Section 3

"Professional, interpersonal and intercultural communication"

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PERSONALITY-BASED LEARNING AS REFLECTION OF HUMANIZATION OF EDUCATION

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Abstract. In the article the problem of personality-based learning in the context of humanization of education is considered. The appropriatness of orientation to humanization and humanitarization of education is substantiated. It is established that humanization and humanitarization are interconnected with the solution of general problems of civilization that are of strategic importance for the development of not only education, but also humanity as a whole. It has been proved that humanization goes hand in hand with the humanitarization of higher education. The humanization of education undoubtedly means individualisation of the educational process. Historical background of personally-based learning is considered. The definition of personalized learning is given. The article also highlights the humanistic essence of the personally-centred approach in education. The features and key benefits of personality-based learning as well as the challenges in education it may help solve are presented. The purposes of the personalility-based learning are determined. Theoretical and methodological foundations of the personality-oriented approach in education are outlined. A comparative analysis of personally-based and traditional education is provided. The effectiveness of the credit-module system and elective disciplines in education in terms of personality-based learning is proved. The stages of learning activities that a student must master in order to be a subject of the educational process are outlined. The importance of digital literacy as the inalienable constituent of personalized education is indicated. The interactive teaching and learning forms and methods used in the personally-centred approach in practical classes for the students speciality 075"Marketing" in Dnipro State Agrarian and Economic University are presented.

Key words: humanization and humanitarization in education, personality-based learning, personalized learning, innovative technologies in education.

A research problem. Due to reforms in education significant changes in teaching methods and educational content have been observed today. A vivid confirmation of this is the focus on the humanization and humanization of education.

More and more often, experts emphasise that the current educational crisis has internal causes due to the imperfection of the existing curriculum, which is associated with the loss of conceptual meanings for education. In this regard, the role and content of the disciplines of the social and humanitarian cycle is changing. The Laws of Ukraine "On Education", "On Higher Education", "National Doctrine of Education Development", and the Presidential Decree "On the Main Directions of Reforming Higher Education in Ukraine" emphasise that the modernisation of higher education in Ukraine should be aimed at its humanization, growth of intellectual, spiritual and moral potential of the individual and society, ensuring real preparation of an individual for life and professional activity based on modern approaches, preservation of the best national traditions, taking into account the trends of European integration and globalisation.

Relevence of research. Humanization of education has been studied by many authors, has been the subject of discussion at international conferences, and is a global problem, as it is related to the solution of general tasks of civilisation that are of strategic importance for the development of not only education but also humanity as a whole. Domestic psychologists dealing with the problems of the mechanism of intellectual operations, perception, creativity, and the laws of memory have come to the conclusion that foreign language, literature, and history actively contribute, through the use of the emotional factor, to the development of memory, associative and logical thinking, which are necessary in the process of scientific cognition, dominated by the so-called exact sciences. Thus, the problem of humanitarization has faced the problem of humanisation, i.e. the study of the peculiarities and patterns of the psychology of active perception, assimilation, and memorisation by a person in the learning process [1, p. 3]. Humanism is the recognition of the value of a human being, his or her rights to free development and the manifestation of his or her potential. Humanitarian (French humanité) – human nature, education related to social life and human consciousness. Humanitarian education is an educational process of teaching – mastering humanitarian disciplines, the main ones being

historical, philosophical, political, cultural, philological, psychological, pedagogical, and legal disciplines.

Analysis of publications. The problem of humanization of education and its implementation in the educational process of higher education institutions is of great importance in the multifaceted development of modern society. In its rich theoretical heritage, there are a number of ideas and trends that are directly related to the humanistic concept of education. The ideas of humanization and humanitarization are the basis of scientific works by Sh. P. Andrushchenko, I. A. Zimnya, O. Barno, S. U. Goncharenko, V. I. Dobrynin, T. N. Kukhtevych, M. E. Dobruskin, E. N. Shyianov, T. V. Filat. The personality-oriented approach presented in the studies of G. O. Ball, D. A. Belukhin, I. D. Bekh, E. V. Bondarevska, G. P. Vasyanovych, E. F. Zeer, in the works of V. P. Andrushchenko, I. A. Zazyun, V. G. Kremen, P. Yu. Saukh, V. S. Lutai, S. V. Kachalova, S. D. Kulnevych, O. Y. Pekhota, I. S. Serikov, S. L. Yakimanska, D. Dewey.

Oblective of the research. The article is devoted to the research of the problem of personally-based learning in the context of humanization of education.

The research methodology. Systematization of the results of scientific research, analysis of foreign experience.

Research material. The study and implementation of the principles of humanization of education, in particular in higher education, as well as the search for ways to improve this process is relevant today. The humanization of education is a reflection in the educational process of humanistic trends in the development of modern society, when the human personality is defined as the highest value. The humanization of education has placed the formation and upbringing of the individual at the centre of the work of teaching staff of higher education institutions, because it is the education that is the social institution where, after the family, the individual's further socialisation takes place. The educational element is one of the most important main ways of humanization. At the same time, the process of humanitarization, i.e. the inclusion of information from the humanitarian spheres

(literature, television, cinema, art) and social spheres (politics), is successfully combined with humanization (an educational moment, a moment of social maturity and at the same time successful assimilation of educational information). The humanization of education undoubtedly means individualization of the educational process.

The humanisation of the content of education involves, first of all, raising the status and radical revision of the content of humanities and natural sciences. The overall goal of studying subjects of the humanities cycle oriented in this way should be to form the necessary set of knowledge on the problems of human development, its relations with the social and natural environment; their study should help young people to understand the stages of social history, to comprehend the phenomenon of culture, the meaning of their own being and the existence of humanity. Ultimately, the socio-humanitarian cycle of subjects should be aimed at forming a social picture of the world in students that would facilitate their adaptation to modern society. We see the humanisation of education in the broadest sense of the word as the formation of a person's special, human attitude to the world around him or her and to oneself, to one's own activities [2, p. 4].

