

**THE STAGES OF DEVELOPMENT THE CONCEPT  
"INDIVIDUALIZATION OF THE PROFESSIONAL TRAINING OF THE TEACHER"  
AS A SCIENTIFIC PROBLEM**

*Анотація.* У статті проаналізовано зміст поняття «Індивідуалізація професійної підготовки вчителя» як наукової проблеми у різного роду словниках, та роботах видатних науковців різних періодів, як закордонних так і вітчизняних. Зазначено, що індивідуалізація це врахування в процесі професійної підготовки індивідуальних особливостей учнів у всіх його формах і методах незалежно від того, які особливості й у якій мірі враховуються. Було відмічено, що деякі вчені під поняттям «індивідуалізація професійної підготовки» розуміють відносну індивідуалізацію, а саме: орієнтується на індивідуально-психологічні особливості студента; будується з урахуванням індивідуальних відмінностей майбутніх учителів; здійснюється принцип індивідуального підходу, врахування індивідуальних особливостей учнів у процесі навчання в усіх його формах і методах незалежно від того, які особливості і якою мірою вони враховуються.

*Ключові слова:* індивідуалізація, професійна підготовка, індивідуалізація професійної підготовки, наукова проблема, теоретичний аспект, індивідуальний підхід.

**Defining of the problem and the analysis of the last researches and publications.** The implementation of the Bologna process in the educational system of Ukraine led to many significant changes. At present the skills of teacher should vary according to the requirements of credit-modular system.

In terms of adaptation of the national higher education system under the Bologna Convention, modern curricula the future teacher must possess high qualification skills and the abilities in general, but the content of the Recommendations of the Council of Europe on language education policy creates new requirements even for future teachers of foreign languages in the context of demonstrating his high level of educational and professional competence, of the readiness to ensure the quality of European education and transition of new forms and methods of training in the field of foreign languages, of facilitating the student's mobility within the European educational space.

Upgrading the quality of the system of professional-pedagogical training makes the usage of modern forms, methods and means of training future professionals. The lack of Ukrainian teacher training system is the absence of the flexibility of the education system, the ability to quick adaptation to the new demands of modern society. Humanization - a central component of the new pedagogical thinking, which involves reviewing, re-evaluating of all components of the educational process in the light of self-creating function is one of the main directions of modernization of higher education in Ukraine. The unified system of training of future teachers (teacher of foreign languages in particular), which was for years dominating in high school, led to leveling of the individuality. Under these conditions one of the important principles of training - taking into account the individual and age characteristics of the student (his abilities, aptitudes, interests, aspirations, etc.) has been realized inefficiently. As a result there is the crisis of development, self-development and personal fulfillment.

**Individualization** as the principle philosophical explanation is being originated from the ancient Greek philosophers (Epicurus, Democritus, Leucippus, Plato, Aristotle and others). They developed this concept from a mechanical "objective" character to giving it the human qualities of "individuality" (Descartes, John. Locke, Leibniz G.). But individualization is not the same as the individuality [1].

In psychology, this concept has a narrower meaning. **Individualization** - the allocation of the individual characteristics of the initial indifference [2].

Sociology examines this formation at different angles:

1. The process of allocation of the human as a relatively independent entity in the historical development of the societies, relations;
2. The process and the result of a combination of social demands, expectations, norms and values with the specific needs, characteristics and styles of individuals;
3. The process of differentiation common to a given social group (class, social stratum) living conditions and their replacement by more specific;
4. Breaking the group relations and the emergence of independent individuals who have close and long relationships with others [3].

The analyses of the psychological literature, appealing to the encyclopedic sources lead us to believe that the term *individualization* marks our need to differ from the others in some respects, not to be or not feel exactly like them. Despite the desire to be something like the others, most people cherish their sense of identity; this partly explains our strange and sometimes ridiculous behavior [4].

During individualization the scientists and the educators understand all forms and methods of taking into account the individual characteristics of the training. From these perspectives, "personalization" is not a concept as it is considered by the domestic science but the individualized learning system [5].

Most active search for methods of individualization of the educational process was carried out in the USA, where the decentralized school management made it possible to experiment with forms of training. The US scientists, on the basis of their theory of constant intelligence, have developed the conclusion that the duty of the school is to provide differentiated and individualized training that takes into account the characteristics of each student and gives him the opportunity to advance in mastering the curriculum of own pace. This theory demanded the increasing attention to the individuality, to the nature of the child: "We must take the place of the child in and out of it. Not the programs but only she/he must determine both the quality and the quantity of education" [6].

