

**PERSONALLY ORIENTED MODEL OF EDUCATION
AND TEACHERS' READINESS FOR ITS IMPLEMENTATION
(UKRAINIAN EXPERIENCE)**

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ОСОБИСТІСНО ОРІЄНТОВАНА МОДЕЛЬ ВИХОВАННЯ ТА ГОТОВНІСТЬ ПЕДАГОГІВ ДО ЇЇ РЕАЛІЗАЦІЇ (УКРАЇНСЬКИЙ ДОСВІД)

У статті на основі аналізу наукових джерел та результатів емпіричного матеріалу розкрито теоретичні засади особистісно орієнтованої моделі виховання і проаналізовано стан готовності вчителів/майбутніх учителів до її здійснення. Особистісно орієнтовану модель виховання учнів визначено як систему організації цілеспрямованої взаємодії суб'єктів виховання, забезпечення умов для самоствердження особистості учня, пошук механізмів його самореалізації, адаптації, саморегуляції на принципах педагогіки партнерства. Ознаками особистісно орієнтованої моделі виховання учнів визначено: специфіку освітнього середовища, дитиноцентризм, переорієнтацію виховних цінностей, суб'єкт-суб'єктність, особистісну результативність особистості. Здійснено узагальнювальну характеристику особистісно орієнтованого підходу до виховання за такими виокремленими критеріями: засоби взаємодії, контакт під час взаємодії вчителя з учнем, мета педагогічної взаємодії, особливості взаємодії, особливості виховного процесу, результат виховання. Вказано, що учителі, які реалізують особистісно орієнтовану модель виховання, мають бути: гуманними, щирими і добрими людьми; емпатійними, які враховують соціальну незахищеність учнів; прогностичними, здатними прийняти позицію учнів; творчо активними, здатними реалізувати творчі задуми. На формування таких якостей має бути спрямована їхня підготовка та перепідготовка у закладах вищої освіти. Основними методами діагностування рівня реалізації моделі особистісно орієнтованого виховання вчителями і майбутніми вчителями обрано методики опитування, анкетування та спостереження. Констатовано, що вчителі виявляють репродуктивний рівень реалізації моделі особистісно орієнтованого виховання у закладах загальної середньої освіти (згідно із результатами діагностування). Узагальнені результати опитування й анкетування вчителів констатували, що для роботи за особистісно орієнтованою моделлю виховання їм необхідно удосконалити: практичну підготовку; навички педагогічної творчості; теоретико-методичну обізнаність; готовність до самовдосконалення. Учителям бракує теоретичних знань щодо реалізації особистісно орієнтованої моделі виховання учнів та практичних умінь, навичок її реалізації. Установлено, що студенти – майбутні учителі – також не готові до ефективної реалізації моделі особистісно орієнтованого виховання (інтуїтивний рівень готовності згідно із результатами діагностування). Це вимагає удосконалення змісту і процедури їхньої професійної підготовки: реорганізації системи неперервної професійно-педагогічної освіти щодо окресленого напрямку; пошуку інноваційних технологій формування досліджуваної готовності у студентів педагогічних університетів; формування у майбутніх учителів у закладах вищої освіти суб'єктності, орієнтури на вияв особистісно-професійної позиції, відстоювання професійної та особистісної гідності.

Ключові слова: виховання; особистість; особистісно орієнтована модель виховання; готовність учителів; майбутні вчителі початкової школи.

PERSONALLY ORIENTED MODEL OF EDUCATION AND TEACHERS' READINESS FOR ITS IMPLEMENTATION (UKRAINIAN EXPERIENCE)

