

**Naumenko T. S.**

## **WAYS OF IMPLEMENTING INDIVIDUAL APPROACH TO STUDENTS' INDEPENDENT WORK**

In the context of the integration into the European education space, Ukraine is in need of highly qualified specialists capable of self-development and effective realization of their potential in the chosen field. The development of prospective educator's professional competence heavily depends upon the quality of the educational process, the place students' independent work occupies in it, and the implementation of individual approach to students. Among the priorities of the modern education is the search for the ways of developing every student as a professional with his/her individual features, abilities, interests, and opportunities in regard with the demands of the modern society. Therefore, the practical solution of the problem of the individualization of teaching is referred to as one of the modern trends in the development of the educational system.

The recognition of individual peculiarities every person possesses in education and the creation of the conditions for a well-rounded and harmonious formation of an individual was reflected in a range of works of famous native and foreign philosophers of the past, including N. A. Berdyaev, V. G. Belinsky, M. Montessori, J. Piaget, J. Pestalozzi, S. F. Rusova, H. Skovoroda, K. D. Ushynsky, F. Froebel, C. Freinet.

The individual approach was discussed by the psychologists H. O. Ball, I. D. Bekh, O. V. Zaporozhets, H. S. Kostiuk, L. M. Prokoliienko, V. A. Semychenko, D. B. Yelkonin and educators I. A. Ziaziun, V. H. Kremen, V. O. Lozova, O. M. Piekhota, S. O. Sysoieva, et al.

In modern psychology and education, the lack of research into the peculiarities of implementing individual approach to the independent work of university students in teaching methodology is obvious.

The aim of the article is to reveal general ways of implementing individual approach to the independent work of students in higher educational institutions of the 1<sup>st</sup> and 2<sup>nd</sup> levels of accreditation (on the basis of the course “Principles of Introducing Preschool Children to the World of Nature”).

The tasks for the article are:

- 1) to review a set of individual characteristics of students that affect the process of learning and independent work; and
- 2) to specify the ways of implementing the individual approach to the students in the course of their work on the course “Principles of Introducing Preschool Children to the World of Nature”.

In psychology, the individuality is understood as a set of features or qualities that distinguish one person from another and determine his/her uniqueness [1, p. 269]. In accord with B. G. Ananiev, the individuality of a person is the core, which will determine his/her singularity and worthiness. The components of individuality include: the natural, biological in a human being; the personal; the individual; and the unique.

In a glossary of education-related terms, individualization is the recognition of students' individual qualities in the educational process regardless of the qualities that are taken into account and the degree to which they are recognized. The individualization of learning is the organization of the educational process taking into account students' individual qualities [2, p. 99].

The academician I. D. Bekh defines individualization as the teacher's, as well as learner's discovery, conservation, and development of the individual, the singular, and the peculiar that are predetermined by nature or acquired. Consequently, the learner with his/her interests and abilities, experience and needs, activity and independence should always be in the center of the educational process. According to the scholar, this reveals the essence of the individual approach as the orientation to

individual psychological peculiarities [3]. O. M. Piekhota and A. M. Starieva in their book prove that individualization is one of the conditions of personality development and should be seen as a means of learner-centered education [4, p. 22]. The individualization of learning requires the interaction of the instructor and the students in accord with the unique model that takes into consideration the individual qualities of the latter.

An important component of the educational process in a higher educational institution is students' independent work in the course of which they learn to systematize and manage their activity, and act without the support of the instructor. The instructor is responsible for the organization of students' learning, but the process of learning itself depends solely on the student. Student's independent work includes a range of activities, which may be performed in class or out-of-class in following the tasks, directions, and recommendations of the instructor, without any direct supervision on his part, but with the obligatory control afterwards. The course "Principles of Introducing Preschool Children to the World of Nature" is a compulsory discipline for the prospective preschool teachers. It embraces the following topics: the establishment and development of methodology, methods of introducing preschoolers to nature, forms of organizing preschooler's interaction to the world of nature, resources for introducing preschoolers to nature, et al. All these topics include a set of tasks for independent work. Some of them are compulsory for all students, while others can be selected by students themselves or following the instructor's recommendations that are based on the students' individuality.