In foreign pedagogy in recent decades the problem of individualization of learning has been considered controversially by different scientists. German teacher V. Korrel' believes that the creation of groups with different levels of learning objectives and individual pace of educational progress is the way to implement it. The followers of behaviorist ideas (J. Watson, B. Skinner, E. Thorndike, D. Prymek) advocate such a system that is made by direct inclusion of the students in the system of education, the aim of which is to the development the certain abilities. The pedagogues- humanists (D. Myers, M. Fantini, J. Neller, K. Patterson, A. Combs, J. Holt) have the positions of the "free exercise": identifying the cognitive needs and the formation of identity. In terms of general didactic development of the methods of individualization of the educational process is characterized by a rejection of the basic elements of class-task systems (stability of basic training and formation of homogeneous); substitute teacher functions, acting mainly as an organizer, consultant; developing individualized learning technologies [7].

In our pedagogical experiment we explore the concept of *professional training*, which is located in pedagogy along with the concept of education, namely **the individualization of professional training**.

The scientists studied various aspects of social-professional development of the individuality, namely: the theory of a competency-oriented approach to the education of the teacher has been highlighted in the works of N. Bibik, I. Zymnya, I. Zyazyun, N. Kuzmina, L. Mitina, O. Savchenko; in particular the formation of the professional competence at high education institutions has been analyzed by such researchers as: N. Balovsyak, I. Bavshyn, B. Bespalov, S. Fedorova; the theory of the content and the technology of the psychological-pedagogical training of teachers has been explored by G. Ball, G. Kostyuk, S. Maksymenko, Yu. Prykhod'ko; the issue of the educational

process at the university has been experimented by V. Bezpalko, Yu Babanskyi, S. Goncharenko, N. Kuzmina, O. Piskunov; the psychological-pedagogical development of the theory of creative abilities of the individuality has been worked out by B. Ananiev, L. Vygotskyi, P. Gal'perin, N. Talyzin; the questions of the teacher's training to the future activities have been covered in the experimental researches of O. Bida, G. Kryvosheev, V. Nesterenko.

While defining the theoretical and methodological foundations of the individualization of training we should to emphasize on the outstanding role of the "individual approach in preparing the future teachers" and the "training profile". The scientific grounds of the occurrence of the individual approach have been gradually defined in different investigations of personality that were made up by such representatives of the classical psychology, as W. James V. Stern, E. Spranger, Z. Freud, I. Sikorsky, M. Lange, O. Lazursky, K. Jung, P. Janet, J. Piaget, L. Vygotsky, G. Allport, A. Maslow, E. Mounier, K. Rodgers, K. Leonhapt, F. Lersh, S. Rubinshteyn, B. Teplov, B. Ananiev, V. Kovalyov, V. Myasyshchev O. Leontiev G. Kostiuk, P. Pelekh, P. Chamata, V. Merlin, O. Bodalyov, B. Lomov, D. Nikolenko and many others.

Modern requirements to forming the individual approach have been gradually defined in the investigations of the known psychologists as K. Abulkhanova-Slavska, V. Davydov, M. Malkov, V. Molyako, L. Ppokoliyenko, O. Tkachenko, I. Yakymans'ka, O. Asmolov, I. Bech, M. Boryshevsky, O. Kulchytska S. Ma xymenko, V. Morhun, V. Stolin, V. Tatenko T. Tytarenko, V. Titov.

At the specialized field of psychology and pedagogics of labour and professional training the important reasons of establishment of the individual approach have been investigated by G. Kostyuk, Ye. Mileryan, E. Klymov, O. Holomshtok, I. Zyazyun F. Ivaschenko T. Kudryavtseva, V. Molyako, Ye. Faraponova V. Chebyshev, M. Shkil', M. Yarmachenko, N. Nychkalo, Yu. Mashbyts', G. Ball, Yu. Hil'buh, V. Bondarovska, V. Kozakov, V. Semychenko, Yu. Trofimova, N. Chepeleva, O. Piehota S. Sysoyev, T. Yatsenko and others.