In the article, based on the analysis of scientific sources and the results of empirical material, the theoretical principles of a personally oriented model of education have been revealed and teachers'/future teachers' readiness for its implementation has been analysed. A personally oriented model of teaching pupils is defined as a system of organization of purposeful interaction between subjects of education, provision of conditions for self-affirmation of a pupil's personality, a search for mechanisms of self-realization, adaptation and self-regulation on the principles of partnership pedagogy. Attributes of a personally oriented model of teaching pupils have been defined: the specifics of the educational environment, child-centeredness, reorientation of educational values, subject-subjectivity, personal effectiveness of an individual. The personally oriented approach to education has been generalized according to the following criteria: means of interaction, contact between a teacher and a pupil during the interaction, the purpose of the pedagogical interaction, peculiarities of the interaction, peculiarities of the educational process, the result of education. It has been indicated that teachers who implement a personally oriented model of education should be: humane, sincere and kind; empathetic, taking into account the social insecurity of pupils; prognostic, able to accept the position of pupils; proactive, able to realize creative ideas. Their training and retraining in institutions of higher education should be aimed at the formation of such qualities. The main methods of evaluating the level of implementation of a personally oriented model of education by teachers / future teachers are those of surveying, questionnaires and observation. It has been stated that teachers display the reproductive level of implementation of a personally oriented model of education in general secondary education institutions (according to the results of the evaluation). The generalized results of the questionnaires and surveying of teachers demonstrate that in order to effectively implement a personally oriented model of education they need to improve: practical skills; pedagogical creativity; theoretical and methodological awareness; readiness for self-improvement. The teachers lack theoretical knowledge about the implementation of a personally oriented model of education and practical skills, those of its implementation. It has been found that students – future teachers – are also not ready for the effective implementation of the model of personally oriented education (the intuitive level of readiness according to the results of the study). This calls for the improvement of the content and process of their professional training: reorganization of the system of continuous vocational and pedagogical education in the specified field; a search for innovative technologies for the formation of readiness in pedagogical students; the formation in future teachers of subjectivity, commitment to a firm personal-professional attitude, professional and personal dignity.

Key words: *education; personality; personally oriented model of education; teachers' readiness; future teachers of elementary school.*

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Introduction

The quintessence of the Ukrainian educational policy is humanization of the process of harmonious formation of an individual. The leading philosophical concept of education is human-centeredness, which orientates the pedagogical process toward the development of a person capable of lifelong self-affirmation. Consequently, this accounts for the introduction of a personally oriented paradigm of education, formation in teachers, in particular future teachers, of humanistic values. This is a prerequisite for their readiness for professional activity in the personally oriented educational space of general secondary education institutions. The level of personal development of future Ukrainian citizens depends on the level of teachers' readiness for the implementation of a personally oriented model of education. This is stated in normative legal documents.

The Concept of the «New Ukrainian School» («Kontseptsiiia «Nova ukrainska shkola», 2016) is also based on the principles of personally oriented education. The essence of the Concept is focused on creating conditions for a spiritual development of a growing person on the basis of universal and national values, assisting in life self-determination, instilling civic and professional competence and facilitating holistic self-realization of pupils. The Concept redefines the meaning of the main categories in the theory of education with regard to the modern pedagogical discourse – principles, purpose, means and methods, object and subject of the educational process. The model of education (a sample of the outlined process) is subject to change as the basic educational categories can vary in accordance with the chosen system approach in pedagogy. The classical model of personally oriented education (Bekh, 2003) has also undergone and continues to undergo systemic changes due to the improvement of the educational process. This rationalizes the research of the essence of a «personally oriented model of education» («What (what ideas) is the implementation of a model of personally oriented education based on?») and of teachers' readiness to implement it («Are modern teachers/future teachers (students) ready to implement a model of personally oriented education?»).

The analysis of recent research. Modern Ukrainian pedagogy interprets the idea of personally oriented education through I. Bekh's personally oriented ap-

proach (Bekh, 2003), ensured by teachers' professional mastery (Bekh, 2014) with the aim of instilling spiritual values in pupils (Bekh, 2015). In view of I. Bekh's personally oriented paradigm of education (Bekh, 2015) the theory of education takes note of «a pupil's life situation», the level of his development and life experience. However, it is the very treatment of a life situation as a unit of education and application of the situational approach when shaping personality that leads to a continuous improvement of such a model of education. After all, a life situation is a variable phenomenon that depends on certain social and historical events. According to H. Alekseienko, a life situation from the perspective of education depends on the transformation of the family's educational function (Alieksieienko, 2016). M. Styczyńska shares these beliefs: a pupil is an «autonomous unit» and has the right to respect for his individuality. At the same time, the success of education depends on: constantly changing life situations; awareness of the subjects of education (parents, teachers) of the personally oriented approach to the pupil (Styczyńska, 2010).

The level of awareness is based on the norms of education – wisdom, faith, patience, etc. These are the subject of the philosophy of education, but they should not become «mathematical rules», mere indicators (Krasnodębski, 2006). More often than not, the norms of personally oriented education are viewed through the prism of reputable personalities. For instance, in Polish pedagogy such norms are associated with examples from Pope John Paul II's life. In particular, J. Mastalski treats personally oriented education through John Paul II's principles of education. The main principle is the nurturing of respect for human dignity: «Be the prophets in word and deed, rebels against the civilization of egoism, which becomes for people not an instrument but a goal» (Mastalski, 2012, p. 255). Personally oriented education is a «sketch of a certain promise, in which it is necessary to start one's own potential» (Mastalski, 2012, p. 256). Thus, the studies sufficiently analyse some aspects of the modern idea of personally oriented education. However, the generalized model of such education requires further detailing.

