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**МОДУЛЬНО-РОЗВИВАЮЧЕ НАВЧАННЯ ЯК ФОРМА
ГУМАНІЗАЦІЇ ВИЩОЇ ШКОЛИ.**

**МОДУЛЬНО-РАЗВИВАЮЩЕЕ ОБУЧЕНИЕ КАК ФОРМА
ГУММАНИЗАЦИИ ВЫСШЕЙ ШКОЛЫ**

**MODULAR-DEVELOPING TRAINING AS A FORM OF HIGHER
SCHOOL HUMANIZATION**

Ключові слова: інноваційні технології навчання, модульна технологія навчання, активізація та оптимізація навчального процесу, ідея гуманізації, мотивація, індивідуалізація, самореалізація, педагогічний процес.

Ключевые слова: инновационные технологии обучения, модульная технология обучения, активизация и оптимизация учебного процесса, идея гуманизации, мотивация, индивидуализация, самореализация, педагогический процесс.

Key words: innovative teaching technologies, modular teaching technology, making teaching more active, teaching process optimisation, idea of humanisation, individualisation of the teaching process, motivation, self-realization, pedagogical process.

Анотація: У статті аналізуються основні тенденції розвитку освіти у вітчизняній і зарубіжній практиці. Важливою умовою підготовки фахівців нового типу є використання нових технологій навчання, які відповідали б завданням навчально-виховного процесу. Автор вважає, що однією з таких технологій є модульна технологія навчання, яка відповідає вимогам

максимальної індивідуалізації та диференціації навчального процесу. Завдяки відкритості методичної системи викладача здійснюється гуманістичний принцип спрямованості на студента, що забезпечує перехід від принципу «Освіта на все життя» до принципу «Освіта впродовж усього життя»

Аннотация. В статье анализируются основные тенденции развития образования в отечественной и зарубежной практике. Важным условием подготовки специалистов нового типа есть использование новых технологий обучения, которые соответствовали бы задачам учебно-воспитательного процесса. Автор считает, что одной из таких технологий есть модульная технология обучения, которая отвечает требованиям максимальной индивидуализации и дифференциации учебного процесса. Благодаря открытости методической системы преподавателя осуществляется гуманистический принцип направленности на студента, что обеспечивает переход от принципа «Образование на всю жизнь» к принципу «Образование на протяжении всей жизни».

Abstract. The author analyses the main trends of the development of our system of education. Great attention is paid to the transition of education to the technological level according to the tasks of present-day life. The technology of modular teaching is considered to be perspective for humanisation of teaching and educative procedure that is oriented into personality and means maximum individuality, differentiation of educational process. It is aimed at a significant intensification of learning, cognitive work of students - from conscious motivation through solving a number of reproductive and creative tasks to the objective of self-assessment and correction. The autor consider that a module-developing education is an educational system that provides a transition from "Education for life" to the principle "Education throughout life."

Introduction

The current stage of higher education development, radical changes of socio-economic factors, market demand changed significantly the purpose of education requirements for young specialists. The society is interested in the fact that its

citizens should have the ability to act independently, make decisions, act flexibly according to new conditions.

That is why it is essential for training specialists to form a new type of innovation in education based on the complexity and integrity of the educational process, implementation of advanced learning technologies. They have to touch all the components of the educational process: objectives, organization, teaching methods and educational relationships both teachers and students. It is a purposeful, organized, flexible, planned and systematically carried out process of mastering the knowledge and skills that reliably provides maximum activation of knowledge and its intensity.

Analysis of major trends in the development of education in the world and domestic practice shows that the education system that is designed to promote the fundamental problems of socio-economic and cultural development of our society is sometimes conservative and weakly responsive to the developments and changes taking place in the development of the society in its various areas. As indicated in the state national program it is essential for training specialists to have new types of educational technologies that meet the challenge of humanization of the educational process. That is why, the priority of educational reform is to humanize education.

Literature Review

Modular training was originated in the late 60s in English-speaking countries as an improved version of programmed instruction. There are different approaches as to the interpretation of the principle of modularity methods in education. These are American, German, Lithuanian, Russian and Ukrainian versions of modular training. But, in the whole, each of these modular technology is a generalized, universal system, an important feature of which is its integration quality.