The conducted historical overview enables us to realize that taking into account the principle of individual approach can be seen as a technologized system, and the study of the experience of individualized learning, including foreign, is the basis for building modern personal-oriented technologies of the *individualization of professional training at high school*.

**The purpose and tasks.** The purpose of this writing is - to define the features of individualization of training of teachers of foreign languages at higher education institutions. *The purpose* of this exploration is to analyze and to synthesize the investigational concept as a scientific problem.

**The main content of the article.** Today, there are different views on the organization of training of teachers at high educational institutions, including the concept of individual-creative approach to education and training students. In connection with the transition to a multi-level system of education, the importance of individualization of training the future specialist in the creation of educational programs as individual training routes each student has been increasing.

As the individualization of the professional training we understand as the organization of the process of informing the appropriate knowledge to the students and forming the special skills based on their individual characteristics, creating optimum conditions for the realization of the potential of each student. Individualization of the professional training does not allow leveling the differences between the students, promotes each future teacher of their unique abilities, focuses on the training for the highly professional work.

The main objectives, results and criteria of individualization of professional training are: improving the efficiency of training, creating a system of education which provides optimal conditions for development of the student's capabilities and abilities; democratization of the educational process, the elimination of uniformity in education, giving the students the freedom to choose the elements of the educational process; creating conditions for training and education, adequate individual characteristics and optimal diversification for the overall development of students; the formation and development of individuality, independence and creative potential.

In connection with the above the individualization of professional training means:

- creating the conditions for development of all individuals of the educational process;
- creating real incentives for professional development of the individuals of the educational process;
- implementation of modern pedagogical-psychological technologies of individuality in the professional-educational process;
- ensuring the monitoring of the professional development of all individuals of the education, that is the regular and timely diagnosis, which is part of the system of the reflexive connection in the process of the development of the individuality;
- development of the modifying education which is enhanced on the professional self-determination and self-development of the individuality of the student;
- correction of the social and professional self-identity and professionally important characteristics of the future expert [8].

In the Concept of General Education (2002) the individualization and the differentiation were considered as the leading principles of work in the secondary schools. In modern high education the educational technologies which are based on these principles, have been considered by the scientists (S. Bondar, V. Volod'ko, M. Golovko, L. Lypova, L. Momot) in a number of promising technologies. In the reforming of the system of education towards the personal-oriented studying of the students such scientists as (Yu. Hilbuh, G. Kobernik, O. Savchenko) emphasize specially on the individualization and differentiation in the primary school, because the most noticeable differences in the development of pupils are seen in them and that they serve as the basis for further training and education of the citizens of Ukraine [9].

The problem of training the teachers have been studied in various aspects in the works of G. Aseyev, V. Bespal'ko, I. Bogdanova, A. Gorbatyuk, I. Kostikova, O. Malykhin, O. Meshcheryakov, V. Palamarchuk, O. Paliy, O. Piechota, I. Prokopenko, I. Synel'nyk, P. Stefanenko T. Cheprasova, S. Shevchenko and others.

The issues about individualization of the education have been investigated by the leading scholars: O. Zaporozhets', G. Kostyuk, V. Kotyrlu, H. Lublins'ka, V. Myasyshchev D. Nikolenko, L. Prokoliyenko, D. El'konin, P. Chamata.

The problems of the professional-pedagogical training of the teacher have been explored by O. Abdullina A. Aleksyuk, I. Zyazyun, G. Ball, N. Kichuk, N. Kuzmina, D. Nikolenko, N. Nychkalo, L. Puhovs'ka V. Semychenko, S. Sysoyeva A. Shcherban'.

The problems of professional training of the future teacher were the subject of many researches of the native scientists: L. Artemova, A. Bogush, G. Belen'ky, N. Gavrysh, N. Golota, I. Dychkivs'ka, O. Kucheryavyi, T. Ponimanska, I. Lutsenko. The doctoral theses of K. Duray-Novakova, A. Kaps'ka, L. Kondrashova, K. Linenko, O. Moroz. were devoted to this question.

Analyzing some experimental researches of V. Krutetskyi, M. Lyahovyts'kyi, S. Nikolayeva and bringing them to our pilot study, we have noted that the *individualization of professional training* is treated as the maximum approximation the process of training the specialists to the optimal model where each student works at a convenient pace, manner consistent with its overall training, skills, amount of memory, personality traits and emotional state. But, in our view, M. Volod'ko's definition of "the individualized training" is more consistent with the essence of training. It provides:

- 1) Comprehensive knowledge of the student, his abilities and capabilities;
- 2) The availability of appropriately trained teachers;
- 3) Well-established and well-developed physical infrastructure [10].

