Artículo de investigación

Implementation of discussion technologies in a personality-centered professional education

Реализация дискуссионных технологий обучения в условиях личностно-ориентированного профессионального образования

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Abstract

The conditions of modern labor market dictate the need for highly qualified specialists who creatively approach the performance of their professional activities, independently making competent productive decisions. In search of a solution to this problem, higher education institutions resort to the use of modern educational technologies. The article presents the forms of implementation of discussion technologies, their peculiarity, considers their importance and specificity of use in the conditions of personality-centered training and defines the goals of discussion technologies implementation in the course study. The study revealed an increase in the level of students' training. The use of discussion technologies allowed them to study the topics of the course more deeply.

Keywords: Professional education, student, discussion technologies, competence, Moodle.

Аннотация

Условия современного рынка труда диктуют необходимость в высококвалифицированных специалистах, которые творчески подходят к выполнению своей профессиональной деятельности, самостоятельно принимают компетентные продуктивные решения. В поисках решения этой проблемы вузы прибегают к использованию современных образовательных технологий. В статье представлены формы внедрения дискуссионных технологий, их особенности, рассмотрены их значимость и специфика использования в условиях личностно-ориентированного обучения и определены цели внедрения дискуссионных технологий в ходе обучения. Исследование выявило повышение уровня подготовки студентов. Использование дискуссионных технологий позволило им более глубоко изучить темы курса.

Ключевые слова: профессиональное образование, студент, дискуссионные технологии, компетенция, Moodle.

Introduction

The demand for trained highly qualified specialists in the field of vocational education is growing every year. Employers need graduates who will be able to start active work immediately after graduation (Vaganova, et al 2019b). Those graduates who are capable of operational adaptation in the workplace and are ready to contribute to educational activities, to realize

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their creative professional potential, ensuring competitiveness of the secondary vocational educational institution in which young professionals began their professional path are widely in demand (Andrienko, et al 2019a). In this regard, there are new requirements for the training of these specialists (teachers of vocational training) in higher educational institutions (Markova, et al 2018). Modern professional educational institutions operate within the framework of a competence-based approach, which has highlighted the importance of a personality-centered orientation of education, where the student's personality and its needs and interests are put in the center of attention, providing comfortable educational conditions (Bartkiv, et al 2018). The activity of the future teacher of vocational training is inextricably linked with constant communication with a large number of people, with a wide audience of listeners (Markova, et al 2019). For the competent implementation of this activity, the future teacher must have the skill of forming his evidentiary position, the skill of persuasion, the ability to reason and take into account other people's arguments, the ability to listen and hear his opponents (Pometun, et al 2018). These skills in the process of studying at the University allow developing discussion technologies (Andrienko, et al 2019a). Discussion technologies contribute to the formation of professional competence of the student (Chirva, et al 2018). Implementation of discussion technologies within the framework of personality-centered professional education allows organizing effective educational trajectory of students, all students as a whole and each student individually (Denysenko, et al 2018).

Theoretical basis

Personality-centered learning is reflected in the works of different scientists: I. S. Yakimanskaya, N. A. Alekseev, M. A. Akopova, N. F. Talyzina, D. B. Elkonin. Personality-based learning has been viewed from different perspectives and has many definitions, but there is still no single interpretation (Vaganova, et al 2019f). Many authors understand personality-centered learning, in which learning, identity and self-worth of the individual is considered an integral element (Kamenez, et al 2019).

Personality-centered training, develops the need for creative and professional potential of individuals, as well as its recognition by others, the awareness of the personality of its own professional significance (Ilyashenko, et al 2019b). Personality-centered training creates conditions for the disclosure of the student's ability to self-education, self-determination, self-realization in professional activities (Ivanova, et al 2019). Personality-centered education is based on the following principles: the humanistic principle of teacher-student interaction (the principle of cooperation); the student's personality is the main priority (Ilyashenko, et al 2019a); the principle of individual freedom in the educational space (the choice of individual educational trajectory, the formation of personal experience); individuality; subjectivity; success (Koshechko, et al 2018). Discussion technologies, by organizing group interaction, preserve the possibility of building an individual educational trajectory and take into account the personality of each student (Vaganova, et al 2019a).