Main Text

Almost all developed countries have realized the need to reform their educational systems so that the student could really become the central figure in the educational process. It should be rather a learning process than a teaching one as it is in the traditional learning. This approach help the students to receive knowledge in a particular area, to learn independently, to work with information on their own, to improve their knowledge and skills in various fields, to gain new experience, because it will be useful in their adult life.

One such innovative technology is the technology of modular training. Being personality-oriented, it allows to optimize simultaneously the learning process and to ensure its integrity to achieve the objectives of learning, cognitive and students' personal sphere, allows to combine the management of cognitive activity of students with wide opportunities for self-government. Among the educational systems modular training is now considered to be the most favorable and democratic for the development of the individuality and educational groups.

The main purpose of modular training is a significant intensification of learning, that is focused on independent learning and cognitive work of students - from conscious motivation through solving a number of reproductive and creative challenges to the objective of self-assessment performance and correction. The teacher thus serves as a consultant and authoritative expert, coordinating students' activities. Modular training is characterized by the study of theoretical material through enlarged blocks, completeness and consistency of knowledge cycles that is combined with pedagogical analysis, opportunity of individual differentiation, high integration and generalization of theoretical knowledge and practical skills.

As a modular system, in a developing training system (according to the concept of the Ukrainian researcher A. Furman in this area)we can see the differentiation of social and cultural experience into psycho-pedagogical, educational-methodological and substantive areas. This psycho-pedagogical contents is determined by stages of developing modular-process (from the advanced motivation to control reflexive), educational objective – by traditional educational programs, plans and supporting literature. Methodical aids contents - is

the creation of problem-modular curriculum that includes graph-scheme of training courses, research projects of contents modules, scripts for various modular technology classes, developmental mini-tutorials for each such case.

In the technology of modular training there are substantial opportunities to implement the essential features of a personality-oriented education. A student using a modular program is included in active, independent learning, and the teacher in this process is accompanying, assisting and training the techniques of self-government. The teacher gets a real opportunity to pay personal attention to each student, to organize mutual cooperation with students. There is a need for a teacher not only to be a man who knows his subject, who is able to explain the new material and organize the activities, but also the person who would manage the learning activity of students.

When it comes to the humanization of the educational process, from our point of view, it should be used primarily to activate the aspect of learning. Humanism ideology is aimed at understanding how free human beings are in their work and human freedom. Therefore, the humanization of education means creative potential for both teachers and students that would qualitatively change the activity of both, because the educational activities by nature are creative.

Modern requirement is to provide an expansion of the teacher's role. It should be a teacher who doesn't only transfer information to the students, but primarily directs and controls the students' activities. And in this case it is not the direct management by another person, and the management processes of selfgoverning.

Therefore modern methodical system of the teacher should not consist of five components (objectives, contents, methods, tools, learning) but six, and the sixth component is an acting student as a unit, a personality. We need a modular technology as a means of educational process technologization in general, that is impossible without teacher's management culture. Teachers should not only be experts on the subject, but the teachers-psychologist-researchers, when psychological and pedagogical contents dominate the educational objectives.

The modular training system based on the individuality, means the maximum of individualisation and differentiation of learning process. Thanks to the open methodical system of a teacher, that is in the module, final control, free choice to exercise, self-control and the level of learning, no brutal regulation of pace studying educational material, the humanistic principle of orientation to the student is performed.

The status of a "subject" as one of the important indicators of personality-aimed at learning is provided by modular technology for the student naturally. He plans ways, pace and place of work, he assesses his capabilities and the level of tasks, he decides when to move to the next level. Hence, the need in self-realization is satisfied, firstly, through the opportunity to study with the module always successfully and, secondly, the freedom of choice of creative and unusual tasks.

Summary and conclusions.

So, all this allows the students psychologically and socially to be ready for productive activities, social and cultural experience. The educational process is truly human and spiritual, not only by nature but also from the sense of interpersonal relationships, that is closely connected with the technological level of educational process. The humanization of education requires climbing the educational process to the level of technology - the level which gives not only knowledge to those who are studying, but also forms a continuous need for independent, creative self-education throughout active life. So the major problem of the XXI century is to find organized structure for the educational system and its institutions that would ensure the transition from the principle "Education for life" to the principle "Education through life." And modular training system is considered to be the one to provide such transition.