One of the prerequisites for preparing a specialist for personality-oriented education is to achieve the goals of the Bologna Process, which ensures Ukraine's entry into the united European higher education zone. The priority areas of work are as follows: creation of an effective system of educational process to achieve appropriate educational levels of future specialists and prepare them for the implementation of the tasks of personality-oriented education in higher education establshment by designing personal developing interaction between a teacher and a student; providing conditions for continuous self-improvement and self-realisation of the student's personality; activation of scientific, methodological and consulting work. The implementation of a personality-based approach to education and training is based on respect for the uniqueness and dignity of the individual, the development and self-development of his or her natural inclinations and abilities, and the creation

of an atmosphere of security and support. The following working definition of personalized learning was created: "Systems and approaches that accelerate and deepen student learning by tailoring instruction to each students' individual needs, skills, and interests". Personalised learning is 'putting the learner at the heart of the education system', the stage of learning and the instructional approach are optimised for the needs of each learner [3]. This technique may offer new possibilities for boosting learners' learning capacities. However, Järvelä further articulates the factors that must be addressed to maintain the learner's innate skills, flexibility, initiative, focus and enthusiasm [4]. The processes include the development of critical abilities, strengthening students' cognitive performance and retention, fostering learning, partnership in understanding, establishing innovative assessment instruments, and technology's usability as a personal cognitive and social device. In addition, personalized learning promotes the growth of more profound learning abilities, such as logical reasoning, problem-solving, collaboration, effective communication, and academic attitude. Personalized learning is a strategy in which students increasingly participate in meaningful, authentic, and decided tasks to exhibit desired outcomes. Providing students with the freedom of creative choice of active forms, activities, and methods of personality-oriented education fundamentally changes approaches to the organisation of their training at the university. It provides for the formation of a professionally competent and personally developed specialist capable of creative, non-standard solutions, ready to work in a personality-oriented educational process [5]. As V. Serikov notes: "Personality-oriented education does not form a person with given properties, but creates conditions for the full identification and, accordingly, development of personal functions of the subjects of the educational process". S. Podmazin, in his turn, notes: "Personality-oriented education provides everyone, based on their abilities, inclinations, interests, personal values and subjective experience, with the opportunity to realise themselves in cognitive and other activities" [6].

Person-centred learning has a long history and several other names, each of which reflects a particular view of education and upbringing: humanistic pedagogy, neo-pragmatism, existentialism, pedocentrism, free education (USA, Europe in the 1970s), and cooperative pedagogy (1980s in the USSR). All of these similar concepts can be united under the name of liberal pedagogy, as opposed to authoritarian and technocratic pedagogy. The basis for the liberal approach in education in the USA and Europe was created by the ideas of Dewey and other reformers in pedagogy in the early twentieth century, and then, since the middle of the century, by the trend in psychology – humanistic psychology. Dewey laid the foundation for pedocentrism: pedagogy should define all its categories (goals, content, teaching methods) based on the interests and needs of the student. The student is the centre of the educational process, not the teacher and the subject. Representatives of humanistic psychology (A. Maslow, K. Rogers, etc.) emphasised the student's personality in their views, as opposed to the technocratic concept of learning, behaviourism, programmed learning and pedagogical technology, since these concepts consider the student's personality as part of a technological system, a set of behavioural reactions, and a subject of manipulation. Humanistic psychology and, on its basis, pedagogy of pedocentrism, personality-oriented education consider the personality as a complex, individual integrity, uniqueness and supreme value that needs self-actualisation – realisation of its capabilities.

Personalized learning is not just an improvement to traditional instructional methods. In personalized learning schools, teachers and leaders are fundamentally redesigning how they use time and resources, including adaptive technology, to deliver on a new dimension of performance – ensuring students are self-directed learners who have the knowledge, skills, and habits of success to complete college and succeed in their careers. Personalized learning innovators are transforming schools from top-down, teacher-driven organizations to complex adaptive systems that enable student-directed learning and respond to students' diverse needs to ensure all students thrive (stem). Students have a variety of rich learning experiences that

collectively will prepare them for success in the college and career of their choice. Teachers play an integral role by designing and managing the learning environment, leading instruction, and providing students with expert guidance and support to help them take increasing ownership of their learning.

The humanistic essence of the person-centred approach to education is revealed more deeply by comparing it with traditional education, which is characterised by a knowledge-based and sociocratic orientation. The disadvantages of the traditional education system are:

•the space of education does not fulfil its tasks, because the amount of knowledge in culture has not only far exceeded the possibilities of transmitting it through the education channel, but also continues to grow rapidly;

•mass education, democratisation of both secondary and higher education are in conflict with the principle of assessment of students' knowledge, namely, higher education institutions are forced to either lower the assessment criterion, focusing on underachievers, or to distinguish between "elite" and "mass" schools, but this practice departs from the democratisation of education;

•the current education system is aimed at teaching, not at upbringing.

On this basis, a number of contradictions in vocational education have been identified, including:

•between the awareness in society of the need to activate the creative powers of the individual and the lack of appropriate social and pedagogical conditions for their formation and development;

•the traditional system of "mass" training of specialists and the personal, individual, creative nature of professional activity;

•the use of reproductive methods, means of special and professional training in collective and group forms of work in the educational process and the need to show a subjective creative position based on the humanistic principles of a personally oriented approach;

•objective needs to ensure the integrity of the educational process and professional and pedagogical training, continuity of professional education and the lack of a systematic link between fundamental professional training and practice, insufficient scientific and methodological support for the formation of self-development mechanisms in the process of professional development of future specialists [7].

Higher education is currently facing quite a few challenges. The enrollment at universities and colleges fell by nearly 1 million students since the fall of 2019. Degree completion rates aren't much better: 45% of undergraduate students don't earn a degree within six years of starting a college program. Meanwhile, ongoing cuts to state funding mean rising tuition costs for students, many of whom don't know how to apply or feel comfortable applying for financial aid. If implemented and used effectively, personalized learning could help solve many of these challenges:

•understand the way the student population changes – according to a report from the Gates Foundation, 45% of students who attended four-year colleges did so while working more than 20 hours per week. Many students at higher education institutions come from varying socioeconomic backgrounds with families and responsibilities that can hamper their educational progress. But the majority of curriculum at higher education institutions was designed with the mindset that students had nothing but studies to focus on. Faculty and administrators can use personalized learning to identify and meet the unique needs of a shifting student population. A responsive learning management system (LMS) ensures that students who may not have constant access to a computer can still consume the course material. Asynchronous learning arrangements and self-paced courses mean students who have commitments outside of school can continue learning when it's convenient for them;

•identify at-risk students using data – using data to support students is nothing new, but it goes beyond looking at academic grades. Many universities and colleges use robust customer relationship management systems (CRMs) that track students' journeys from admissions right up to graduation – if they get to that stage. According to the National Student Clearinghouse, almost half of undergraduates in the United

States failed to graduate with a degree within six years of beginning a college or university program. Additionally, out of 18 developed countries, U.S. college completion rates are among the lowest. Where a CRM can really come in handy is in identifying more vulnerable students through a mix of behavior-based actions and quantitative achievements. When this is done early enough, the hope is that degree completion rates will increase;

●choose the right tech tools – when exploited correctly, the right technology can help level the educational playing field. But it's important to recognize the needs of your student population first. To our first point, if your students don't have regular access to a computer, choosing a mobile-friendly learning management system should be high on your list of priorities. A reliable internet connection is another factor in learner success. If students can access materials offline, they won't be as dependent on spotty Wi-Fi to complete their courses. Additionally, many LMSs allow discussion and collaboration. Students can interact with their peers and teachers in real time, even if they aren't always physically in the same place. These types of social connections can have positive cascading effects on a student's emotional well-being. It's no longer enough to throw a set of lecture slides online and let students sift through them. The customizations and integrations available in LMSs allow any educator to create robust, interactive learning experiences that students are truly engaged with [8].

