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## ORGANIZATIONAL AND METHODOLOGICAL BACKGROUNDS OF INDIVIDUALLY-BASED TEACHING

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The article suggests individually-oriented teaching that perfects the traditional educational system, its organization and methods. The authors investigate the basics of the individually-oriented teaching concepts and laws, point out the system of psychological and didactic principles, and determine a set of organizational and pedagogical conditions and the methods of their implementation.

**Objective:** to examine organizational and methodical backgrounds of individually-oriented teaching which allows modernizing the traditional educational system through their implementation into the university educational process.

**Method or the methodology of the work:** a theoretical analysis of psychological and educational literature devoted to the individualization of teaching and the increasing of self-educational students' activity; multiparadigmatic approach methodology.

**Results:** the authors consider the conceptual framework and methods of individually-oriented teaching organization with the help of the developed students' self-education models.

**The area of the results application:** the system of higher vocational education.

**Keywords:** individually-oriented teaching, basic concepts, models of self-education activities.

## ОСНОВЫ ОРГАНИЗАЦИИ И МЕТОДИКИ ИНДИВИДУАЛЬНО-ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ

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В статье предложено индивидуально-ориентированное обучение, совершенствующее традиционную образовательную систему, его организация и методика. Рассмотрены основы концепции и закономерности индивидуально-ориентированного обучения, выделена система психолого-дидактических принципов, разобран комплекс организационно-педагогических условий и методика его реализации.

**Цель:** рассмотреть основы организации и методики индивидуально-ориентированного обучения, позволяющего модернизировать традиционную образовательную систему путем его внедрения в учебно-воспитательный процесс вуза.

**Метод или методология проведения работы:** теоретический анализ психолого-педагогической литературы по проблемам индивидуализации обучения, активизации самообразовательной деятельности обучающихся; методология полипарадигмального подхода.

**Результаты:** рассмотрены концептуальные основы и методика организации индивидуально-ориентированного обучения с помощью разработанных моделей самообразовательной деятельности обучающихся.

**Область применения результатов:** система высшего профессионального образования.

**Ключевые слова:** индивидуально-ориентированное обучение, основы концепции, модели самообразовательной деятельности.

Public documents guiding the development of Russian education emphasize that it is necessary to change educational methods and techniques at all levels. It is

important that much attention should be paid to those methods and techniques that contribute to the development of such skills as analyzing information, self-education and those that motivate students for independent work and help them to become responsible and be able to make the right decisions and choice and form their own values.

The basis of self-education activity is knowledge acquired in the process of organized learning. It should be noted that it is quite impossible to decline the traditional class-and-lesson and lecture and seminar training system. Therefore we believe it is necessary to find ways and means of changing this system meanwhile keeping all its advantages.

In our opinion the best way to do that is through individually-oriented teaching as its main advantage is the possibility of developing students' abilities which will contribute to self-education in the process of cognitive activity.

Having made a detailed analysis of the concept which is laid in the basis of individually-oriented teaching we came to the following conclusions.

Every historical period is characterized by its problems, aims, values, theories and its own methods of achieving goals in every sphere and in the field of education as well. Therefore our research concerns historical and theoretical foundations of the concept which are characterized by historical and pedagogical prerequisites for developing of individually-oriented teaching, psychological and didactic principles of such educational approach, variability of individually-oriented teaching, theoretical individually-oriented teaching concepts and many famous educational theories prove it to be effective.

Historical and theoretical basis of individually-oriented teaching describe the traditional system of teaching, part-time and distance learning and external studies as an individually-oriented teaching. These theories justify its conditions and its development trends in the form of elective educational system which makes teaching and self-education possible and that determines psychological and didactic content of individually-oriented teaching.

*Scientific and methodological foundations of our concept are:*

- Methodological grounds specified by multiparadigmatic approach. From the author's point of view such approach is a reasonable combination of traditional, personal, differentiated, individual, adaptive, informational, communicative and cultural approaches with the leading role of the competent approach to the organization of cognitive self-educational activities of students.

- Scientific grounds specified by the model of forming competencies that can determine exactly what should be taught so as to achieve set goals.

The basis of individually-oriented teaching is self-educational cognitive activity, therefore in our research self-education is described as pedagogical basis of the concept that considers individually-oriented teaching as an immersion in self-education activity and organizing learning supervised by the teacher.

*Organizational and methodological foundations* of the concept are that individually-oriented teaching that is carried out in the educational process of high school as well as grading to test effectiveness of individually-oriented teaching concerning teachers and students.

Besides legal and regulatory basis of the concept is determined by public documents that guide the development of Russian education. The main component of the scientific theory are regularities, therefore in our research we formulated some regularities that define the objective of the study to give full description of individually-oriented teaching. We formulated structural, procedural and productive regularities.

*Structural regularities* determine the absence of spontaneity in the process of individually-oriented teaching.

*Procedural regularities* manifest in multiparadigmatic individually-oriented teaching that provides a combination of different approaches to the individually-oriented teaching which is carried out by means of different educational techniques as every curriculum includes several objectives and to achieve different educational goals different teaching techniques may come to use [1].

