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AXIOLOGICAL BASES OF THE EDUCATIONAL PROCESS IN HIGHER PEDAGOGICAL INSTITUTIONS OF EDUCATION

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The article considers theoretical aspects of organization of educational process in higher pedagogical educational institutions on the basis of the value approach, which involves continuous cultural, social and moral and professional development of professional identity based on public needs and personal requests. The main task is to prepare a specialist, who can improve his professional skills, to reproduce and expand his life experience, to transform the material conditions of society, its culture, accumulate and create new values.

The concept of studentcentrism as an element of the new pedagogical thinking is defined. Its essential features include recognition of the strategic focus in a comprehensive and harmonious development of the individual; changing attitudes on the nature and type of professional training of future specialist, who acts in it as a subject of pedagogical interaction, which is associated with the formation of creative individuality.

The author of the article accentuates the importance of the connection of value, personal and activity, and individually creative approaches in the organization of educational process in higher pedagogical educational institutions. This connection of approaches involves modelling the process of professional training and education of students of the given structure of pedagogical activity. It is noted that the most promising forms of implementation of this approach is scientific and educational complex, which provides the possibility of continuous "immersion" of students in the sphere of their future professional activity, allows to study, generalize, and accumulate experiences of the author's schools, quickly learn and use the achievements of world science on the basis of life values.

Educational technologies of individually-creative learning are revealed on the basis of flexible construction of the educational process, integration of related disciplines, isolation of the subjects of prolonged and local character, ensuring a relatively long time "immersion" of students in the subject, systematic study of the selected subjects on the basis of diagnostic, communicative and organizational tasks, allowing to

study the real psycho-physiological capacities and professional readiness of students to educational activity, development on this basis of individual plans of their training programs, and installation of pedagogically humane relationships.

Keywords: *Educational process, value approach, personal and activity approach, individually creative approach, higher pedagogical educational institution, student-centrism.*

Statement of the problem in general terms and its relationship with important scientific and practical tasks. In modern conditions of improving the higher education system, an important issue is the revival of the cultural and creative mission of higher education, the transition to a cultural and creative education system as a whole. The need for such an update is due to the fact that the existing educational system does not provide a solution to the task - the formation of a culture of future specialists, which combines high professionalism and spiritual wealth.

Today it is clearly recognized that education and culture, developing in interaction, provide a creative relationship of moral, artistic, intellectual qualities of a person that are necessary for a future specialist.

Therefore, at the present stage of development of the higher education system in Ukraine, higher pedagogical educational institutions are faced with increased demands from society, the state and life itself. The priority issues are the revival of spirituality, national culture, moral and democratic values, human rights and freedoms. In this regard, the formation and training of future teachers should be carried out on the basis of the humanization of the process of training and education.

Analysis of recent studies and publications in which the solution to this problem was started. The problems of cultural and creative development of a future specialist, or the so-called creative training, were developed by many scientists, in particular I. Lakatos, D. Poya. The need for cultural and creative education was repeatedly noted by Galina Shevchenko, all of whose activities are a vivid example of the implementation of a high creative culture. In recent decades, in domestic and foreign pedagogy pays great attention to continuous pedagogical education (V. Andryushchenko, N. Nichkalo, L. Sigaev), problems and prospects of higher pedagogical education (A. Aleksyuk, E. Belozertsev, G. Shchevchenko), pedagogical skills (E. Barbin, I. Zyazyun, A. Lavrinenko). questions of history and philosophy of higher pedagogical education are successfully investigated (V. Kremen, V. Kurilo, V. Lugovoi). The problem of the formation of professional readiness of a student at a pedagogical university activities are dedicated to the work of I. Glazkova, S. Kalaur, L. Kondratov, A. Moroz, N. Pykhtin.

Highlighting the unresolved parts of the general problem that this article is devoted to. All this requires the development of an education system that is designed to cover all degrees of cultural growth, moral and aesthetic formation of a person, all levels of her spiritual maturity and moral and cultural dignity from lack of spirituality, cultural underdevelopment to conscious, highly spiritual behavior and the formation of a professional ability to create according to the laws of beauty.

Today this problem is acutely felt in many higher educational institutions. The development of society and public relations indicates that higher education should prepare the future specialist for the performance of both professional and cultural functions. Therefore, the task is to develop such a holistic organization of the educational space that would create the conditions for filling the inner world of student youth with valuable content.