Methodology

We conducted a research in the field of studying the influence of discussion technologies in the conditions of personal-centered training on the training of students in the course "Project activity of the teacher of vocational training". We tested four groups of students in the direction of " Vocational training (by industry)". Among the participants of the first two groups – 57 people. In the second group 55 people. In the first two groups, training took place almost without the use of discussion technologies, the other two groups were active participants in various discussions. After completing the study of the course, a control test was conducted, which showed that the results of the groups participating in the discussions were higher. The percentage of "excellent" ratings in the first groups is 30%, in the second-50%, in addition, it was possible to reduce the percentage of negative ratings from 30% to 10%.

In the process of implementing discussion technologies, students use Moodle tools, various multimedia technologies in the classroom, such as projectors, interactive whiteboards to present the results achieved during the preparation for the discussion (Vaganova, et al 2019i).

Discussion technologies in the framework of personal-centered vocational education contribute to the formation of professional competence of the teacher of vocational training.

Analysis

The most common type of portfolio at the The main objectives of the discussions in the study of the course "Project activity of the teacher of

professional education" are motivation and willingness to study; skills of analysis obtained from the teacher and self-selected information development. Besides, developing the skills of group decision of professional tasks and development of skills to resolve conflict issues are of significance (Vaganova, et al 2019c). Moreover, developing the ability to navigate in unusual situations as well as formation of common cultural and professional competencies are considered (Garnevska, et al 2018). After a series of discussions on several topics students were offered a test in the course we are considering (Vaganova, et al 2019d). Testing was carried out in four groups of students studying in the direction of "Vocational training (by industry). In the first two groups, discussion learning technologies were rarely used, in the other two groups, discussions were held throughout the entire period of study of the course (Ihnatenko, et al 2018). Among the participants of the first two groups – 57 people. In the second group 55 people.

The discussions were held in three stages: the first (preparatory); the second – procedural and the third – evaluative-reflective. At the first stage, the teacher provides a discussion question and the problem is indicated (Makhometa, et al 2018). The teacher provides students with various sources containing information on existing problems. Students independently analyze the information, select the necessary information to form their own position, compare it with the position of various authors (Nikonova, et al 2019b).

During the preparatory stage, students have the opportunity to use lectures and other educational materials located on the electronic platform Moodle (Klinkov, et al 2018). The procedural stage is a direct participation in the discussion with the use of multimedia technologies, presentation of reports and presentations (Rakhimbayeva, et al 2019). Among the forms of implementation of discussion technologies in the study of the course were used: round table, brainstorming. Students build interaction in the framework of the round table as follows (Sedykh, et al 2019). In the first round, several people explain their point of view, the rest ask questions, assess the level of their arguments, make constructive comments and give advice (Koshechko, et al 2018). Then comes the second round (the group of speakers changes). In the third round, the speakers try to accept the position of their opponents and build an argument from their point of view (Smirnova, et al 2019a). At the final stage, students reflect on their own activities, identify mistakes and shortcomings in order to correct them for the next discussion and build it more competently (Smirnova, et al 2019b). In this process, the teacher performs a consulting role, acts as a leader (Vaskovskaya, et al 2018). This process takes into account the needs of self-realization of students, their desire for creative training, so the principle of personality-centered learning is fully realized (Nikonova, et al 2019a).

Figure 1 shows the work of students during one of the discussions.

Fig. 1. Implementation of discussion technologies in the study of the course " Project activity of the teacher of vocational training»

The test results of the first two groups are shown in figure 2.