Multiparadigmaticity gives an opportunity to combine various techniques, in doing so it makes educational process clear and organized increasing its effectiveness.

*Productive regularities* provide guaranteed effectiveness of individually-oriented teaching which is expressed in competencies formulated in the form of given levels of knowledge and skills of students in various subjects.

The basic concepts of individually-oriented teaching and defined regularities allow identifying educational principles and the process of teaching is carried out according to them. Each of the principles is some kind of guiding idea, rule or regulation that determine the nature of relationship between teaching and learning as well as the activity of a teacher and a student. According to our research individually-oriented teaching has psychological and didactic bases. Therefore we identified and formulated psychological and didactic principles of individually-oriented teaching which are joined in the system of psychological and didactic principles “ADVICE”. We believe that such a system of principles provides the best organization of individually-oriented teaching and contributes to increasing the quality of learning a particular subject.

In our research the system of principles “ADVICE” contains such principles as principle of compliance, responsibility, reproducibility, unity of teaching and self-education, transivity, personal psychological characteristics, reflective learning organization, emphatic communication.

We believe individually-oriented teaching is considered to be an immersion into self-education activity which has four tools of immersion: segmentation of students, detailing the content of learning material, activation of learning and developing control system.

Segmentation in our research carries out management approach to training. It includes the following: checking the level of preparation for the subject, checking the level of skills of self-education activities, consideration of psychological characteristics of a student. Segmentation of students allows forming groups to

organize individually-oriented teaching. In this research six groups are identified according to the level of training in this or that particular subject, the level of self-education activities and in accordance with personal qualities of students (speed of acquiring new material and the activity of thinking). In these groups educational process is carried out according to a specific pattern which allows students to move from one group to another.

Detailing of learning content allows considering the level of the material; contribution of material in accordance with learning and making technological map of educational process. As a result a coefficient of difficulty is determined for every unit of the subject. On the basis of this coefficient themes and units are defined quicker and easier. Therefore some easy units can be studied by students on their own with grading and the most difficult ones should be dwelt in class.

Activation of training can be carried out by means of different educational technologies that implement different approaches which form multiparadigmatic approach.

The activation of learning supposes the improvement of methods and organized forms of cognitive activities of students which provides active and independent theoretical and practical activity of students at all levels of educational process. Such improvement is based on the integration of developing educational techniques that carry out variable education.

Development of control system makes the improvement control during the education possible. The development of control system is the process of applying the existing control system into individually-oriented teaching. The whole control system is grouped around a specific academic discipline and consists of: 1) controlling a teacher (the study difficulties that teachers may face in the process of teaching); 2) controlling a student (entering control, current, final control, control of acquired skills and abilities); 3) self-control and mutual control. This system of control and evaluation of achievements gives us an opportunity to trace the dynamics of

development of each student and to identify the most talented and organize help for the weak students.

These four considered tools are organizational and pedagogical conditions of individually-oriented teaching and give an opportunity to model individual self-education teaching during cognitive activity at individually-oriented teaching.

The author of this research defines 4 models: model “SELECTIVE”, model “RESOURCE”, model “ACTIVE” and model “EXTERNSHIP”. These models differ in techniques used, in the level of controlling a student, and also in the degree of responsibility of students. In some models teachers and school retain their functions in their education management as in the traditional system of education. In other models students are fully responsible for their learning. In other cases control system maintains balance: teacher control students partly [2]. These models are presented in Table 1.

Table 1

<b>Models of individually-oriented teaching</b>	<b>Description of the model</b>
Model “Selective”	Creation of conditions for successful personal development of students. The development of cognitive interest, consolidate skills to do main tasks; formation of knowledge-copies.
Model “Resource”	Creation of conditions for successful personal development of students, moving from knowledge-copies to knowledge-description, to the skills to use their own algorithms for solving various problems, to find different information.
Model “Active”	Creation of conditions for successful personal development of students, development of knowledge-description where student is able to analyze information from various resources, compares and gives his own

<b>Models of individually-oriented teaching</b>	<b>Description of the model</b>
	examples.
Model “Externship”	Creation of conditions for successful personal development of students, moving from knowledge-description to knowledge-beliefs. Student doesn’t simply know but he is able to prove the truth of his knowledge, realizes necessity and value of knowledge.

Such models are realized by means of methods developed by the author of this research. By these methods we mean especially organized, systematic and aimed teacher’s activity which provides a more effective acquiring of knowledge and skills in a particular academic discipline. These methods contribute to gaining experience in self-educational and cognitive activity of a student and increasing their responsibility for their self-education and self-development. Individually-oriented teaching makes the process of traditional teaching easier and reduces stress. Due to individually-oriented teaching students have right to chose a form of learning and gives students an opportunity for self-education considering their abilities.

Such educational system is one of the variants to strengthen, diversify and modernize educational space.

Experimental work showed a significant increase of attention to self-organization from teachers as well as students.

Self-education contributes to the quality of student’s knowledge in a particular subject, cognitive activity of students, ensures quality of the educational process and increases a professional growth of teachers.

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