Thus, there is a need to find ways to implement the leading provisions of the modernisation of the education system - the idea of personal development, formation of mechanisms for the development and self – development of the education system, and transformation of education into an effective factor in the development of society. Overcoming these contradictions is possible by revising theoretical and methodological foundations and conceptual approaches to the professional development of future specialists, radically reforming the content of teacher education through the widespread use of innovative pedagogical technologies, and further developing teacher education in the following areas:

•focus on personal development of future specialists in the process of professional training;

•ensuring the unity of theoretical and methodological training and practice in the context of a personality-oriented approach;

•development of individuality, subjectivity, the need for personal and professional self-improvement, mastering by the applicant of reflection on self-knowledge and self-development of personal qualities [7].

According to I. D. Bekh, personality-oriented education is a methodological type of education that refers to the social sciences and humanities and is based on fundamental philosophical and psychological ideas about a person, about education and the processes of his or her individual and personal development, about education as a value-generating process [9]. The methodology of the personality-oriented approach is based on the combined implementation and mutual complementation of a number of modern paradigmatic approaches. Its features are: focusing on the person as the main value and goal of education (axiological approach); supporting and developing the subjective properties and individuality of a person (personal approach); generating personal meanings of learning and life in students, introducing them to the world of culture (cultural approach); awakening the creative potential of the individual (activity approach); stimulating students to solve their own life problems in an unstable, uncertain society (synergistic approach). The personality-oriented paradigm in education and training can now be considered the theoretical and methodological core around which the educational meanings of modern civilisation crystallise. Thus, the interests of the individual are proclaimed to be a priority, and the realisation of opportunities for his or her development is the main task of education. It is worth noting the decisive role of the subjects of the educational process in the education system, including students, since their determination, creative initiative and abilities, non-standard thinking, pursuit of forecasting, innovation are integral characteristics of the effectiveness of the education system, its life and progress. The organisation of personally oriented learning requires the development of pedagogical technologies that aim not to

accumulate knowledge and skills, but to constantly enrich the experience of creativity, form a mechanism for self-organisation and self-realisation of each student.

Personalized learning is a method of teaching that enables educators to support the unique needs of students using bespoke learning pathways. Although personalized learning is meant to meet the needs of the individual learner, it does not require educators to develop customized learning plans for each student. Rather, it offers students a sense of autonomy, empowering them to take an active role in how they learn. Some examples of personalized learning include hybrid/hyflex learning arrangements, asynchronous instruction and self-paced online coursework [8].

However, to make the student a real subject of the educational process, it is necessary to radically change the entire technology of this process. There are prerequisites for mastering those activities that give the student a broad orientation in the system of subject-subject relations, where he or she acts as an active creator of these relations, not just their observer. The realisation of this task requires a different approach to subject-based learning (not as a closed set of individual subjects), to the identification and modelling of activities through which a student actively relates to the world. Specific knowledge (or, more precisely, its system) is a means of cognition and transformation of reality. The tasks of personality-oriented learning are best met by building subject-based learning in an integrated way, as it makes it possible to identify the student's attitude to the world around him or her, which is holistic, comprehensive, and dynamic. Such a structure of educational components contributes to the formation of a holistic scientific picture of the world in students, without strictly limiting the angle of view, and enables the student to choose "basic" knowledge from various sciences with maximum focus on their own experience, which was formed under the influence of both previous studies and wider interaction with the surrounding reality. Learning, of course, is an important source of subjective experience, but it is not the only one. An integrated approach to the construction of subject-based learning changes the idea of the learning (socio-cultural) environment.

This is not just an educational environment (even optimally constructed), but a specially organised space for mastering various types and forms of human activity, where the student acquires scientific knowledge, experience of emotional and value attitudes to the world of things and people, experience of communication, interaction, as if revealing himself to the world with which he is internally interconnected, not opposing it only as a "cognitionist". Such a learning environment is developmental. However, it does not impose a developmental path on the student through the normative construction of his or her activities, but creates freer conditions, allowing him or her to determine the track of individual development. M. A. Eshmirzaeva also claims there are two approaches to solving all pedagogical problems. One is imperative, when the teacher himself solves the problem, forcing his students to do what is necessary for their future; the other is humane, i.e. such, when he cooperates with them, makes them his assistants in the educational process, activates, stimulates the desire for success, forms the student's motives for self-development, studies his activity, creates conditions for self-movement [10].

Personality-based learning gives students the right to participate in the formation of the curriculum and implement the principles of competence-based education. An example of this is, in particular, elective courses. It is more effective – and this is confirmed by the practice of many foreign universities – to give students the right to choose, after the first year of study, where basic general education subjects dominate, to take a course in those subjects within the established programmes that they like. Personal interest activates students. All of this indicates the need to actively use the achievements of psychology to organise and improve the educational process through humanisation.

In the context of personality-oriented education, the training of a future specialist should contribute to the solution of the following main tasks: raising the level of training of students, their mastery of state normative documents, a personality-oriented approach to them; systematic study, generalisation and dissemination of best practices in education, implementation of scientific

achievements in the field of personality-oriented education of students during practice; enrichment with innovative personality-oriented educational technologies, active forms and methods of personality-oriented education; diagnosis of difficulties faced by teaching staff in the process of personality-oriented education and their creative solution during practical classes with students; ensuring continuous self-education of students, etc. [6].

The credit-modular system of organising the educational process at a university is effective in this regard, as it reveals the creative potential of a future specialist, influences the comprehensive development of his/her general and professional skills. It provides for the priority of individual and group active, interactive forms of learning; motivational and value-based methods based on the belief in the creative activity of each student, respect for his or her creative individuality. Modularity in educational practice formulates the following basic rules of learning:

•learning materials should be structured to help each student achieve clearly defined didactic goals;

•it should be organised as an integral block of information that implements a comprehensive didactic goal;

•in accordance with the scope and structure of the educational material, it is advisable to integrate various types, forms and technologies of learning;

•stimulating systematic independent work of students throughout the semester.

The introduction of the credit-module system of organising the educational process in higher education institutions allows to improve the training of students in the context of personality-oriented education, as it develops their interest in research activities, the habit of independent educational and cognitive work, and forms the need for a creative approach to solving professional problems.

The main task of the teacher in the process of person-centred learning is to reveal the content of the subjective experience of the student and to rely on it as much as possible when organising training. It is important to keep in mind that when learning about the world, a student uses the "pre-knowledge" formed by the culture

that surrounds him or her. Therefore, when delivering person-centred learning, the teacher should start not with the communication of knowledge (introduction of scientific information), but with the identification of the relevant subjective experience of students, and then, based on it, form scientific knowledge (concepts). This implies a fundamentally different lesson plan and other forms of communication between teacher and students. The development of the technology of personally oriented learning is one of the most important tasks of didactics.

The goals of person-centred learning are to:

• to determine the life experience of each student, his/her cognitive abilities, level of intelligence, interests, which must first be revealed and then developed in the educational process;

• to form a positive motivation of the applicant for cognitive activity, the need for self-knowledge, self-realisation and self-improvement;

• to develop mechanisms of adaptation, self-regulation, self-education in the applicant.