The research conducted by M. Abrandt Dahlgren and E. Hammar Chiriatic demonstrates that in general graduate students formally approach the implementation of any model of education. They are more concerned with success and responsibility for their actions (Abrandt Dahlgren & Hammar Chiriatic, 2009). Other foreign studies bring out the social aspect of experienced teachers' readiness for educational activities. Their results indicate that teachers' level of readiness is related to their professional identity: a teacher follows the model of education that personally impresses him (Prado de Sousa & Villas Bôas, 2012). Modern studies by I. Terentyeva, N. Pugacheva focus on the improvement of teachers' qualifications with regard to the level of readiness for pedagogical, especially educational activities. The ecological approach chosen as a dominant implies the formation of an innovative educational environment for retraining teachers in order to stimulate them to choose a certain model of education (Terentyeva & Pugacheva, 2018).

Thus, various aspects of the problem of teachers' readiness for educational work have been explored. However, the level of readiness of modern (and future)

teachers for the implementation of a personally oriented model of education has not yet been studied.

The purpose and objectives of the study. The purpose of the article is to reveal the theoretical foundations of a personally oriented model of education and to analyse teachers'/future teachers' readiness for its implementation.

Objectives of the article are as follows:

1. To summarize the views of modern scholars on a personally oriented model of education.
2. To perform an analysis of teachers' readiness for the implementation of a personally oriented model of education.
3. To analyse future teachers' (students') readiness for the implementation of a personally oriented model of education.

Presentation of the main research material. The relevance of the study, outlined at the beginning of the article, prompts us to find an answer to the question: «What (what ideas) is the implementation of a model of personally oriented education based on?»

1. Theoretical foundations of a personally oriented model of education

The present context of studying the phenomenon of personally oriented education is characterized by a diverse interpretation of this category. Based on a generalized analysis of the psychological and pedagogical literature mentioned above, we have distinguished and classified the following features of personally oriented education:

– the specifics of the educational environment – appropriate organization of the educational environment as a set of conditions most conducive to the development of pupils' personality through the activities they value;

– child-centeredness – recognition of individuality, identity, self-worth of each pupil, his unique development, subjective experience (life experience acquired in certain family conditions, socio-cultural experience acquired in the process of perception and understanding of the world of people and things); recognizing a pupil's personality and subjectivity;

– reorientation of educational values: from the culture of utility to the culture of dignity as a priority of moral values, providing a pupil with an incentive to harmonize with the outside world through practical activity (Chepil, 2017); rejection of the averaging of personality in favour of forming an optimistic forecast of each child's development; implementation of an integrated, harmonious approach to the development, education, training of pupils, formation of their holistic scientific view of the world (Karpenko, 2015); implementation of the principle of activity, that is, perception of a pupil as an active subject of life, recognition of his right to free choice, etc. (Garner & Mahatmya, 2015);

– subject-subjectivity – communication «on equal terms» in the process of education; humanization of the relationship «teacher ↔ pupil» and compliance with the following requirements: forming a sense of unity with another subject, building a «psychological zone» of amiability, etc.;

– personal effectiveness, when personality becomes self-evolving and self-regulating, acquires deep knowledge and skills, is the subject of knowledge, the owner of one's life on the principle «one's own master» (Caena, 2014).

These features of personally oriented education are schematically presented in Fig 1:

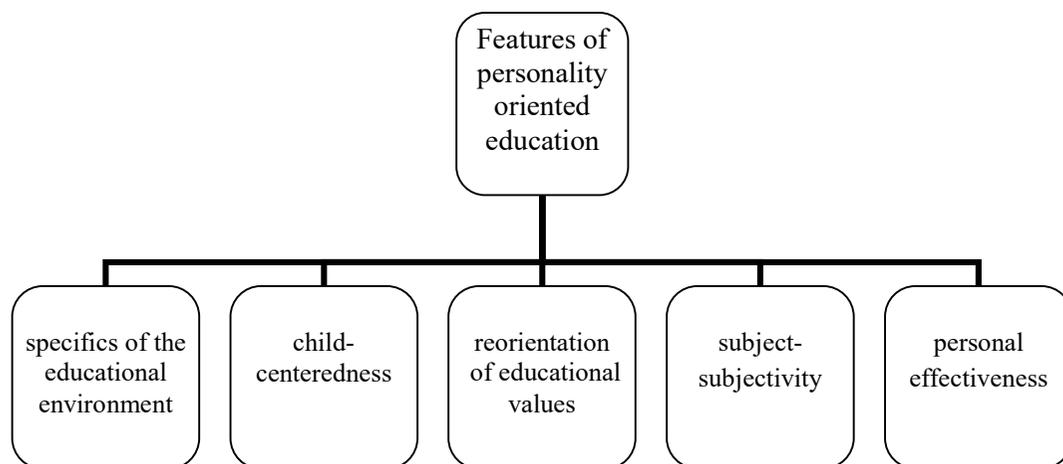


Fig. 1. Features of personally oriented education

* Developed by the authors

The fundamental essence of personally oriented education became the major subject of I. Bekh's scholarly tradition (Bekh, 2003, 2014, 2015). He considers personally oriented education through the goal of formation and development in a pupil of personal values. Such values serve as the highest criterion for an individual's self-identification in the world based on personal self-determination. The scholar believes that only through personal education it is possible to achieve the developmental purpose. Such education aims at: 1) understanding a pupil's personality; 2) his free and responsible self-expression. This, however, is impossible without a benevolent and grateful attitude towards a pupil on the part of authoritative adults (parents, teachers). Personally oriented education contributes to a better functioning of a pupil as a personality. This is a consequence of cooperation between a teacher and a pupil in a single emotional-sensory plane. Such education prevents mental stress – the result of sensing the danger caused by the inadvertent intrusion of an adult into a child's world. Personally oriented education opens new opportunities for emotional impressions, communication and free behaviour of a pupil (Bekh, 2003, p. 2).

We share V. Buchkivska's belief (Buchkivska, 2004) that a teacher is able to implement the personally oriented approach in education under the following conditions:

– psychological: to develop a pupils' reflexivity, an ability to comprehend and evaluate their actions; to predict their consequences, coordinate their own desires,

goals and means of their achievement; create conditions for the free choice of activities and ways to achieve the goal; to form a sense of responsibility for their own choices;

– methodological: to harmonize the wishes and goals of pupils with their capabilities and requirements of the environment; to ensure the personal contact of teachers and pupils based on the recognition of human dignity, respect, responsibility; to cultivate dialogue between the teacher and pupils (exchange of opinions, discussions, substantiation of positions); to encourage pupils to develop their own models of behaviour and activities, search for methods for their implementation, interaction with people during various activities (cognitive, aesthetic, labour, etc.);

– vocational and pedagogical: to develop empathy as a determinant of a teacher's personality which accounts for personally oriented education; an ability to sympathize with pupils, to empathize, to show goodwill, to view each pupil as a unique personality; to develop humanistic feelings relying on the emotional sphere of personality; to simulate situations for pupils to show their personal choice, trust, success, creativity; carry out activities in multivariate, flexible forms (according to age characteristics, specifics of the social environment); to set comprehensible and adequate requirements in a clear and friendly form before the pupils (Buchkivska, 2004).

Based on the analysis of scientific sources (Bekh, 2003, 2014, 2015; Buchkivska, 2004), we made a generalization of the personally oriented approach to education according to the following criteria we have identified: means of interaction, contact between a teacher and a pupil during the interaction, the purpose of the pedagogical interaction, peculiarities of the interaction, peculiarities of the educational process, the result of education. The above characteristics are presented in Table 1.

Based on Table 1 we are able to formulate a working interpretation of the essence of a personally oriented model of education: a system of organization of purposeful interaction between subjects of education, provision of conditions for self-affirmation of a pupil's personality, search for mechanisms of his self-realization, adaptation, self-regulation on the principles of partnership pedagogy.