Formulation of the goals of the article (statement of the problem). The purpose of this article is an axiological analysis of pedagogical activity in higher educational institutions, which allows you to determine the main professional and pedagogical values of a teacher of higher education.

Statement of the main material with a complete justification of the scientific results. The cultural revival of higher education, the need to solve complex social, economic, spiritual and moral problems prompt us to re-examine the existing system of development of higher education, its ability to ensure the preservation and building up of the intellectual and cultural potential of society in the conditions of forming market relations. The basis of modern transformations should undergo changes, primarily in the field of education, the main principle of which is the training of a specialist who is able to improve his professional qualities, reproduce and expand his life experience, transform the material conditions of society, its culture, accumulate and create new values. Therefore, education involves increasing the level of individual culture, its spiritual and moral enrichment.

Through the educational system, each young generation must constantly move to higher levels of culture, correlating with basic universal human eternal values. The main factor in this process is the humanization of education. This is a multifaceted concept, which provides for the continuous general cultural, socially moral and professional development of the personality of a specialist, taking into account social needs and personal requests. In this sense, the phenomenon is considered to be the most important socio-pedagogical principle, reflecting modern social trends in the construction and functioning of the specialist training system. This is a new methodological and technological approach to higher education as a social system. In accordance with this principle, we will consider higher education as part of the process of

humanization of society and in connection with the socio-economic, scientific, technical, spiritual and cultural development of our country.

Student centrism is an element of new pedagogical thinking, the essential features of which are: recognition of the strategic focus of the comprehensive and harmonious development of the individual; a change in views on the nature and nature of the training of a future specialist, who acts in it as a subject of pedagogical interaction and whose interaction is associated with the formation of a creative personality. It is this that takes the goal of modern specialist training beyond the traditional ideas of her as a system of transferring to students a certain amount of professional knowledge and the formation of their corresponding skills. Such ideas are associated with a stable understanding of pedagogical mastery as the art of education and training, which is accessible to every teacher, which is based on forming professional knowledge, skills and abilities (Andrushchenko, 2008).

The search for such characteristics, in our opinion, is connected with axiological analysis of pedagogical activities, which allows to identify the main professional and pedagogical values of the teachers of higher educational institutions.

Values of pedagogical activity due to the role of the profession of teacher in society and the individual and associated with the self-assertion of personality, its self-realization, self-development, satisfaction of needs in communication and other human needs.

Among the values teaching values are allocated self-contained and instrument types. The values of the self-sufficient type is a personal values: creative nature of the work of the teacher of high school social significance of his profession, a great responsibility before the society and other Values tool type - this is something that serves as a means of achieving values - goals (public, public recognition of the results of work of the teacher, according to the abilities of the individual character of pedagogical activity, professional growth, prestige of vocational and educational activities, etc.).

The values of the self-sufficient type find its expression in the pedagogical activities related to the development of the student, the development of the personality of the teacher, student and teaching staff.

Values tool type include mastery of theory and technology of pedagogical activities that form the basis of professional education of the teacher of high school (Leontev, 1996).

A structural and qualitative analysis of the values of pedagogical activity reveals their complex nature, humanistic nature and essence and social significance. Installed in the teacher's mind, professional and pedagogical values form a stable system of his professional and value orientations for

communicating with students, creativity in professional activities aimed at personal development, professional self-improvement, professional cooperation, exchange of spiritual values, etc.

Professional and value orientations find expression in the motivational and value attitude of the teacher to teaching activities. This attitude is characterized by the unity of the objective and subjective, where the objective state of the modern teacher of higher education is the basis of his selective focus on the values of pedagogical activity, stimulate general and professional self-development and self-improvement of the personality, and act as a factor in its social and professional activity. The presence of socially significant value orientations in a person ensures a creative attitude to the business, pushes it to search, improve, and to some extent compensates for insufficiently developed skills.

Thus, the values of pedagogical activity, which include all spiritual values, act as social phenomena, acquire a major role in the humanization of pedagogical education. The question of their implementation in the educational process of the university has a socio-pedagogical significance. The prospects for the humanization of higher education depend on this decision, the essence of which is to provide a conscious choice to future professionals of spiritual values and to form on this basis a stable, individual system of professional and value orientations.

The humanization of pedagogical education predetermines a new approach to its content, which should become a means of forming a high humanitarian culture of higher education teachers. The foundation of such culture is (creates) an optimal set of ideas, values, ideas, universal means of knowledge, thinking and practical activities that allow him to study and diagnose the level of development of students, understand them, organize their spiritually rich joint activities, form socially valuable personality traits (Klepko, 2003).