The individualized learning varies in terms of the number of people involved. For instance, it can be realized in small groups or independently by each student. In the manual on the project *Equal Access to Quality Education in Ukraine* [5], a range of individual peculiarities is provided to be taken into consideration in the implementation of individual approach, including:

- temperament type;
- family and national culture;
- developmental level;

- gender;
- learning style;
- personality type;
- interests and career orientation;
- self-esteem;
- needs and strengths; and
- abilities.

Firstly, let us look at the role of temperament in learning. V. A. Semychenko's research [6] into the nature of learning of individuals with different temperament types demonstrates that the peculiarities of temperament are to a large extent reflected in the educational process. The temperament is of paramount importance not only in social interactions and group work, it is also reflected in the selection of the kind of independent tasks and the conditions for their completion (time constraints, form of instructor's directions, type of assessment). The study shows that strongly marked "pure" temperament types are a rare occasion and, generally, the temperament type is not among the key factor influencing student's participation in the educational process. On the other hand, organizing students' learning, the instructor has to pay attention to their strengths. In this way, the instructor will be able to provide for the development and self-realization of each participant of the educational process. Moreover, it may contribute to the formation of the prospective teacher's creative individuality.

Research shows that in the course of study an individual with the domination of the sanguine temperament type tends to display the ability to easily and rapidly acquire learning material if it is interesting; also, he/she is enthusiastic about what he/she does, but, at the same time, loses interest if the activity is restricted, overloaded with the directions and additional recommendations, monotonous and repeated. Therefore, the best motivation for a sanguine type individual to perform the independent work is the novelty and uniqueness of tasks. The students of this type are inconsistent and absent-minded; they lack planning skills. We believe that tasks for such students should be flexible, diverse, and dynamic; these students do not need

additional stimulation; they are to involve communication, change of rhythm, and a variety of actions. The examples of such tasks are: writing a script of a festival on nature studies; searching for interesting facts about flora or fauna; getting information in the process of communication with children and preschool teachers and using this information to make conclusions on a topic suggested; finding or designing a didactic game on ecology education and conducting it with group mates; doing a range of creative tasks in groups; developing multimedia presentations, etc.

Another fast-reacting type is the choleric, which is seen as the most energetic and active out of all four types. The peculiarities of teaching choleric students are based on the speed and intensity of reaction, the desire to lead, intolerance of any criticism, courage to take responsibility, enthusiasm about the tasks that require using one's resources to the full, ability to lead and to inspire. On planning independent work in introducing preschool children to the world of nature, it is better to avoid rigid restrictions, directions, and any attempts to limit their freedom in choosing the strategy for the activity. These students, as well as sanguine type ones, should be given the tasks of a higher level of complexity, for instance, designing a set of tasks on the topic chosen; working on the design of the information board devoted to the world around children; landscaping on the kindergarten territory; developing an ecology walk map, conducting surveys, and assessment of the natural sciences knowledge, skills, and abilities of preschoolers, etc.

Phlegmatic and melancholic individuals are usually defined as slow-reacting. The characteristic features of a phlegmatic student that matter for the organization of the educational process include balance, calmness, ability to realistically estimate their own potential and complete the activity they have started even if it is not interesting. On the other hand, such students are not open to new experience, they cannot demonstrate their potential if rapid reaction and immediate actions are required. Phlegmatic type students, as well as the melancholic ones need order, strict directions and instructions, stable relations and working conditions. Therefore, the activities that suit such students include: composing a glossary, a portfolio of didactic

games devoted to the world of nature; compiling a list of references; and the analysis of syllabi, lesson plans.