The main rule of cooperation is the desire to be yourself, to show natural behaviour and personal openness, and the condition for self-disclosure is the awareness of your personality as a unique, inimitable world. Both teachers and students, like any other person, have this right by mutual agreement of both subjects of the educational process. The decisive factors in translating the idea of humanisation into actual pedagogical practice are the value orientations and attitudes of the teacher towards the student:

• the motivational focus of the teacher not only on the subject, but, first and foremost, on the student – the future specialist;

• pedagogical humanism, which is impossible without the teacher's perception of himself/herself and students;

• empathetic attitude to students, which implies the desire and ability to feel others as yourself, to take their position, to understand the inner world, to feel and perceive their problems and experiences;

• tolerance, aimed at understanding that all students are individual and unique, everyone has the right to their own opinion;

• congruence, which implies understanding of the personal world and feelings and perception of oneself as a developing personality, having the right to make mistakes, to act "here and now", to perceive everything spontaneous and immediate in the learning situation;

• reflexivity, which allows the teacher to observe his/her activity, be ready to revise it, the versatility of his/her reactions in interaction with students; listen and look closely at the student who verbally and non-verbally provides multifaceted information about himself/herself;

• dialogism as the desire and ability to listen and hear the student, the ability to conduct interpersonal dialogue on the basis of equality of positions, mutual trust and respect. It is the dialogue relationship that contributes to the humanisation of the relationship between teachers and students. In this regard, it is important to highlight the features of a personality-oriented approach: organisation of subject-subject interaction; creation of conditions for self-actualisation of the individual; its activation; ensuring external and internal motives of students; enjoyment of solving educational tasks and problems in cooperation with other educational subjects; shifting the emphasis in the functions of the teacher to the position of a facilitator.

Credentialed and noncredentialed teachers operate as facilitators of student learning, balancing time between working one-on-one with students at "tutor bars", leading problem-based learning with smaller groups, and monitoring student progress on individual pathways.

Thus, at the personality-based learning there exist:

• learner profiles: teachers have an up-to-date record that provides a deep understanding of each student's individual strengths, needs, motivations, progress, and goals to help inform his or her learning;

• personal learning paths: all students are held to high expectations, but each student follows a customized path that responds and adapts based on his or her learning progress, motivations, and goals;

• competency-based progression: each student's progress toward clearly-defined goals is continually assessed. A student advances and earns course credit (if applicable) as soon as he or she demonstrates an adequate level of mastery;

• flexible learning environments: student needs the drive to design the learning environment. All operational elements – staffing plans, space utilization, and time allocation – respond and adapt to support students in achieving their goals.

The purpose of a personality-oriented lesson is to create conditions for the identification of the cognitive activity of the student. To achieve this goal, various forms and methods of educational activities are used to reveal the subjective experience of students:

• creating an atmosphere of interest of each student in the results of the work of the entire team;

• stimulating students to express themselves, use different ways of performing tasks without fear of making a mistake, getting a wrong answer, etc;

• use of didactic material during the lesson that allows the student to receive the type and form of content of the educational material that is most meaningful to him/her;

• creating a positive mood, appropriate motivation, a situation of success and mutual support, the prevalence of dialogue, individual, pair and group work;

• a mandatory element is the student's reflection on their own activities;

• evaluation of the applicant's achievements throughout the entire process of his/her activity, and not only by the final result; taking into account not only the correctness, but also the originality of the students' answers, their independent work;

• encouraging the student's desire to find their own way of working, to analyse the work of other students during the lesson; to choose and learn the most rational ones;

• creating pedagogical situations of communication in the classroom that would allow each applicant to show initiative, independence, and selectivity in work, creating an atmosphere for the applicant's natural self-expression; not only to "teach to learn", but also to teach to doubt teach to have new knowledge and new approaches to old knowledge.

There are no right and wrong answers in the course of conversations, there are different positions and points of view, and when you highlight them, you should argue them from the point of view of your subject, never force them, but convince students to accept the content offered from the point of view of scientific knowledge. Students do not just use ready-made samples, but also understand how they were obtained, why they are based on a particular content, and to what extent they correspond not only to scientific knowledge but also to personally significant values. Such a result can only be achieved in a classroom where the context and content of the conversation is strictly defined, but their transmission is organised as a "meeting" of different understandings of this content, the carrier of which is not only the teacher, but also the students themselves. Scientific content is born as knowledge possessed not only by the teacher but also by the student. There is a kind of knowledge exchange, a collective point of view. In this process, the student is a participant in its creation. It is the kind of lesson that can be called personality-oriented. Under such conditions, the knowledge to be learned becomes personally meaningful.

According to S. Podmazin, in order to be a subject of educational activity, the applicant must master its main stages, namely:
• orientation;
• goal setting;
• designing;
• organisation;
• implementation;
• control;

- adjustment;

- evaluation.

The orientation stage includes:

- motivation by the teacher of the planned activity, positive attitude to work;

- orientation of students to the place of the proposed knowledge in the whole course, section, topic with the help of diagrams, tables, supports, verbal instructions, etc;

- identifying the personal experience of the student and linking this experience to the problems of the class.

The goal setting stage involves:

- defining the purpose of the activity in the classroom together with the applicants (what can the work in this particular class give the students for passing the test, certification, future life), and the goal should be personally significant for the applicant;

- determining the indicators of achievement of the tasks.

The design stage includes:

- implementation of the activities proposed by the teacher by involving students in performing advanced tasks, preparing reports, abstracts, making and selecting visuals;

- drawing up a work plan;

- discussion of the lesson plan.

The stage of organising the implementation of the action plan involves:

- presenting possible options and ways of performing learning activities (oral or written form of work, types of tasks, forms of reporting, individual or group work, work with text or other means of obtaining information);

- the choice of a way to record new material (synopsis, diagram, plan, theses, conclusions, etc.);

- variability of homework (differentiation by level of difficulty and method of completion).

Methods and means of psychological and pedagogical support of students' activities: encouragement, creation of vivid visual and figurative representations; educational and cognitive game; creation of a situation of success, cognitive interest; creation of a problem situation; encouragement to find alternative solutions; performance of creative tasks; cooperation of students; creation of a situation of mutual assistance.

Control and evaluation stage:

• involving students in controlling the course of educational activities by engaging them in various types of control, self-control, mutual control, group work;

• participation of students in correcting mistakes and shortcomings in knowledge, awareness of their causes through mutual and self-analysis;

• providing students with the opportunity to compare their results independently or with the participation of a teacher or other students according to the criteria of the standard set out in the curriculum;

• the use of evaluation mechanisms (positive attitude to the success of the applicant), evaluation of not only the results, but also the educational process itself.