The restructuring of the content of education in higher pedagogical schools is connected primarily with restoring the culture of the educational function of the teacher. His self-determination in culture, the development on this basis of a socio-professional position, his pedagogical credo is the central line of the humanization of the content of vocational training. The spiritual potential of the personality of a teacher of higher education is determined by the degree of his belonging to national-cultural traditions, the enrichment of the universal international content. taking into account the cultural and historical traditions of our people, their unity with the universal culture must be considered as an important principle in the construction and humanization of new curricula and work plans and programs.

The value approach to the formation of the content of higher pedagogical education requires, on the one hand, raising the status of humanitarian disciplines, renewing them, freeing them from primitive edification and schematism, revealing in them spirituality, human essence and universal values.

The formation of the practical component of pedagogical culture is ensured by the implementation of a value-based personal and activity approach, since professionally oriented activities and the future teacher are associated with the solution of specific pedagogical problems. Such orientations make it possible to "turn" pedagogical tasks into the "personal meaning" of the teacher's activity.

The implementation of the personal and activity approach involves modeling in the process of vocational training and education of students a given structure of pedagogical activity. The most promising form of implementing this approach is educational scientific and pedagogical complexes. Such a complex provides the possibility of continuous "immersion" of students in the field of their future professional activity, allows you to study, generalize and accumulate the experience of copyright schools, quickly study and use the achievements of world science (Huberskyi, 2002).

What is the direct mechanism for transforming a student from an object into a subject of the pedagogical process? The mechanism of transforming students from an object into a subject of vocational training, in our opinion, is a multi-subject dialogic approach, which is the basis of a democratic organized pedagogical process. It provides for qualitatively different, in contrast to the traditional structure of interaction between teachers and students, requires a lot of time and neuropsychic expenses.

The pedagogical technology of such interaction structures involves the establishment of pedagogically appropriate relationships between teachers and students, the selection and use of active, democratic forms and methods of vocational training that stimulate the initiative of students, the regulation of the interaction process by means of knowledge and self-knowledge, the organization and self-organization of control and self-control.

Pedagogical humane relationships are relationships that are subordinate to the achievement of the humanistic goal of higher education. They are created on the basis of students' independence in the process of vocational training and the voluntary adoption of the teacher's stimulating role, which manifests itself in the desire to learn from him, to communicate with him, to imitate him. Such relationships are created under conditions associated with the personality of the teacher of a higher pedagogical school, yoga with value orientations in relation to students, the science he teaches, and pedagogical activity.

The spiritual and moral state of the teacher, his professional competence, knowledge of the modern school and advanced pedagogical experience, research

culture, creative attitude to the work, the ability to collaborate with colleagues, pedagogical skills are a living example for the future specialist. It is in this case that we can say that the personality is brought up by the personality, spirituality is generated by spirituality (Shevchenko, 2013).

One of the most effective structures for interaction between teachers and students is an individual-creative approach, which allows you to enable the mechanism of general and professional self-development of the future teacher. This approach is primarily associated with the study of the object of pedagogical influence in order to turn it into a subject of communication, knowledge and creativity. It provides for direct motivation of students' activities in the process of training, teaching them how to organize self-movement to the final result. This is what allows the future specialist to feel the joy of self-awareness of their own growth and development, of achieving their own goals.

Individuality is expressed in the degree, completeness of assimilation by the personality of the general, in the peculiar manifestation of the general in it, which is due to the comprehensive development of natural prerequisites and living conditions, training and education. The uniqueness and uniqueness of a person is, on the one hand, its quality, and on the other hand, an indicator of its spiritual wealth, true value and social significance, because society requires a person's creative activity, individual contribution, especially from a person engaged in the spiritual sphere, to reproduce yourself in another person.

The main task of the individual creative approach is to create conditions for the self-realization of the student's personality, to identify and develop his creative capabilities of his own views, the unique technology of activity. This approach provides a personal level of mastery of the future profession. In this case, personal and professional interpenetrate and create unity.

A prerequisite for the implementation of an individual creative approach is the dialogue of the vocational training process, which involves the transformation of the teacher's superposition and the student's subordinated position into personal equal rights, into the positions of people who collaborate. Such a transformation is associated with a change in the roles and functions of the pedagogical process. The teacher does not educate, does not teach, but actualizes, stimulates the student's desire for general and professional development, studies his activity, creates conditions for self-movement. Indeed, this requires the abandonment of role masks (positions) and the inclusion in the interaction of the emotional and valuable experience of the teacher and student (Kryzhko, 2005).