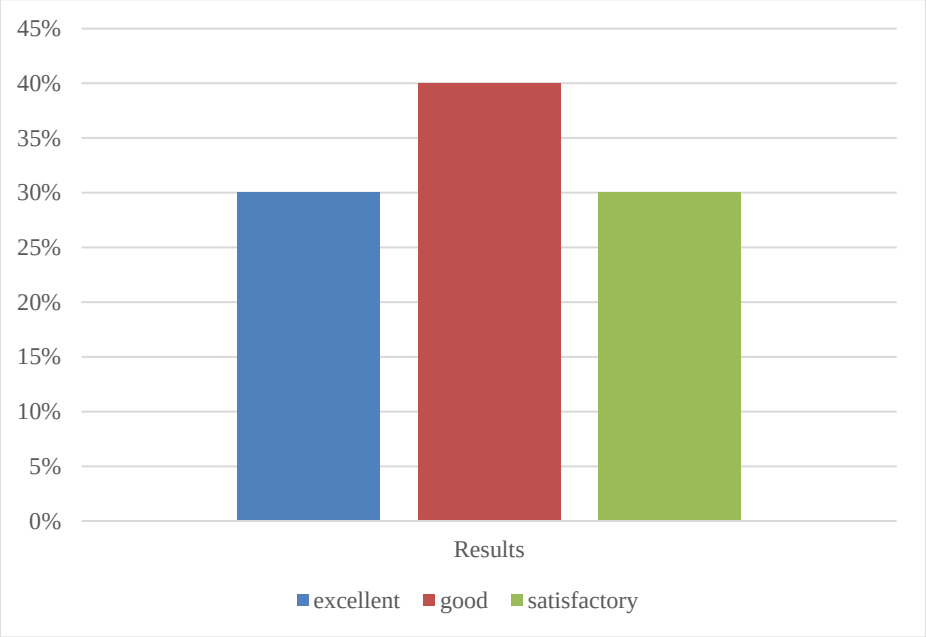

Figure 2. Results of testing of the first groups

The test results showed that the first groups, discussion technologies in the training of which were not a priority, received a large and large percentage of negative ratings, which are at the same level with the scores "excellent".

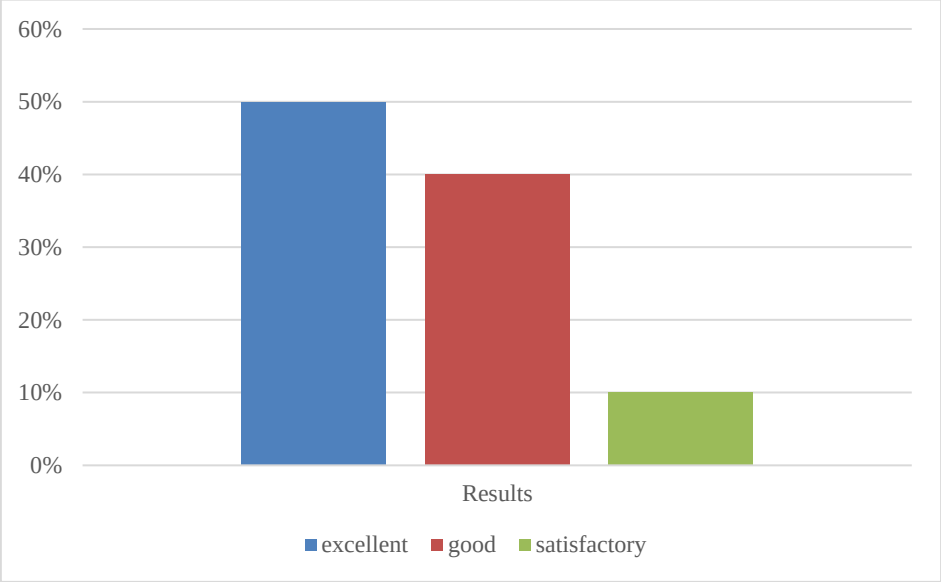

Figure 3. Results of testing of the second group

We can see that the results of the groups where discussion technologies were actively used, are better than in the first groups. The percentage of Assessments is famously different on 20%. In addition, discussion technologies have reduced the percentage of negative ratings to 10%.

Conclusion

We studied the implementation of discussion technologies in the conditions of personal-centered professional education. Discussion technologies allow students to develop the ability to build a reasoned position, to defend their opinion, so that they should be able to implement them during University training. The study allowed establishing the effectiveness of the use of discussion technologies. During the semester, students actively participated in discussions on various topics of the course "Project activities of the teacher of vocational training". We studied the implementation of discussion technologies in the conditions of personal-centered professional education. Students studied independently a large amount of content, built their evidentiary opinion, learned to prove their point of view. As a result, they achieved their goals achieved when using discussion technologies, earlier than the first groups of students, in whose training discussions were not so active.

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