is important to provide such materials that appeal to pupils’ personal experience, to their feelings and emotions, to encourage the expression of their opinion and assessment that stimulates the formation of value orientations.

The need to make a pupil the center of the educational process, to make him an active subject of learning, to organize his interaction with other pupils, to give the learning process a real practical orientation makes it necessary to give preference to such methods of learning as “learning in cooperation” and “project method”.

Principles of personality-focused learning

1. Individualization of learning.
2. Principle of spiral-like construction of educational material.
3. Principle of the formation of pupil’s sense of success.
4. Principle of pupils’ daily self-assessment in their individual diaries of the dynamics and quality of progress towards success;
5. Principle of maximum approximation of educational material to the realities of a pupil’s life.
6. Formation in pupils’ perception of the integrity of the surrounding spiritual and material world.

Training a teacher for a personality-focused lesson should include [3]:

- definition of a common goal and its specification depending on different stages of the lesson;
- selection and organization of didactic material, allowing to identify individual selectivity of students to the content, type and form of educational material that facilitates its assimilation;
- planning and organization of various forms of educational activities (the values of frontal, individual, self-guided work);
- identification of the requirements for assessing the productivity of work, taking into account the nature of tasks (literal retelling, a summary in own words, the use of known algorithms, the implementation of problematic, creative tasks).

Planning the nature of communication, interpersonal interactions during the lesson includes:

- use of different forms of communication (monologue, dialogue, polylogue), taking into account the specific objectives of the lesson;
- projecting the nature of pupils' interactions in the lesson, taking into account their personal characteristics, requirements for intergroup interaction (distribution by groups, pairs, etc.);
- use of the content of the subject experience of all participants in the class in the dialogue “pupil – teacher”, “pupil – class”;
- anticipation of possible changes in the organization of collective work of the class, their correction in the course of the lesson.

Recommendations for conducting a personality-focused lesson are:

- teacher's use of various forms and methods of organizing pupils' work, allowing to disclose the content of their subject experience with respect to the proposed topic;
- creating an atmosphere of interest for each pupil in the class work;
- encouraging pupils to use a variety of ways to perform tasks in the classroom without the fear of making a mistake, get the wrong answer;
- encouraging the pupil's desire to offer his own way of working (solving the problem), to analyze during the lesson different ways offered by children, to select and analyze the most rational, to mark and support the original ones;
- usage of tasks that allow the pupil to choose the type, kind and form of the material (verbal, graphic, symbolic);
- creation of pedagogical situations of communication, allowing each pupil regardless of his readiness for the lesson to show initiative, independence, selectivity to the methods of work;
- discussing with the children at the end of the lesson not only what “we learned” (what they mastered), but also what they liked (did not like) and why; what would they like to do again, and what to do differently;
- when evaluating at the lesson (when marking out), analyze not only the

correctness (incorrectness) of the answer, but also its independence, originality, the pupil's desire to seek and find various ways of accomplishing the task;

– when assigning home tasks, it is necessary to provide pupils not only with the content and scope of the assignment, but also to give detailed recommendations on the rational organization of the educational work that ensures the fulfillment of the homework.

The main features of the personality-focused lesson are:

– construction of didactic material of different types, kinds and forms, determination of the purpose, place and time of its use at the lesson;

– teacher's thinking through opportunities for pupils' self-expression;

– observing pupils (tracking procedures);

– providing pupils with the opportunity to ask questions without restraining their activity and initiative;

– encouraging the original ideas and hypotheses expressed by the students;

– organization of thoughts, opinions, assessments exchange;

– encouraging pupils to take active steps in mastering knowledge, supplementing and analyzing the responses of classmates (reviewing the answer);

– desire to create a situation of success for each pupil;

– attracting pupils to use alternative ways of searching for information in preparation for the lesson;

– use of subject experience and reliance on the intuition of each pupil;

– usage of difficult situations arising during the course of the lesson, as an area of knowledge application;

– a well-considered alternation of types of work, types of tasks to reduce pupil's tiredness.

Conclusions. Personality-focused approach to learning is an effective strategy for updating the school, affecting, in fact, all aspects of its functioning. The implementation of personality-focused learning requires the replacement of vectors in pedagogy: from learning as a normatively constructed process (and in this sense strictly regulated), to learning as pupil's individual activity, its correction and pedagogical support.

References translated and transliterated

1. Menshikova, Zh. A. (1996). Lichnostno-oriyentirovannoye pedagogicheskoye vzaimodeystviye uchitelia i uchashchikhsia pri kompyuternom obuchenii [Personality-focused pedagogical interaction of teacher and learners in computer-based learning]. *Candidate's thesis*. Odesa [in Russian].

2. Todorova, I. S. (1988). Psikhologicheskoye faktor podgotovki budushchikh uchiteley k dialogicheskomu obshcheniyu [Psychological factors of training future teachers for dialogical communication]. *Extended abstract of candidate's thesis*. Kyiv: NII psikh. USSR [in Russian].

3. Yakimanskaia, I. S. (1996). *Lichnostno-oriyentirovannoye obucheniye v sovremennoy shkole [Personality-focused learning at modern school]*. Moscow: Sentiabr [in Russian].

4. Yakimanskaia, I. S. (2000). *Tekhnologiya lichnostno-oriyentirovannogo obrazovaniya [Technology of personality-focused education]*. Moscow [in Russian].

*Batiuk Zorika
Batiuk Nataliia*

**SPECIFICITY OF ART FACULTIES STUDENTS'
COMPREHENSION OF UKRAINIAN MYPHOLOGY IN THE
CONTENT OF THE COURSE "HISTORY OF UKRAINIAN CULTURE"**

*Ushynsky University
Odesa, Ukraine*

Abstract. *The paper actualizes the problem of art faculties students' comprehension of mythological artistic and figurative language of Ukrainian folklore works. Insufficient attention to this problem makes future specialists separated from the whole stratum of ideological values of Ukrainian culture. The schematic and specific way of thinking, which prevails today, is increasingly displacing the associative and figurative one, this weakens the creative potential of artistic disciplines specialists. Future art disciplines pedagogues' comprehension of Ukrainian mythology opens up the whole world of philosophical and ideological coordinates of the common culture of the Ukrainians, expands the horizons and activates the associative and figurative way of thinking. A more complete understanding of the reality phenomena encourages the use of creative approaches not only in working on folk art pieces, but also in various spheres of modern art.*

Keywords: *myth, mythological language, associative imagery, Ukrainian tale.*

In the course "History of Ukrainian Culture" Ukrainian mythology occupies a special place, it is directly associated with the symbols of the Ukrainian language, songs, ancient fairy tales, as well as embroidery symbols, Easter eggs, since almost every embroidery has its own special purpose. The famous statement of Confucius that signs and symbols guide the world plays a