The most productive form of implementing an individual creative approach in an individual plan-program of vocational training. Its advantages are that it allows you to carry out holistic planning and accounting for the general and

professional development of the student. The plan program is developed together with the teacher-consultant. At the same time, they are guided by the student's self-knowledge and self-esteem of their abilities and achievements, the teacher's study of the student's professional and personal characteristics and his real preparedness, a compatible assessment of the professional significance of certain knowledge and skills.

The process of vocational training is further built in fact on the basis of the data of an individual plan-program and therefore acquires a personally significant character for students, more motivated, has a corrective character. Learning in a collective educational stream, the student acts on the basis of an individual plan-program. As a result, a more selective and adequate influence of the educational process on the personality as a whole is carried out.

Individually-creative approach requires changes to the system of organization of educational process. We believe that the transition to the flexible modules of the educational process, modular training, which would take into account the specifics of individual creativity and once would create the opportunity for the successful functioning of educational scientific pedagogical complex. The flexible construction of the educational process is based on unit build scheduling, integration of related disciplines, the isolation of the subjects of prolonged and local character, ensuring a relatively long time "immersion" of students in the subject, a systematic study of the discipline, the unity of lectures, seminars, laboratory classes and independent time, relatively free introduction to the practical production schedule days.

All of these tasks related to the implementation of individually-creative approach can be roughly categorised into three groups:

- diagnostic — study of the real psycho-physiological capacities and professional training of students to educational activity, development on this basis of individual plans and programs of their training, organization and control of independent work;
- communicative - set of pedagogically meaningful relationships;
- organizational — creation of conditions for initiative of students in the process of professional training and regulation of the process of solving professional problems.

Evaluation of the effectiveness of individually-creative approach is done by analyzing the means of studying the personality characteristics of students, establishing relations with them, setting before them the requirements, their inclusion in the process of interaction, learning, self-monitoring, self-evaluation, self evaluation, self development, encourage students to achieve a creative level of implementation of pedagogical activity (Ohnev'iuk, 2003)

It is necessary to add that the problem of determining the value foundations of teacher education that we considered do not cover all aspects. Can be other alternative approaches, however, these ideas suggest that the value base of education is determined by the dialectical unity of objective factors of formation, development and functioning of the personality of the teacher of high school. This process will be optimal when implementations of such a specially organized conditions:

- the orientation of pedagogical education on the one hand, a generalized model of the comprehensively and harmoniously developed personality of a student, and with another - on his inimitable creative individuality;
- formation of motivational and value attitude of a high school teacher for pedagogical activity;
- unity of social, moral, cultural and professional development of personality in the conditions of humanitarization of the content of higher education;
- an organic combination of the methodology of the value approach of the principles of professional activity, individual creative approaches to the nature and type of social relations;
- continuity and humanistic formation of professional value orientations of personality in the system of continuous education;
- the democratization of higher education, all of the workings of higher institutions of teacher education;
- humanistic orientation of training and formation of student's personality, the organization of vocational and scientific cooperation;
- formation of civil, professional, moral self-determination of the student's personality, needs in self-knowledge, self-education, self-improvement (Shevchenko, 2013).

Conclusions and prospects for further research. Thus, the main value guide in the activities of higher education is the personality itself, its human potential — spiritual, moral, intellectual, physical, and aesthetic. According to the data of value orientations, the whole practice of education and training in higher education institutions should be improved, where the right of students to choose alternative options for content, forms, methods, technologies, pace, duration of study, etc., in accordance with their individual interest, should take its rightful place, opportunities and abilities.

The promotion of new value orientations in the activities of the institution of higher pedagogical education puts the student's personality at the center of the entire system of higher education. In the name of the interests of this person, the development of its basic positive value qualities: intellectual, spiritual, moral, physical, protection of its rights and freedoms.

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АКСІОЛОГІЧНІ ОСНОВИ ОСВІТНЬОГО ПРОЦЕСУ У ВИЩИХ ПЕДАГОГІЧНИХ ЗАКЛАДАХ ОСВІТИ

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У статті розглянуто теоретичні аспекти організації освітнього процесу у вищих педагогічних закладах освіти на засадах ціннісного підходу, що передбачає безперервний загальнокультурний, соціально моральний і професійний розвиток особистості фахівця з урахуванням суспільних потреб та особистісних запитів, основним завданням при цьому є підготовка спеціаліста, здатного вдосконалювати свої професійні якості, відтворювати й розширювати свій життєвий досвід, перетворювати матеріальні умови життя суспільства, його культуру, накопичувати і створювати нові цінності.