At this stage, the instructor and students identify markers that show their progress towards specific learning goals. Creating periodic milestones gives your students a chance to check their own progress along their learning journey and ensure that they are on the right path. Another benefit of these progress markers is that they allow both educators and students to determine whether any changes are required in the learning path to ensure the accomplishment of each goal. You can either create weekly checklists that your students can follow to stay updated and remain on track or create a single list of mandatory online assignments and exercises [11].

The final stage involves:

• awareness of the applicants of the situation of achieving the goal;

• sense of success;

• reinforcement of positive motivation for the activity, i.e. implementation of the appraisal method.

Personally oriented learning is learning that focuses on the student's personality, identity, and independence: the subjective experience of each person is first revealed and then aligned with the content of education. The student is recognised as the main figure in the entire educational process. The purpose of such training is the process of psychological and pedagogical assistance to the student in his/her attitude, socialisation, and life self-determination. The person-centred approach combines upbringing and education into a single process of assistance, support, social and pedagogical protection, and student development.

The main objectives of personality-based learning are to develop the individual cognitive abilities of each student; to identify, initiate, and use the individual experience of the student to the maximum extent possible; to help him or her to know himself or herself, to self-determine and self-realise, rather than to form predefined qualities.

Formation of a culture of personal life is the highest goal of personality-oriented systems and technologies. They are based on the fundamental exclusion of situations where the learner's efforts to achieve a certain goal are not noticed, and any mistake causes dissatisfaction. The student needs to maintain a sense of self-esteem, to be consistent with the idea of himself/herself as worthy of respect. The teacher should understand how the students perceive him or her by the reaction of the students.

The teacher should adhere to the following requirements:

• clearly formulate cognitive tasks that can be problematic, encouraging activity, creative thinking, search for new knowledge and new ways of doing things;

• focus on the activities of underachievers;

• do not create competitions for the speed of completing tasks;

• teach students to exercise self-control, self-analysis and self-evaluation.

Traditional education can no longer be the leading one in the holistic educational process. The components that develop the student's individuality and create all the necessary conditions for his or her self-development and self-expression are becoming more important. The educational process of personality-oriented learning gives each student the opportunity to realise themselves in cognition and learning

activities based on their abilities, interests, inclinations, value orientations and personal experience.

Personally oriented learning is based on the principles of variability, i.e. determining the content, methods and forms of the educational process, the choice of which should be made by the teacher, taking into account the development of each student for his/her pedagogical support in the cognitive process. A personally oriented learning system implies that the teacher has a mastery of a differentiated approach that differs in complexity, methods and techniques. Learning materials can be provided in a variety of formats to suit different students. Many students prefer to learn in small groups where they can discuss the topics, thus traditional presentations in huge lecture halls fail to hold their interest. While reading may be the most appealing alternative for some students, others may prefer to listen to the content. Personalised learning should students to choose the delivery methods that are the most accessible and effective for them. To make sure that the personal learning path you create is truly successful, students must feel that they are in control of their learning experience.

You can achieve this by ensuring that students are allowed to take charge of their learning experience by choosing which activities (collaborating with peers on specific tasks, identifying apps to support learning) they complete next, assessments they will take, or the way they receive the e-learning content. For instance, while creating personalized learning paths, give students the chance to assess their own knowledge via online assessments. The idea here is to make your students feel empowered where they have a direct say in the learning process [11].

When it comes to online learning, not all students have the same learning styles or personal preferences. This makes it really important to integrate multiple online activities and exercises into your learning path, thus giving students the ability to choose what works best for them. For instance, auditory learners can opt for podcasts or virtual lectures, whereas visual learners can go ahead with watching videos and other image-rich content. This kind of variety gives every student the opportunity to

take advantage of the course and create a learning path that is best suited to their specific needs.

Teachers should encourage students to be actively engaged in what, how and when they learn. Traditionally, the teacher is the authority figure in the classroom deciding what, how and when students learn. To take a more tailored approach, teachers should assist students in determining how they learn best and in settling their own learning goals and objectives. Students can make timetables to suit their needs, whether they are night owls or early risers, and study when it is most convenient. It should not be necessary to miss a class due to other commitments.

Digital literacy is the inalienable constituent of personalized education. It is expected that students improve their digital literacy as it plays the crucial role in the digital society. Effective use of digital technology will have a decision value for getting and keeping work in the future. Digital literacy will allow to the mobile and nomadic students to be easily oriented in a variety of learning environments. With the use of information technology, the possibilities for organising students' independent work are expanding.

Some universities and colleges have developed various models and platforms to promote personalized learning. In this case, the role of technology is badly needed to enhance personalized learning for different learners, such as the emergence of MOOCs, mobile learning applications, and software. Markedly, PL in Higher Education seeks to promote each student's academic success by identifying his or her interests, needs, and aspirations and then aiding the planning and implementation of personalized academic plans.

ITC (Intelligent Tutoring System) provides personalized learning experience that uses computational algorithms or models to grant immediate feedback and educational instructions to students without the participation of a teacher. ITC includes embedded experts systems for monitoring students' success and personalization of instructions adapting to students' learning styles, current level of

knowledge and appropriate teaching strategies in e-learning systems.

Of particular importance are the skills of working independently with educational materials, conducting laboratory work, observing, recording the results and drawing conclusions based on them. In the classroom, you should constantly use collective discussion of results, mutual consultations, and complex tasks. This form of work preserves the independence of each student, and the teacher has the opportunity to work with more students.

When studying the material, students in the classroom help each other in the process of independent acquisition of knowledge and skills based on the principle of mutual assistance, mutual respect and control, generalisation of the best in the work of their comrades, and continuous self-improvement. A teacher in personality-oriented learning adheres to the following position: "I came to you to search for and find answers to certain questions together with you". He or she tries to reorient students step by step from memorisation to understanding, from passive listening to active search for answers.

The key mechanism for individualising learning is the principle of spiral construction of educational material (the study of many concepts is carried out with constant complication and across subjects of the same cycle). In this way, the classes reveal intra- and inter-subject connections, develop the level of knowledge of students, their ability to operate with concepts and consciously apply the acquired knowledge.

A clear and accessible motivational statement helps to promote the student's interest. Various techniques should be used to motivate educational activities.