Melancholic students, according to the research [6], overreacts to strong stimuli, gets tired quickly, does not feel comfortable in a new environment, and cannot accept criticism positively. These students are very serious about planning their activity, have high-level of emotional sensitivity, which allows them to see into the root of the problem. Melancholic students should be given opportunities for self-realization; they need a comfortable emotional situation. This type will be successful in the following tasks: selecting illustrative material, making notes, and writing reports. The tasks for phlegmatic and melancholic students should include detailed instructions and a well-designed algorithm of solving problems; they should be based on the use of simple and stereotypic ways of performing tasks. If students are to work in pairs, the instructor should take into consideration that the most productive pairs will consist of a melancholic student and a phlegmatic one, a choleric and a sanguine, a sanguine and a melancholic.

In the organization of students' independent work, the instructor should also consider the personality type of an individual. We believe that of the highest practical value in this context is the psychological theory of personality types suggested by C. Jung, who distinguishes extraverts and introverts among people. Introverted students should work on individual tasks, being provided with the opportunity to concentrate on them. Such tasks include compiling a glossary or a games library, making detailed notes on the methods of teaching, etc. Extraverted students are more likely to effectively deal with the tasks related to communication (questionnaires, interviews), which allow to be the project coordinator, prepare presentations, reports and publicly present them.

The implementation of individual approach also requires paying attention to the means of receiving information. Depending on the dominant information channel, students can be visuals (need schemes, diagrams, and illustrations since they perceive information via visual channel); audials (use the acoustic analyzer to receive

information and, therefore, need “the word” to successfully understand the information); and kinesthetics (perceive the world via senses and moves).

Independent work encourages the development of students’ intelligence. According to H. Gardner [5], every individual possesses abilities typical of one of the seven types or categories of intelligence: verbal, logical-mathematical, spatial, musical, interpersonal, intrapersonal, and kinesthetic. Students with the logical-mathematical intelligence can be offered to develop a problem-solving task and propose ways to solve it; to design and conduct an experiment to prove a hypothesis, come up with the analogies to explain cause-and-effect relationships, etc. Students with the verbal (linguistic intelligence) should be given such tasks: in a small group, to discuss a topic, a problem and articulate its decision; to compose a model story of for the nature information board; to prepare a presentation, compile a glossary, to conduct a discussion with children on a topic suggested. Spatial intelligence students will be interested in making up graphs, schemes, charts, and diagrams, preparing slide presentations and photo albums, drawing posters, creating board games related to introducing preschoolers to the world of nature. The domination of the musical intelligence means the students will benefit from selecting music for a previously prepared presentation, making up a music collage on the topics “Our flowerbed in different seasons” or “Learning the seasons”, etc.

The interpersonal intelligence is characterized by the ability to listen to other people’s ideas, to organize one’s own and somebody else’s activity, work in a team. Such students should be involved in group work concentrating on working out sets of rules for preschoolers when they are in the country or in the research of one of the aspects related to the problems of the course. The students with the intrapersonal intelligence will eagerly demonstrate their views on the solution of the problem, do their own ecology project, and provide the analysis of a lesson plan. The kinesthetic intelligence type will be motivated to participate in simulations related to nature, making up schemes to imitate animal behavior, which can be used during morning exercises, physical education, and music lessons.

In the context of family traditions and culture, the individual approach can be realized in the tasks aimed at the selection of literature pieces to learn about nature (folk tales, legends, etc.), animals or plants of the region.

It is important that in the syllabus lecture and seminar materials are combined into modules. Each module should respectively include independent and research work; it should also contain several variants of individual tasks for independent work on each topic. Examples of independent work tasks on the course topics are presented in Chart 1.