Обґрунтовано поняття студентоцентризму як елемент нового педагогічного мислення, суттєвими рисами якого є: визнання стратегічного орієнтування всебічного і гармонійного розвитку особистості; зміна поглядів на суть та характер професійної підготовки майбутнього фахівця, який виступає в ній як суб'єкт педагогічної взаємодії, яка пов'язана з формуванням творчої індивідуальності.

Наголошується на зв'язку ціннісного й особистісно-діяльнісного, індивідуально-творчого підходів в організації освітнього процесу у закладах вищої освіти, що передбачає моделювання в процесі професійного навчання і виховання студентів заданої структури педагогічної діяльності. Найбільш перспективною формою здійснення цього підходу є навчальні науково-педагогічні комплекси, що забезпечує можливість безперервного «занурення» студентів у сферу їхньої майбутньої професійної діяльності, дозволяє вивчати, узасальнювати та накопичувати досвід авторських шкіл, оперативно вивчати та використовувати досягнення світової науки на основі смисложиттєвих цінностей.

Розкриваються освітні технології індивідуально-творчого навчання на основі: гнучкої побудови освітнього процесу; інтеграції суміжних дисциплін; вичленення предметів пролонгованого і локального характеру; забезпечення відносно тривалого за часом «занурення» студентів у предмет; систематичне вивчення обраної дисципліни на основі діагностичних; комунікативних і організаційних завдань, що дозволяють вивчення реальних психофізіологічних можливостей і професійної підготовленості студентів до освітньої діяльності;

розробка на цій основі індивідуальних планів-програм їх навчання; установка педагогічно цільовідповідних взаємовідносин.

Ключові слова: освітній процес, ціннісний підхід, особистісно-діяльнісний підхід, індивідуально-творчий підхід, вищий педагогічний заклад освіти, студентоцентризм.

АКСИОЛОГИЧЕСКИЕ ОСНОВЫ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В ВЫСШИХ ПЕДАГОГИЧЕСКИХ УЧРЕЖДЕНИЯХ ОБРАЗОВАНИЯ

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В статье рассмотрены теоретические аспекты организации образовательного процесса в высших педагогических заведениях образования на основе ценностного подхода, что предполагает непрерывное общекультурное, социально-нравственное и профессиональное развитие личности специалиста с учетом общественных потребностей и личностных запросов, основной задачей при этом является подготовка специалиста, способного совершенствовать свои профессиональные качества, воспроизводить и расширять свой жизненный опыт, преобразовывать материальные условия жизни общества, его культуру, накапливать и создавать новые ценности.

Обосновано понятие студентоцентризм как элемент нового педагогического мышления, существенными чертами которого являются: признание стратегического ориентира всестороннего и гармоничного развития личности; изменение взглядов на суть и характер профессиональной подготовки будущего специалиста, выступающего в ней как субъект педагогического взаимодействия, связанного с формированием творческой индивидуальности.

Отмечается связь ценностного, личностно-деятельностного, индивидуально-творческого подходов в организации образовательного процесса в учреждениях высшего образования, что предполагает моделирование в процессе профессионального обучения и воспитания студентов заданной структуры педагогической деятельности. Наиболее перспективной формой осуществления этого подхода являются научно-педагогические комплексы, обеспечивающие возможность непрерывного «погружения» студентов в сферу их будущей профессиональной деятельности, позволяющие изучать, обобщать и накапливать опыт авторских школ, оперативно изучать и использовать достижения мировой науки на основе смысложизненных ценностей.

Раскрываются образовательные технологии индивидуально-творческого обучения на основе: гибкого построения образовательного процесса, интеграции смежных дисциплин; вычленения предметов пролонгированного и локального характера; обеспечения относительно длительного по времени «погружения» студентов в предмет; систематического изучения выбранной дисциплины на основе диагностических, коммуникативных и организационных заданий, позволяющих изучение реальных психофизиологических возможностей и

профессиональной подготовленности студентов к образовательной деятельности; разработка на этой основе индивидуальных планов-программ их обучения; установка педагогически целесообразных взаимоотношений.

Ключевые слова: *образовательный процесс, ценностный подход, личностно-деятельностный подход, индивидуально-творческий подход, высшее педагогическое учебное заведение, студентоцентризм.*

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