Firstly, it is the creation of problematic situations, because the problem posed at the beginning of the class encourages students to provide an answer on their own. Using the problem-based method in the lecture, each lecturer sets a problematic task for students, guides their cognitive, professional and practical, and partially creative, research activities. Opposing points of view are considered, students get acquainted with different positions, subjective views, which stimulates creative thinking about

the problem, teaches them to understand, analyse, synthesise, specify, and summarise the information received. Various interactive forms (individual, group) and teaching methods are used in the organisation of educational activities:

• educational discussion – allows the teacher to use different views on a particular problem, and the students participating in the discussion to justify their problem. Correct or incorrect judgements confirm the main theoretical positions and conclusions in the minds of students;

• group work – stimulates students to discuss, use different ways of solving problems and allows everyone to show initiative, independence, and analyse their work. Students use various sources of information, additional literature, fill in tables, compare, classify, and analyse. This method ensures deep and sustainable learning, develops thinking and memory. Educational psychology has derived the basic law of knowledge acquisition: perceive – comprehend – remember – apply – test the result in practice. The depth of knowledge is tested by using tests of different levels of difficulty;

• games – knowledge should be learned with positive emotions, joy, and interest. Games are often used in the classroom because they help students not only analyse certain phenomena but also gain personal experience. Intellectual games, brain-rings, etc. contribute to the development of special abilities. Such classes promote the development of the sensual sphere, creative imagination, attention, self-awareness, communication skills, as well as self-control and self-regulation, teach students to think, express their thoughts, feelings, emotions, better understand other people, and help them to penetrate deeper into the inner world of potential future students;

• educational projects – involve: multidimensional analysis of scientific, pedagogical, methodological and educational literature; evaluation of scientific research on the problem; comparison of the views of different authors; selection of facts from the lives of students and teaching staff; drawing up tables, diagrams, plans, outlines; development of an organisational and functional structure and a structural

and logical model of personality-oriented education in a modern general education institution.

Here are some of the interactive activities carried out at practical classes for marketing students in Dnipro state Agrarian and Economic University in the context of personally-based approach.

At the lecture-discussion "My dream team" in the discipline "Marketing Communications" students marketologists learned about the five "shortcomings" of the team and how to overcome them, highlighting the tasks of the leader in each of these situations, the existing models of team development in various fields and the description of the peculiarities of creating teams at different stages, the distribution of team responsibilities and setting tasks in accordance with team roles. There was also a discussion on the topic: "Why does a group need a leader?" Then the students discussed methods of harmonizing team goals with the personal goals of its members, methods of making a single team decision and agreeing it with team members, methods of forming a stable sense of community as well as methods of establishing horizontal relationships in the team. These are some examples of cases the students were working on:

Case study

(interaction in a team)

Purpose: training of team decision-making skills.

Duration: 15 minutes.

Task: the trainer divides the participants into 2 microgroups and gives instructions: "You are sailing on a yacht in the South Pacific Ocean. Suddenly there is a fire of unknown origin and most of the yacht and everything on board is destroyed. The yacht is slowly sinking. Navigation equipment has been lost or destroyed and you do not know where you are. You think you are somewhere about a thousand miles southwest of the nearest land. Below is a list of 15 things that remained unharmed by the fire. In addition to these items you have a rubber raft large

enough to hold you, your crew and all the items below. There is also a pack of cigarettes, several boxes of matches and 5 one dollar bills in survivors' pockets.

Your task is to rank the items below in order of their importance for your survival. Put the most important item on the 1st place, the second most important on the 2nd place, and thus the least important on the 15th place. Once you have made your own list, the group must agree on the order of the 15 items. You have 15 minutes, otherwise everything will be lost. When the task is completed, the groups present the final lists.

Questions for discussion:
- What emotions did the exercise evoke?
- Did your group manage to become a well-coordinated team?
- What traits of the participants contributed to this? What hindered?
- Share the group recipe for reaching consensus.

Another example was a group project «Start-up». Students are marketologists in an institution engaged in the production of goods/ services (the type of economic activity is determined optionally). The task is to jointly develop a marketing project to promote a product (service) in the local market using digital learning tools. The task was performed in small groups (4 – 5 people). These tools made it possible to implement cognitive learning methods (essential vision; heuristic questions and observations; comparison of facts; construction of rules, theory, hypotheses), creative methods (brainstorming tactics, figurative picture, hyperbole and agglutination). First, students were introduced to the algorithm of working on the project.

The project started with a conference where the whole group gathered and students expressed their opinions on which projects they were interested in. The conference was preceded by an introductory speech of the teacher, who introduced the topic proposed for the project activity, listened to the students' suggestions. Performing independent research work, students collected the necessary information, determined the main directions of its analysis. Then the group were processing the

information and discussing its content and forms of reporting.

Future marketologists also took part in the project "Our company". Groups were organized into 5 students. Each subgroup had to form their own company. During the week, each "company" had to come up with a name, draw up a business plan for the production of goods (at the discretion of the team), create a plan for marketing and advertising activities and develop a presentation of goods or services of the company.

In preparation for the defense of their business project, the team was asked the following questions: "What products do you manufacture or what services do you provide? What is your strategy for the future? Is your product competitive? What is your sales system? What is your company's solvency and sources of financing? What kind of financing do you need?" The participants of the meeting (students groups presenting their own projects) evaluated the presented projects on a on a ten-point system. Observers recorded the course of the meeting, analyzed its stages, positions of "interaction" between the participants and the presenter, and the ability to win over, and ability to impress. The teacher was a representative of the board who had the right to decide which project to fund. The participants of the meeting had to evaluate projects on a ten-point system, having previously chosen the chairman of the board – the leading financier.

Case 2

(ability to solve conflict situations)

Purpose: training of conflict resolution skills

Duration: 15 minutes for each situation.

Task: to present your own decision on the way out of the situation. The correctness of the decision and possible consequences of the conflict for its participants are discussed in the group.

Situation 1

Your subordinate mistakenly received an email from the central office addressed to you. The letter says that in the next two months the company will be forced to slightly reduce the funding of your company and reduce the staff of marketing specialists. First of all, the category of employees to which the employee who read the letter belongs will be affected by the reduction. How to solve this situation?

Situation 2

Your boss is a very noisy person who often uses an irritated tone when communicating with subordinates. In your opinion, how should you respond to your boss's remarks?

Situation 3

The marketing department of a large company "Logika" employs 30 employees. The team is united and friendly. The head of the department Ivanchuk V.L. proved to be a skillful leader, enjoys well-deserved respect of the majority of employees.

At the beginning of the year the Board of the company decided to transfer Ivanchuk V.L. to another, higher position in "Logika".

The team of the department has an informal leader - I.I. Petrov, whom most employees, including the former head of the department, see as the new head. In addition, there are several other highly qualified specialists in the department, whose experience allows them to apply for a leading position.

However, the company's board makes a completely unexpected decision for the department's staff: the new head of the department is appointed a person "from the outside" who has never worked in this company. At first, the employees of the department were in a state of surprise, because no one expected such a turn of events.

Gradually, the state of bewilderment changes to indignation, and those who could have taken this place are especially indignant. The new chief I.A. Sinitsyn is a high-class specialist, but due to the fact that he has not worked in this organization before, he does not know some subtleties in the specifics of the work. With his

appearance in the team there is a conflict situation. Most employees are dissatisfied with his appointment, and some do not want to see him as their manager.

At one of the meetings in the department between O.A. Sinitsyn and L.D. Petrov a dispute arose over the quality of the work performed. L.D. Petrov insisted on listening to his opinion, as he had been working in the department for a long time and considered himself competent enough in this matter. O.A. Sinitsyn replied that the issue that concerns many employees cannot be solved by one person, even if he is a very experienced specialist.

