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PERSONALITY ORIENTED EDUCATION: PRACTICE OF PROBLEM TEACHING OF TECHNICAL UNIVERSITY STUDENTS

The peculiarity of strategy of the development of education, the basic principles of which were put in Dakar framework of action in education (education for all), the Lisbon Convention, the Bologna Declaration is the change of priorities in the system of continuous education, transferring the emphasis on basic education, which provides a consistent basis of study during the whole life. The humanization of education as a part of modern educational paradigm has an important place in the process of modern society. Humanistic-oriented didactical system provides the following components: new aims of education focused on self-realization of pupils and teacher through the mastering the system of human values; new content of education correlated with personal needs of subjects of the educational process; system of personality oriented methods and forms of education, their choice by pupils and teachers (or teachers and students); democratic style of teaching and professional communication; included activity of teaching in the structure and processes of self-development and life self-determination of pupils' personalities.

The personality-oriented education is a pedagogical process that creates conditions for manifestation of personal functions of pupil: motivation, choice meaning-building, self-realization, reflection. The idea of personal approach was grounded and developed by: B. Ananov, B. Vygotsky, A. Leontiev, B. Bodalev, B. David, L. Bozovic, L. Zankova, V. Zinchenko.

The model of personality-oriented teaching (POT) belongs to one of the famous American psychotherapist Carl Ransom Rogers. Sources and driving force of the development and personal growth are situated in the man himself. The main task of education: to help the personality to understand them, to understand their problems and mobilize their inner strength and opportunities for their solving and self-development. The personal oriented teaching in the conditions of revolutionary development of engineering on the verge of some sciences has got the "second wind" and is the subject of discussion in many scientific and methodological conferences and controversial topic on the pages of pedagogical publications.

The purpose of the article was to determine the capabilities, role and place of tasks of problematic character in the process of study by students physics course and subject of technological cycle, and also creating of tasks which would be available with the help of situations close to reality possible, would encourage students to active mastering the methods and techniques, which are natural for creative research. Motivation in realization of problem teaching in teaching of disciplines of technological and physics and mathematics cycles is a crucial requirement of personality oriented approach.

Elements of problem teaching of physics and some disciplines of technological cycle have been successfully realized for teaching of engineering students. The teacher introduces pupils with the conception of this type of study. In the process of search work are developed such abilities as a leadership, interpersonal relationships, self learning and retrieval, forming opinions and perspectives. Students also study to be punctual, to actively generate ideas in a group. 73% of students agreed with the relevance of teaching and learning using problem tasks in physics and technology subject's cycle, and 89% of students indicated a direct impact on their personal problem teaching and professional growth.