According to the «National Program for the Education of Children and Student Youth in Ukraine» («Natsionalna prohrama vykhovannia», 2004), personally oriented education should be based on the following principles:

– subjectivity (education through a dialogical form of communicative interaction with a pupil);

– diagnostics (construction and correction of the educational process based on psychological and pedagogical diagnostic studies: assessment of creative performance of pupils and pupils' teams);

– optimality (the optimal creative pedagogical interaction between a teacher and a pupil for the purpose of successful education and positive dynamics of pupils' creative performance);

– interdependence (interdependence of creative personal development of subjects of interaction in the system «teacher ↔ pupil»);

- facilitation (formation of a pupil's creative personality in the educational process, stimulation of his creative activity);
- creativity (perfection of a pupil's creative personality);
- support (reinforcing the development of creative opportunities of pupils through the implementation of additional extracurricular activities);
- variability (need to overcome the uniformity of content, forms, methods of education);
- self-organization (peculiarities of the process of formation of a pupil's creative personality) («Natsionalna prohrama vykhovannia», 2004).

Table 1. Characteristics of the personally oriented approach to education

<i>Basic parameters</i>	<i>Peculiarities of implementation</i>
1. Means of interaction	Dialogue, problem-based learning, simulation of success scenarios, incentives, encouragement, approval.
2. Contact between a teacher and a pupil during the interaction	Bilateral, emotional connection, which creates a common field of interaction; communication. The interaction is based on trust, openness, lack of fear. Conflicts are overcome creatively, are resolved through compromise.
3. Purpose of the pedagogical interaction	Development of a pupil as an active, independent personality; of his interests, abilities, moral feelings. Formation of a pupil's ability to live in a changing world. Creating the conditions for self-expression of personality. Focus on the formation in pupils of humanitarian thinking.
4. Peculiarities of the interaction	A pupil is a subject of pedagogical interaction. Teachers' preoccupation with awareness and comprehension of the unique features, aptitudes and interests of pupils. Awareness of responsibility by both a teacher and a pupil. Readiness to help with realization of a pupil's capabilities. Recognition by a teacher of a pupil's personality. Respect for his thoughts, feelings, the right to freedom of choice. Recognition of a pupil's uniqueness, equality, right to co-creation.
5. Peculiarities of the educational process	Flexibility: taking into account the current condition and adjustment of a pupil's development.
6. The result of education	Integral development, favourable psychological climate, autonomy, creativity, positive internal motives of education, aspiration for self-development.

* Compiled by the authors

Among the abovementioned principles, the principle of personalization of pedagogical activity in the educational process takes the leading place. This principle ensures satisfaction of the social need for teachers of the new type: humane, sincere and kind; empathetic, taking into account the social vulnerability of pupils; prognostic, able to accept the position of pupils; proactive, able to realize creative ideas.

Characteristics of a modern teacher who implements a personally oriented model of education is developed by the authors: humanism, sincerity and kindness; empathy; predictiveness; creative activity.

The training of such specialists should be the main task of continuous pedagogical education. The result of future teachers' training should be their pedagogical competence in personally oriented education – a system of knowledge, skills, abilities, experience in creative activities focused on the development of a pupil's personality, readiness for the implementation of personally oriented education. The process of forming this competence is consistent and step-by-step. Therefore, we distinguish the following levels of its formation: intuitive, reproductive, explorative and creative.

Further on, we need to answer the question: «Are modern teachers/future teachers (students) ready to implement a model of personally oriented education?»

II. The results of diagnosing the level of readiness of teachers to implement a model of personally oriented education of pupils

In order to study the level of teachers' readiness we covered different categories of respondents: inexperienced teachers (42.2 %); inexperienced, but with certain achievements (45.0 %); experienced teachers with a creative style of work (12.8 %) – 158 teachers in total.

Questionnaires, surveying and observation were chosen as the main methods of the study, as recommended by J. Raven (1991).

At the first stage of the pilot study, a questionnaire was carried out. 94 % of the respondents consider personally oriented education to be a progressive and timely trend in modern education. A significant part of the respondents (70.6 %) believe that pedagogical activity is their true vocation; a small part – 14.7 % – became teachers due to certain life circumstances; the rest (14.7 %) hesitate to answer this question.

At the second stage of the experimental study a survey was conducted. According to it, the priority goal of the respondents' educational activity is: 20.0 % – education of a person with high moral values; 18.7 % – formation of a harmonious personality; 18.7 % – formation of a practical person, that is well-oriented in life; 16.0 % – development of bright individuality; 14.7 % – realization of a pupil's natural abilities; 12.0 % – education of an intellectual. The results of the survey demonstrated that when drawing up a plan of educational work, teachers take into account: 58.2 % – pupils' interests and needs; 34.5 % – abidance by normative and administrative requirements; 5.5 % – their own priorities. The third stage of the experimental study was conducted through complex methods: questionnaires, surveys and observations.