Chart 1. Examples of individual tasks for independent work

Topic	Kinds and Forms of Independent Work	Forms of Control
Ecological education of preschoolers	<ul style="list-style-type: none"> <li>- establishment and development of ecological education in Ukraine (making notes, writing an essay or report);</li> <li>- selection and study of the resources on the topic;</li> <li>- preparation of a multimedia presentation on the topic;</li> <li>- compiling a glossary;</li> <li>- preparation of visual aids;</li> <li>- preparation of the ecological walk project.</li> </ul>	<ul style="list-style-type: none"> <li>- review of students' notes or essays or an oral report;</li> <li>- review of the task, oral report;</li> <li>- demonstration;</li> <li>- term dictation, review of the task;</li> <li>- demonstration for the students in class, role play;</li> <li>- project presentation.</li> </ul>
Using games in introducing children to the	<ul style="list-style-type: none"> <li>- compiling a library of didactic games for different age groups;</li> </ul>	<ul style="list-style-type: none"> <li>- review of the task;</li> </ul>



<p>world of nature</p>	<ul style="list-style-type: none"> <li>- designing a game for introducing preschoolers to the world of nature;</li> <li>- preparing an essay (the topic is chosen by the student or given by the instructor);</li> <li>- working with periodicals to systematize the information on the use of various types of games in nature studies;</li> <li>- designing visuals, game handouts (pair work: the game is presented by another student).</li> </ul>	<ul style="list-style-type: none"> <li>- conducting a game for group mates;</li> <li>- essay presentation, possibly with the opponents;</li> <li>- checking up the notes, or a presentation;</li> <li>- review of the task, presentation assessment.</li> </ul>
<p>Plants in the preschool nature corner</p>	<ul style="list-style-type: none"> <li>- diagnostics of preschoolers' knowledge and skills of taking care of the plants in the nature corner;</li> <li>- designing a project for the nature corner for different age groups;</li> <li>- compiling a list of references;</li> <li>- making a chart "Plants in the Nature Corner for Different Age Groups";</li> <li>- designing pedagogical situations in the nature corner.</li> </ul>	<ul style="list-style-type: none"> <li>- notes or group discussion, presentation preparation;</li> <li>- presentation;</li> <li>- review of the list of references;</li> <li>- review of the notes;</li> <li>- group discussions, expressing one's own position on the topic.</li> </ul>

<p>A contemporary lesson in introducing children to the world of nature</p>	<ul style="list-style-type: none"> <li>- development (selection) of lesson plans (a series of lesson plans) in introducing preschoolers to the world of nature;</li> <li>- designing of a multimedia presentation on the classification of modern kinds of lessons</li> <li>- learning the material, taking notes;</li> <li>- planning lessons in introducing children of different age to the world of nature;</li> <li>- creative group work: preparing a lesson plan and conducting a class for the students;</li> <li>- designing a scheme on the classification of lessons</li> <li>- working with individual cards: determining the type of the lesson on the basis of its description;</li> <li>- filling in the chart “Lesson Structure”.</li> </ul>	<ul style="list-style-type: none"> <li>- review of the notes;</li> <li>- presentation demonstration, discussion with group mates;</li> <li>- brainstorming, review of the notes;</li> <li>- discussion of the planning suggested;</li> <li>- role play, analysis of the class on the basis of a scheme;</li> <li>- review of the scheme;</li> <li>- oral presentation of the reasons;</li> <li>- review of the charts compiled by other students.</li> </ul>
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Planning students’ independent work on different topics of the course, the instructor should prepare several tasks in advance and distribute them among the

students in accord with their individual peculiarities, interests, and level of preparedness.

The realization of the individual approach while teaching “Methods of Introducing Preschoolers to the World of Nature” will be more effective provided the following range of pedagogical conditions is observed:

1. The availability of information on the individual peculiarities of students in a group, which can be obtained in a number of ways, namely: purposeful observation of the students in the educational process in order to determine the time they spend on the fulfillment of various tasks, their individual manner, emotional condition, and the degree of independence; filling in questionnaires and using diagnostic methods to determine the circle of interests, the level of professional orientation, temperament peculiarities, abilities; monitoring the quality of learning outcomes, the level of the formation of the abilities and skills in order to define the level of the students’ readiness to master new learning material.

