

# **PERSONALLY FOCUSED TRAINING PROCESS AT ELEMENTARY SCHOOL**

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## **Abstract**

The article deals with the main aspects of personally focused training process at an elementary school. The article contains the description of new methods and technologies and their use in the process of learning. There are also the results of the experimental work on the formation of conscious attitude of the pupils to the process of learning on the basis of personally focused training technology.

**Keywords:** personally focused training, personally focused technologies, training situation, the results of the experimental work.

At a present stage of the development of the educational environment in Ukraine a rather wide use of pedagogical technologies based on personally focused organization of training is observed. First of all it is connected with the fact that in the nineties of the XX century the Ukrainian society started the process of democratization including the sphere of education. There was an urgent need of the reorganization of authoritative model of education on the democratic one. The functions of the subjects of the educational process, which were in the basis of this system, cardinally changed - the partner relations between the teachers and the pupils started to prevail.

We consider it is necessary to name a group of scientists who were the first to investigate this problem during the process of modernization of Ukrainian society. They are: I. Bekh, V. Buryak, L. Kondrashova, E. Pekhota, S. Podmazin, S. Yakimanskaya. A Savchenko has constructed educational process at elementary school on the basis of personally focused training. Nowadays such scientists and methodologists as: A. Bulbakh, O. Zhigaylo, S. Naboy, E. Petryuk, T. Pushkaryova, O. Savka, B. Tevlin are working in the field of personally focused training.

The majority of researches in this field pay much attention to the role of a teacher and a pupil. They should be partners in the process of learning. It allows creating the atmosphere of a freedom, trust, creativity and also allows the pupil not to reduce the self-assessment, and remove the stress at the wrong answer judgment.

The personally focused training is a pedagogical technology which provides a teacher with the possibility of realization in practice the unity of pedagogical process on the basis of creation of the conditions for spirituals, moral, emotional and intellectual development of the personality.

For the successful use of this technology we suggest to pay a special attention to the association of such components as: the structure of personally

focused lessons; the use of computer technologies and the process of communication on the basis of subject-subject relationship between the teacher and the pupils.

The design and the realization in practice a personally focused system of training means the fulfillment of such conditions as:

- personally focused system of training has to provide the development in general and selfdevelopment in particular of the personality of each pupil, proceeding from his specific features as a subject of knowledge and subjective activity;

- educational process of personally focused training has to provide each people with the opportunity to realize his knowledge according to his abilities, interests and inclinations;

- the content of education, methods and means of their realization have to be selected in such way that the pupil could show his attitude to the process education and to the subject of knowledge;

- personally focused training has to be based on the principle of variability that is the variability of the contents and forms of the educational process. But while making a choice between them it is necessary to consider the level of development of each child [4, 43].

The technology of personally focused training found its reflection in the technologies which are successfully realized in an educational system of the Ukrainian schools. They are such as: the training technology of J. Dewey, V. Kilpatrick; the technology of developing training (D. Elkonin, V. Davydov); technology of development of critical thinking (C. Tempi, J. Steel). We suggest considering briefly each of them for the purpose of essence and expediency of their use in educational process below.

The process of training on the basis of this technology is going on in the form the preparation by the pupils their own projects on different problems with the subsequent presentation of the results. This technology allows to develop the skills of independent activity of the pupils. A well-known Ukrainian teacher-methodologist S. Logachevskaya widely uses in her work problematic tasks the decision of which is based on the given technology.

The technology of developing training is based on the regularities of individual development of a child and is aimed at the development of his personal qualities. In this direction some ideas were offered by the cohort of well-known methodologists such as: P. Erdniev with the use of integration of didactic units, Y. Makarov with the introduction of individual training, M. Balaban with the organization of school-park [3].

We pay attention to the creation of informative process in the technology of the developing training. The task is given to the pupils who can be solved on the basis of available knowledge and experience. Thus, the pupils experience the feeling of satisfaction - they are in situation of a success. Then the similar problem is offered to them, but for its decision the pupils don't have enough knowledge. This task has problematic character. The pupils try to solve the task by means of the leading questions of a teacher or they look for the ways of solving this task

independently according to their own knowledge and readiness to work independently.

According to the technology of development of critical thinking the informative process consists of three stages: the call-demonstration of the knowledge gained by experience; judgment - direct work with information; reflection - the self-analyses of the carried-out work (1, page 264).

During educational process Ukrainian methodologists and teachers actively use the techniques of the given technology: reading with the marks, the strengthened lecture, "Brain storm", "Cube", "Essay writing", "An associative bush". The use of such receptions of this technology as: "A reporter", "A microphone", "The choice of the position", "The basket of the ideas", allows to create the atmosphere of activity between the teacher and the pupils.

The education situation lies in the basis of personally focused technology. Its designing assumes the use of three basic receptions. The introduction of a teaching material in the form personally focused tasks based on its differentiation according to the level of the knowledge of the pupils. The assimilation of the teaching material in the form of a dialogue as a special didactic-communicative environment in which the subject-subject communication is provided, self-realization of the individuality of each pupil. The imitation of socially-role existential conditions which provide of the realization of personal functions in the conditions of an internal conflictness of the competition.

The above-considered material is necessary for further understanding of the essence of the experiment conducted among the pupils of elementary school. We conducted the research the purpose of which was the determination of a formation of the conscious attitude of the pupils of the elementary school to the process of education on the basis of personally focused technology with its further introduction in the educational process of the lessons with the use of the techniques of development of educational tasks, didactic games.

The formation of conscious attitude of the pupils of elementary school to the process of learning took place on four components: motivation, activity, emotion, creativity. Each of them has been critically analyzed according to the following criteria: the levels of motivation of the achievement, the attitude of the pupils to school subjects, the levels of verbal and creative thinking.

After the introduction of the didactic model of formation of conscious attitude of the pupils to the process of learning into the educational system, we are presenting here the obtained data.

The ratio of the results showed that in the experimental group the number of pupils with high level became 7% more, in comparison with the data received in a control group where the indicator fell by 3% below. The comparative analyses of the levels of educational achievements of the pupils of junior classes also testified the increase of the level of knowledge by 3%. According to this indicator in control group the decrease was observed by 2%. The analysis of an emotional component on an indicator of the attitude to school subjects showed that the number of the pupils who chose unloved subjects decreased. The percentage indicator of a choice of informative motive among the pupils of experimental group increased by 17%.

In control group there was also an improvement but only by 5%. The results of the analysis of a creative component increased in the experimental group by 10% and in the control group only by 5%.

Thus, the implementation of didactic model of formation of the conscious attitude of the pupils of junior classes raises the motivation level, emotional level, activity and creativity ones of the pupils of elementary school. The results are presented in the table below (see tab.1)

*Table 1*

**The dynamics of the components of conscious attitude of the pupils of control group to the process of learning**

| Components | Indicators   | Results, %        |                  | Difference, % |
|------------|--|-------------------|------------------|---------------|
|            |  | Before experiment | After experiment |               |
| Motivation | Motivation levels in achievement (high level)  | 17                | 27               | 10            |
| Emotional  | Positive attitude to the subjects and the motive of choice of this attitude (a choice of informative motive as to the attitude to school subjects) | 48                | 65               | 17            |
| Activity   | Levels of educational achievements of pupils (high level)  | 18                | 21               | 3             |
| Creative   | Verbal and creative thinking (a total ball on two indicators)  | 53                | 63               | 10            |

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