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**MODULAR TECHNOLOGY TRAINING IN THE ASPECT OF THE  
EDUCATION PROCESS HUMANIZATION**

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**МОДУЛЬНАЯ ТЕХНОЛОГИЯ ОБУЧЕНИЯ В АСПЕКТЕ  
ГУМАНИЗАЦИИ ПРОЦЕССА ОБУЧЕНИЯ**

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*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.*

*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.*

**Introduction.** Analysis of the major trends in the development of education in the world and domestic practice shows that the education system designed to promote the fundamental problems of socio-economic and cultural development of society is very conservative and does not react to the shifts and changes that occur in the development of a society in its various areas. The educational process in an ordinary school has changed little since the time of Herbart, who proposed class-task system and a circuit driving lesson. And despite the fact that the content of education fundamentally changed, a large number of new training facilities occurred, the paradigm of education "teacher - tutorial (the system of training) - the

student," which was adopted in the nineteenth century, remained dominant. This system is focused on teaching, on the central role of the teacher in the process and the student, as an object of activity.

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, which should be rather a learning process than teaching as it is in the traditional learning. This approach leads to the fact that the students should not only receive their knowledge in a particular area, but were able to learn independently to work with information on their own to improve their knowledge and skills in various fields, to gain new knowledge, because they will be engaged in this through their adult life.

Therefore, the society of information technology or as it is called, post-industrial society, unlike the industrial society of the late XIX - mid-twentieth century is much more interested in the fact that its citizens should have the ability to act independently, make decisions flexibly, were able to adapt to new living conditions.

Thus modern information society confronts all types of educational institutions preparing graduates being capable of:

- adapting to new situations, self-receiving knowledge, applying them skillfully in practice for solving emerging problems;
- thinking self-critically, being able to see in reality the current problems and to seek real ways out of them, using modern technology, being aware of where and how their received knowledge can be applied in the surrounding reality, being able to generate new ideas and think creatively;
- working correctly with the information needed to be able to collect specific problem facts, analyze them, put forward a hypothesis, make the necessary generalization, comparison to similar alternatives or solutions, establish statistical patterns, make reasoned conclusions and apply them to identify and solve new problems;
- individual work at morality development, intellectual and cultural level;

- being sociable to contact various social groups, being able to work together in different areas, in different situations, preventing any conflict situations in a skillfully based way.

The solution for the above mentioned problems requires a comprehensive effort not only from schools, but also from the whole society. The learning process of a modern man does not end in schools, vocational schools and higher educational institutions. It becomes continuous. The system of continuous education – is a requirement of the time.

The process of solving these topical issues in pedagogy must be effective and consistent. With this in mind, we should find the key points in the educational system, through which you can improve the whole system, that is, to realize the goals of education in the new social and economic conditions. Such a link may be found in new educational technologies. The purpose of the article - to justify the need of moving education into the technological level that corresponds to the tasks of the educational process humanization; to show that such a way of technology humanization is a modular training.

As for the analysis of recent scientific publications we can say that researchers attribute the massive use of educational technology to the early 60's and that is associated with the reform of the US and then European school. Patriotic theory and practice of technological approaches for teaching is reflected in scientific works of A. Furman, V.A. Ognevyuk, A.M. Aleksyuka, N.I. Klokar, V.G. Kremen and others. Today, educational technology in science is considered to be one of the types of mankind technology based on theories of psychodynamics, social psychology, computer science and management. Although at the head of technologizing of education was A.S. Makarenko, it was he who boldly applied the concept of educational technology. In "Pedagogical Poem", he wrote: "Our pedagogical production has never been built according to the technological logic, but always according to the logic of moral preaching ... That is why we are out of all the important parts of the production process: accounting operations,

engineering work, application of designers and devices , regulation, control, tolerance and rejection "[2.555].

**Main text.** Involvement of the concept of "technology" in domestic pedagogy is an unusual phenomenon. In most cases it was used in other areas of human life. In modern explanatory dictionaries the term "technology" (from gr. Techne - art, skill, ability) means a set of methods and means of getting the product produced. Technology or process transactions themselves are also called parts of the production process (extraction, processing, refining, transportation, storage, preservation), which includes process of control and production.

The technology is called the description of production processes, instructions for their implementation, process rules, requirements, maps, charts and the like. The technology is traditionally considered in connection with a particular branch of production. As a result of manufacturing processes it is a qualitative change in the treated object. Technology of different manufactures is constantly updated and changed with the development of technology. Improvement of all sectors and types of production - an important condition for accelerating technological process in the economy.

But let's dwell on our production - teaching process. After all, "there is no society sectors unnecessary or unreasonable, that is, those that exit in their own way. Every industry is manufacturing, productive. Educational sphere isn't an exception. It is designed to deal with specific spiritual "production", more spiritual creation - to prepare a new man - a citizen of Ukraine, who has such features as national self-respect and patriotism, humanity and integrity, competence and freedom "[1, 7]. That is a priority of our educational reform, aimed at humanization of education. After all, most educational institutions are characterized by common features: lack of incentives for training, monology, priority of reproductive activity of students, attitude towards them as an object of influence, dominance of subject-learning contents over others, the impossibility of implementing intellectual and personal potential students.