2. Careful planning of students’ independent work on the basis of the observations which will reflect the specific study goals and forms of tasks.

3. Right selection of learning material to ensure not only the acquisition of knowledge, but a higher level of cognitive initiative, as well as encourage interest in the subject and create the conditions for students’ self-realization, capitalizing on their natural psychological makeup, and the development of the intellectual abilities of every student.

4. Ensuring a high level of students’ involvement during independent work with the help of adequate motivation, developing interest in the task, and friendly and enthusiastic attitude of the instructor.

In conclusion, it should be mentioned that the individualization of the students’ independent work realizes one of the priority directions of the state education policy, namely, personality-centered approach. The implementation of the individual approach to the organization of students’ independent work requires that the university professor in methodology be tactful, pay attention to the student’s individuality, and show respect and consideration for his/her interests. Further

research in this field may involve the study of the fundamental principles and conditions of developing a competent, motivated, and capable of creative thinking and acting preschool teacher.

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### **Науменко Т. С. Шляхи реалізації індивідуального підходу під час визначення змісту завдань для самостійної роботи студентів**

У статті розглянуто особливості організації самостійної діяльності студентів вищих навчальних закладів освіти педагогічного напрямку I – II рівня акредитації. Описано різні варіанти завдань для самостійної роботи студентів із курсу “Методика ознайомлення дошкільників з природою” відповідно до їхніх індивідуальних особливостей. На основі досліджень впливу на навчальну діяльність особливостей темпераменту, сімейної культури, типу особистості, домінантних способів отримання інформації автор показує можливості

індивідуального підходу під час визначення змісту завдань для самостійної роботи студентів. У статті подано різні види й форми завдань для самостійної роботи з деяких тем курсу “Методика ознайомлення дошкільників з природою”, а також форми контролю її виконання.

*Ключові слова:* індивідуалізація навчання, індивідуальний підхід, самостійна робота, методика ознайомлення дошкільників із природою.

### **Науменко Т. С. Пути реализации индивидуального подхода при определении содержания заданий для самостоятельной работы студентов**

В статье рассматриваются особенности организации самостоятельной деятельности студентов высших учебных заведений педагогического направления I – II уровня аккредитации. Описываются различные варианты заданий для самостоятельной работы студентов по предмету “Методика ознакомления дошкольников с природой” в соответствии с их индивидуальными особенностями. На основе исследований влияния на учебную деятельность особенностей темперамента, семейной культуры, типа личности, преобладающих способов получения информации, автор показывает возможности индивидуального подхода при определении содержания заданий для самостоятельной работы студентов. В статье представлены различные виды и формы заданий для самостоятельной работы по некоторым темам курса “Методика ознакомления дошкольников с природой”, а также формы контроля их выполнения.

*Ключевые слова:* индивидуализация обучения, индивидуальный подход, самостоятельная работа, методика ознакомления дошкольников с природой.

### **Naumenko T. S. Ways of Implementing Individual Approach to Students' Independent Work**

The article studies the organizational peculiarities of students' independent work in the teacher-training institutions of the first and the second levels of accreditation.

Different variants of tasks for independent work of students on the subject *Principles of Introducing Preschool Children to the World of Nature* are described in the context of their adjustment to the individual characteristics of students. The relevance of the individual approach in education is substantiated, and the definitions of the concepts “individuality”, “individualization” are provided in the article. The author argues that family culture, personality type, and dominating learning style can be among the factors that can help adjust the content of the tasks for independent students’ work. The article also looks at the conditions of the effective selection of individual tasks for independent work. Much attention is paid to the influence of peculiarities of students’ temperament and types of intelligence on their learning outcomes in accordance with the theory of H. Gardner.

The article presents different types and forms of the tasks for independent work on some of the topics of the course *Principles of Introducing Preschool Children to the World of Nature*, as well as a technique of measuring learning outcomes.

*Key words:* individualization of training, individual approach, independent work, *Principles of Introducing Preschool Children to the World of Nature* (academic discipline).

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