Some scientists the concept of «individualization of professional training» understands as the *relative individualization*, namely: focuses on the individual-psychological characteristics of the student; bases on the individual differences of the future teachers; implements the principle of the individual approach, taking into account the individual characteristics of the students in the process of studying in all its forms and methods no matter what are the characteristics and to which extent they are recorded.

The modern scientific term "individualization" in pedagogical-educational activities is understood by us as: - *the process of consideration of individual-personal skills, abilities, knowledge, talents, preferences, traits, characteristics, level of development, level of intelligence, level of readiness (the perception of education) students during their (students) training; - the process of using individual means of training and education; individual techniques, methods, author programs, individual training plans and training, individual lessons.*

After analyzing all the definitions, the doctrine of leading scientists, we have to mention that we see in the investigated term - *the process of allocating the individuality to obtain the best result in any activity, which entails the creation and the improvement of the personality (character, activity, individualism) and is characterized by the creativity.*

We also treat the studied concept «individualization of professional training» as: full consideration of the individual characteristics of each student, group of students who have some similar features; absolute consideration of psychological-pedagogical characteristics of each student within the individual-differentiated approach; the practical implementation of the professional training throughout the whole volume on the basis of the courses of pedagogical, psychological and professional areas.

**Conclusions and recommendations for further research.** We understand that our observation is only a part of a program of the research which was created by us. Further studies we see in the analysis of the practical characteristics of the investigated concept.

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**THE STAGES OF DEVELOPMENT THE CONCEPT  
"INDIVIDUALIZATION OF THE PROFESSIONAL TRAINING OF THE TEACHER"  
AS A SCIENTIFIC PROBLEM**

*Summary.* It has been analyzed the content of the concept «Individualization of the professional training» as a scientific problem in various dictionaries and the works of eminent scholars from different periods, both foreign and domestic. It was indicated in the article that individualization is a consideration, in the process of training, the individual characteristics of the students in all its forms and methods, regardless of which features in any way taken into account.

It was noted by the author that some scientist, under the concept of "individualization of training", understand the relative individualization, which is namely: focused on the individual psychological characteristics of the student; based on the individual differences of the future teachers; implemented the principle of individual approach, taking into account the individual characteristics of students in the process of learning in all its forms and methods no matter what are the characteristics and the extent to which they are recorded.

According to the individualization of training we understand the organization of the message to students the appropriate expertise and the skills formation based on their individual characteristics, creating optimum conditions for the realization of the potential of each student. Personalization of the training does not allow to level differences between students, each student contributes to the development of their unique skills, focuses on preparations for the highly professional work. The main objectives, results and criteria of individualization of training are: improving the efficiency of vocational teacher training, creating educational system that provides each full development of his capabilities and abilities; democratization of the educational process, the elimination of uniformity in training, providing students the freedom to choose the elements of the educational process; creating conditions for training and education, adequate individual needs and optimal diversification for the overall development of students; the formation and development of individuality, independence and creative potential.

**Key words:** individualization, professional training, individualization of the professional training of the teacher, the scientific problem, theoretical aspect, individual approach.

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**ОРГАНІЗАЦІЙНА СТРУКТУРА ДІЯЛЬНОСТІ МИСТЕЦЬКИХ ФАКУЛЬТЕТІВ  
ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ ПОЛЬЩІ**

*Анотація.* У статті розглядається організаційна структура діяльності мистецьких факультетів вищих навчальних закладів Польщі. На основі аналізу польських вищих навчальних закладів зазначимо, що всі вони мають широкий вибір різноманітних спеціальностей. Факультети мистецтв Зеленогурського університету, Університету Марії Кюрі-Скłodовської, Сілезького університету, співпрацюють з різними культурними інституціями. Головним завданням інститутів музики аналізованих університетів є підвищення інтелектуального, економічного та художнього потенціалу фахівців шляхом виховання добре кваліфікованого персоналу і проведення передових досліджень. А також – підготовка висококваліфікованих фахівців музичного мистецтва, які користуються попитом у Польщі та Європі.

**Ключові слова:** вищі навчальні заклади, Польща, мистецькі факультети, музика.