But when it comes to the humanization of the educational process, from our point of view, it should be used primarily in such activity as -aspect of learning. Ideology of humanism is aimed at understanding how free human beings are, and human freedom is, above all, in work. Therefore, humanization of education means filling ratio "teacher - pupil" with a creative and potential aspect that would qualitatively change the activity of both sides, because the educational activities by nature are creative.

Modern requirements for the teacher involve expanding the role of the teacher, who does not just transfer information to the student, but primarily direct control of specific activities of the student. And in this case it is not the direct management of another person, and the management processes of governing.

Therefore modern methodical system of a teacher should consist not only of five components (objectives, contents, methods, tools, learning), but six, and the sixth component is an acting student, as a unit, a personality. With the inclusion to a methodological training system such component as a "student" in the training of the teacher along with methodological and theoretical levels a third level appears- the level of technology.

As we see, the idea of humanization requires climbing educational process to the level of technology, to the level that is used in other areas, but not in education. This is explained by the delay of mismatching the educational process requirements and modern technologies. Therefore education is faced with the problem of qualitative changes of the educational process, finding new ways of gaining knowledge and skills on the basis of rational laws and relations with modern psychology, physiology, didactics, pedagogy.

One of the technologies is the technology of modular training, which is essentially being personality-oriented, can simultaneously optimize the learning process to ensure its integrity to realize the goal of training, cognitive and personality sphere of pupils; that will allow to combine the management of cognitive activity of students with wide opportunities for self-governing.

Modular training was originated in the late 60s in English-speaking countries as an improved version of programmed instruction. There are different approaches to the interpretation of the principle of modularity methods in education. There are American, German, Lithuanian, Russian and Ukrainian versions of modular training. But, in principle, each of these modular technology is a generalized, universal system, a kind of metatechnology. An important feature of this technology is its quality integration; module as an integral unity of content and technology of its study, is implemented through a set of integrated technologies in it: problematic, algorithmic, programmable, stage formation of mental actions, "full mastering", etc.

In a modular developing training system (by the concept of Ukrainian researcher A. Furman in this area) the differentiation of social and cultural experiences into psycho-educational, training and substantive and methodological aids areas takes place. This psycho-pedagogical content is determined by stages of developing modular-process (from the advanced motivation to control reflexive), educational subjective - traditional education programs, plans and supporting literature. Methodical content - is the creation of problem-modular curriculum that includes graph-scheme of training courses, research projects of modules content, scripts of modular classes invariant technologies, developing mini-tutorials for each such scenario etc. [1, 15].

In the technology of modular training outstanding opportunities to implement the essential features of personality-oriented education lie. The principle is that according to the classical humanistic psychology of K. Rogers a student is the basic: a student using modular program is included in active, independent learning, and a teacher in this process accompanying, helps to learn techniques of learning and self-governing. This teacher fired from the actual teaching and strict management load gets finally a real opportunity to perform individual, personal attention to each student, organize collaboration and mutual help of pupils.

Based on this vision, there is a need for teachers, who would not only know his subject and is able to explain the students the new material and organize their activities, but also manage the students' learning activity. Thus, modular technology as technologization of educational process in general, is impossible without teacher's management culture.

In modular technology an epicenter of the educational process is not the content of the subject, but the interaction of teachers and students, new teaching ethics, which involves changing their own position of a teacher and a student, more attention is paid to personal communication, motivation for creative scientific work, modeling situations, including in the sphere of educational activity situations of choice, etc., thus psychological and pedagogical content dominates the educational objective.

The modular training system is focused on the individual, means the maximum individualisation and differentiation of learning process. Thanks to the openness of teachers' methodical system laid down in the modules, voluntary current and final control, opportunity to choose freely exercises, self-control and the level of learning, lack of strict regulation of the rate of study of educational material, humanistic principle focused on the student is performed. Thus, favorable moral and psychological conditions are formed in which the student feels free, self-confident. Awareness of the importance of students' personality during training and the need to achieve certain results are motivated by a clear description of complex qualitative targets, describing the criteria of absorption and methodological support of each student.

The status of a "subject" as one of the important indicators of personality-oriented learning, in modular technology is provided for the student naturally, not outside. He plans ways, pace and place of work, he assesses his capabilities and level of claims, he decides when to move to the next level. Hence, the need for self-satisfaction is achieved by , firstly, the possibility of using the module always to learn successfully and, secondly, by the freedom of choice of creative and unusual tasks. This allows the students psychologically and socially to be ready for

productive activities, experiencing the relations to the proposed segment of socio-cultural experience.

**Summary and Conclusions.** The educational process is truly humane and spiritual, not only by nature but also by the sense of interpersonal relationship, which is consistent with the technological level of the educational process, and as it was mentioned above, is the humanization of education that requires climbing the educational process to the level of technology. The level at which not only knowledge is given to those who are studying, but also a continuous need for independent, creative self-education is formed throughout active life. So the major problem of the XXI century has become relevant, it is a search of organized structure of the educational system and its institutions that would ensure the transition from "education for life" to the principle "Education through life." And one such system should be a modular training system.

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