After such a meeting, L.D. Petrov considered himself offended and appealed to the company's management with a request to transfer him to another department. After him, 7 more people wrote similar application to the management. An open conflict broke out in the team. Further normal work of the department becomes impossible.

Questions for discussion:

• How right was the decision?

• What are the possible consequences of the conflict for its participants?

DSAU students marketologists also took part in the debate, which is also one of the examples of collaborative learning. All students were divided into threes, with one of the students in the mini-group acting as a supervisor. The supervisor had to identify two polar statements on the chosen topic for the debate, for example: Statement 1: money is the only measure of success of a modern marketologist; Statement 2: historical recognition of achievements is the only measure of success of a modern marketologist.

The statements were written on paper and blindly distributed among the other two participants of the mini-group, who had to prove the statement they received. The debate took place in three stages: argumentation, counterargumentation, questions and answers of the parties. The opposing side was given 10 minutes to prepare arguments and questions. Students had to find arguments in a short time and formulate them so that they looked convincing.

The total time of the debate was 30 minutes. According to its results, the participant, who was not a party to the debate, determined the winner, who managed to prove his opinion. After the end of the debates in mini-groups, a general discussion was held in the form of a conversation. Representatives of the mini-groups took part in the discussion about: 1) which statements were the best; 2) which arguments sounded the most convincing; 3) which elements of non-verbal communication helped the participants to prove their opinion, and which ones, on the contrary, hindered them; 4) what was the most difficult in preparing the arguments; 5) what was the most difficult in determining the winners of the debate. After the general discussion, the "universal tips" for preparing for the debate were deduced.

The third step was a lecture-discussion "Leadership competence in marketologist activity". The "peer-to-peer" method of teaching was used, which involved students' independent preparation of material for the lecture and presentation to their classmates in the form of messages, conversations or in another form. Representatives of the subgroups had the opportunity to make prepared reports supplementing the topics under consideration. The activity consisted of two stages. The first stage was a discussion of the following questions:

• What should be the moral profile of a modern marketologist?

• What does success mean in a marketologost's professional activity (money, fame, recognition)?

• Should a marketologist be a leader?

• What is the manifestation of a marketologist leadership competence?

• Should a marketologist think about the consequences of their actions for the world around them?

• What are your own life priorities and goals?

• What is your own mission in life and career?

At the lecture-discussion "Effective communication as the demonstration of marketologist leadership competence". During the lecture, students discussed marketologist's possible styles of behavior, in particular, directive, decisive,

accusatory, persuasive, etc. They then discussed the appropriateness of using this or that style in a particular situation and the means of developing the necessary skills. Then the students completed the exercise "Friendly questioning".

The participants were divided into pairs. Each of them received a topic to "ask", for example: a leader who inspires me, methods of personal development, ways to get rid of stress, etc. The task of each student was to get as much information as possible on their own topic and provide as little information as possible to their opponent on their topic during the conversation with their partner in compliance with ethical principles. Thus, they developed the ability to seize the initiative during a conversation, the ability to move the conversation into the right direction of communication, and the ability to protect their own information field.

Students played the game "Counterpart" aimed at understanding the phenomenon of leadership, developing observation and expressive qualities of the personality. One of the participants embodies the image of a political or public figure or a famous person who has outstanding leadership qualities. The other participants play the role of journalists who have been invited to a press conference with this person. The jury evaluates each player. At the end of the game, a collective analysis took place.

In order to develop the ability to analyze different aspects of self, students were offered the game "Two Chairs". All students were divided into groups of 3 to 5 people, each group created an improvised circle with two chairs in the middle. Each member of the group had to imagine himself in a situation of personal contradiction and act as both a "defender" and "attacker" in it. As a "defender", the student took one of the chairs and had to present arguments that justified his lack of motivation to act. Then the student switched to another chair and begin to speak from the position of an "attacker", providing arguments that should motivate him/her to act. The student could change chairs until, in his/her opinion, the conflict was settled. Other students acted as observers who had to analyze what they saw.

In order to acquire knowledge of the principles, algorithms, techniques and forms of constructive business communication, a seminar-discussion "Establishing

contact with client is a foundation for effective sales" was developed which aimed to test the knowledge of future marketologists on how to effectively establish contact with a potential client. The following questions were discussed at the seminar: 1) In your opinion, is the statement "No contact, no conversation" correct? Why? 2) Is it necessary to react negatively to a client's bad mood? 3) Why can the client have distrust: in your professional qualities? qualities? Personal distrust?

The exercise "Personal luggage" was aimed at developing the ability to draw up a psychological portrait of the interlocutor; to master an active style of communication and develop a relationship of openness and partnership in the group; to help future marketologists understand themselves, overcome internal barriers, uncertainty and constraint. During this exercise students had to determine how well they had begun to understand each other and their personalities.

Future marketologists were asked to imagine that they will soon have to part, and each of them is preparing his or her own backpack for the trip. This was their personal luggage. We had to pack the backpack together, as a group. At the same time, we agreed to put in it not things, but the personal qualities of a friend. Equally: those that are positive and those that the group thinks may hinder his marketing activities. What would the group put in friend's backpack?

There were a few more rules to this game. First: you should only put in the backpack those qualities that you have witnessed during your work together. Second: you cannot put a personal quality in the backpack that the whole group did not vote for (even if it was one person). The group will have to convince him or her, otherwise the controversial quality will not be included in your friend's luggage.

For each participant whom the group helped to pack their personal luggage, a final list was made, the date was indicated and the signatures of the group members were put. This list was solemnly handed over to the player who has packed for the trip. After the exercise students discussed it. The question was asked: Does the student agree with the luggage that the group has collected for him or her? What would you still like to keep (what quality)?

The exercise "Refueling" enabled participants to test their leadership skills; to

actualize life situations related to certain qualities; to show practical experience in acquiring leadership skills. In five corners of the room, posters were hung with the 5 most important leadership qualities identified at the end of the brainstorming session "Leadership Qualities".

Participants were asked to think carefully, choose one type of "fuel" that they need to refuel in order to become an effective leader and stand under the appropriate inscription. As a result, 5 microgroups were formed. Within 10 minutes, the participants in the microgroups had to share life experiences that prompted them to choose this particular "gas station". That is, at the "determination" station, you need to briefly describe a situation when you would lack this leadership quality. After the discussion, the trainer thanked the participants for their sincerity, readiness for self-criticism and self-disclosure. Then, within 5 minutes, participants needed to prepare for the presentation of a group sculpture that would reflect the opposite of the desired state described in the stories and come up with a name for this sculpture. The presentation took one minute.

When doing the exercise "Marketing Genius" (based on the materials of N. Kipnis) future marketologists were asked to organize themselves into three subgroups of 6 people each, and recommended to each subgroup a box with things of different origins (ballpoint pen, soap, napkins, book, chocolate, brochure of European countries). Each member of the subgroup has to choose one item and within 15 minutes to find at least 5 advantages and think about how best to present this thing to the audience in order to sell it. Students have to convince the "customers" that this item is necessary for them, using business communication tools in the process of persuasion. During the exercise, future marketologists tried to be tactful with the "customers", show empathy, and listen carefully to the wishes regarding the quality of the goods. After the exercise, the students discussed the actions of the participants; everyone expressed their opinions on the marketing strategy used of their colleagues.

The future marketologists chose the best ideas and criticized the less successful ones, pointing out the mistakes successful ones, pointing out mistakes in the process of business interaction. Having fulfilled this, students practiced using business skills

in the process of marketing activities, and correctly point out the mistakes of their colleagues without offending them [14].

For the development of emotional intelligence in future marketologists they participated in the exercise "Recognize an Emotion". The students were shown a number of videos, each of which implicitly demonstrated the following emotions: joy, surprise, sadness, anger, disgust, contempt, and fear. The videos were shown without sound, and their content demonstrated the behavior of people (not actors) in real-life situations, including during speeches. Each emotion was shown several times. Students were tasked with identifying the emotion and explaining the reasons for their conclusion. The purpose of the exercise was to develop students' skills in recognizing emotions and forming knowledge about their manifestation. The students were also tasked with finding a video similar to the one shown by the next practical lesson. At the next practical lesson, the exercise was repeated using the videos found by the students. The purpose of the repeated exercise was to consolidate the above skills and knowledge both through repeated demonstration and discussion of the video and through independent search.

The students also mastered the group problem solving technique, which aims to master the problem-solving algorithm. In particular, they had to clearly define the problem, analyze its causes, draw up an action plan, implement the plan, evaluate the result and, if necessary, repeat the cycle. Students were divided into mini-groups that competed with each other. The mini-groups received tasks and presented their solutions, which were evaluated by the teacher. The number of tasks was determined in accordance with the number of students in the group, so that everyone could try their hand at leadership. For diagnostic purposes, this exercise was also performed at the beginning of the academic year (before the relevant lectures and seminars) and at the end of the academic year.

In order to develop students' decision-making skills, a role-playing game called "Six Hats" was played in a practical training class according to the methodology of British psychologist and creative thinking researcher Edward de Bono. The Six Hats game is a type of brainstorming that is used in organizations when making important

decisions.

This method allows you to see the problem in its entirety, and also allows you to train six different aspects of thinking in turn. During the exercise, students were divided into mini-groups. They were offered the following situation: they are employees of a company that plans to organize a promotional event, but is not sure of its success. Using the "six hats", they would make the best decision in the interests of the organization. The teacher took turns giving the group pieces of paper in white, red, black, yellow, and green, which mean hats of these colors. The teacher kept the blue color. Wearing the white hat, students focused only on the facts and figures they knew about the event. In this hat, they used only the retrospective method of cognition, cause and effect relationships.

Participants in the red hat game used their feelings and intuition, sharing their own experiences and emotions about the event. Students wearing black hats approached the product as critically as possible, trying to find out all the possible risks and negative consequences for the organization from holding such an event. Wearing yellow hats, the students offered the most optimistic scenarios. Participants wearing green hats offered the most creative and unconventional approaches.

While wearing this hat, students had to maximize their creative thinking. The teacher, wearing a blue hat, recorded all the conclusions and ideas discussed by the students and helped them make the most informed decision at the end of the game. His functions also included managing the process and the course of thinking of the participants. Thus, with the help of the Six Hats exercise, students used a mode of thinking that allowed them to focus on different aspects of the problem, analyze it thoroughly, and make the most optimal decision by consistently considering various aspects of the task.

At the seminar-discussion "Outstanding leaders who inspire me" students prepared presentations about outstanding leaders (some presentations were in English). A discussion followed, with students identifying what inspired these leaders, what functions they performed, and what style of interaction with others they used. Seminar-discussion (and other types of seminar classes) is a form of dialogic

communication, during which the skills of practical experience in discussion and solving theoretical problems is formed.

Exercise "City of Ideas Generation" contributed to the development of participants' skills in generating new ideas; teamwork skills. The trainer divided the participants into 3 microgroups. Each team received a piece of paper and markers and gathered around the table. The trainer explained the task: "Somewhere in the universe there is a planet called Creative and we are all residents of a fantastic City of Ideas, where interesting people live. There are 3 universities in the city, and each group represents one of them. The task of the groups is to draw a university, come up with its name, coat of arms and motto, specialties taught there, other things that make it special. And you are not limited in your imagination at all". Participants were given 7 minutes. Then the groups took turns in the center of the room and presented their universities.

The trainer gave the second task: "Each of your universities has extraordinary students and a creative student body. The second task was to depict and tell about the student activists of the fictional university, its hierarchy, if any; functions and responsibilities; indicate who was the leader of the students activists". The participants had 7 minutes to present their drawings for the second time.

The trainer announced the third task: "In the City of Ideas, there is a competition among universities for the most creative student activists, the winners of which will go on a trip around the universe. According to the terms of the competition, the student group that will best organize the "Festival of Leadership" at the university will win. Each group should develop activities targeted at different groups - students, teachers and university administration, and the city community". To determine their group participants drew lots.

When the work is finished, the posters were defended. At the end, the most creative team was chosen by open vote.

Questions for discussion:

- What emotions did the exercise evoke?
- How did the work in the groups go, did each participant take an active part?

- Would you like to study at the university you have invented?

- What features of fantastic student assets would be nice to implement in yours?

- Do you agree with the expediency of holding a "Leadership Festival"?

- How would it be organized at your university?

- Did it make you feel more creative?

Thus, the use of interactive personality-oriented learning technologies in the context of the credit-module system allows: firstly, each student realises himself/herself as a person; secondly, it activates students' thinking, forms positive motivational attitudes towards the implementation of personality-oriented learning; develops the habit of active, creative, rational thinking and action.

Scientific work on the basis of personality-oriented learning includes student research and practice, seminars, workshops, trainings, master classes that provide future specialists with the latest knowledge about the peculiarities of professional activity, clubs.

Conclusions and directions for further research.

Summarising the results of the study, it should be noted that an individual educational trajectory should become a didactic system in which learning is carried out according to individual programmes, content, forms, means, pace, and appropriate forms of control and assessment. The ultimate aim of a personalised learning environment is to create an educational system that responds directly to the diverse needs of individuals rather than imposing a 'one size fits all' model on students, to ensure the most effective development of each student, their independence, initiative, research and search style of activity, creativity, confidence, work culture. A personalized learning pathway is an excellent tool that empowers students with complete control of their learning and allows them to acquire and retain skills effectively. Higher education has recently witnessed a proliferation of personalized learning. The implementation of personalized learning has improved students' learning and retention. Key benefits for students include improved learning outcomes and learning experience and for institutions – an enhanced reputation as an institution that values and supports individual student's learning. The ultimate aim of

a personalised learning environment is to create an educational system that responds directly to the diverse needs of individuals rather than imposing a 'one size fits all' model on students We consider discovery of new aspects of perception, learning, memory development and other mental abilities of students as a prospective direction for further scientific research.

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