The monitoring of the theoretical and practical readiness of teachers to implement a personally oriented model of education showed the following results: 60.0 % have difficulty in planning the educational work within personally oriented education; 40.0 % consider themselves capable of conducting teaching activities in this field. According to the respondents, professional training of future teachers in higher education institutions should focus more on the formation of a practical component

of competence in personally oriented education (36.0 % of the surveyed), a thorough psychological and pedagogical awareness (33.3 %), mastery of methodology of personally oriented activities (30.7 %). The analysis of the results of the survey showed: 30.3 % of teachers believe that their level of readiness for the implementation of personally oriented education depends on their skills of self-improvement and innovation; 29.0 % point out that it is useful to familiarize teachers with the leading pedagogical experience; 22.5 % of respondents feel that there is a shortage of scientific and methodological literature about personally oriented technologies for the education of pupils; 18.0 % would like to attend issue-related courses, seminars or conferences.

Thus, for practicing teachers the problems related to the lack of theoretical knowledge about a personally oriented model of education of pupils and practical skills of its implementation remain topical. The results of the diagnostics of the teachers' readiness to implement a model of personally oriented education of pupils generally correspond to the reproductive indicators of its formation.

III. The results of diagnosing the level of readiness of future teachers (students of higher educational institutions) to implement a model of personally oriented education

Students of pedagogical universities were also surveyed to determine the level of their readiness for the implementation of personally oriented school education. 216 future teachers, fourth-year students of Pavlo Tychyna Uman State Pedagogical University and Lesia Ukrainka Eastern European National University participated in questionnaires and surveys (Raven, 1991).

The most common answers to the question «What meaning do you put into the concept of personally oriented education?» were as follows: «education based on the principles of respecting a child's personality, taking into account peculiarities of his/her individual development»; «education directed at a personality, personal development»; «full-fledged, emotionally rich education, which is realized in the course of a socially significant creative life of a teacher and a pupil, is determined by personal and social needs»; «education, which is based on the principles of personal respect, takes into account individual development, declares treating a pupil as a conscious subject of interaction»; «aims at shaping an individuality». Students' answers demonstrate that 63.6 % of them are aware, 30 % – hesitant, 6.4 % – ignorant of this concept.

The students' professional competence in personally oriented education was defined in the questionnaire as: «psychophysical, moral readiness to educate a pupil as a unique person»; «qualitative psycho-pedagogical preparation: a desire and ability to work on the principle «personality-personality»; «a combination of theoretical knowledge and practical experience in order to implement personally oriented education». The obtained data prove that 45.5 % of future teachers are aware, 42.5 % have an idea, 12.0 % are totally ignorant of the essence of the indicated competence.

The main criteria of professional competence for the implementation of personally oriented education, according to the surveyed students are: «a value attitude

to pupils»; «a desire and ability to work on the principle «personality-personality»; «an ability to organize a personally meaningful process of upbringing and take into account individual characteristics of pupils». The analysis of answers shows that 51.5 % of the interviewed students are aware, 18.2 % have an idea, 30.3 % are totally ignorant of the criteria of competence.

The most appropriate measures which should be taken in higher educational institutions for the effective implementation of personally oriented education, according to the surveyed students are: «creation of modern textbooks on psychological and pedagogical disciplines», «changing the way of interacting with participants of the vocational training process», «introduction of a theoretical and practical course on personally oriented technologies of education», «measures for the creative development of a future specialist's capabilities», etc.

The analysis of responses states that the students feel the need for:

- an updated information corpus regarding the implementation of personally oriented education (creation of textbooks, introduction of training courses, etc.) – 23.4 %;
- implementation of practical educational measures aimed at the formation of an individual (conferences, conversations, trainings) – 13.6 %;
- reorganization of the professional environment on the basis of partnership pedagogy – 23.5 %;
- a wider introduction of personally oriented technologies for training students in higher educational institutions – 27.5 %.

The results of the diagnostics of readiness of future teachers (students of higher educational institutions) for the implementation of a model of personally oriented school education generally correspond to the intuitive indicators of its formation. The obtained results testify to the necessity:

1. To reorganize the system of continuous vocational and pedagogical education for a more effective preparation of teachers to implement a model of personally oriented education.
2. To search for innovative technologies for the formation of readiness in pedagogical students.
3. To form future teachers' subjectivity, commitment to a firm personal-professional attitude, professional and personal dignity.

Conclusions. In the course of the theoretical analysis and experimental work, we have come to the following conclusions:

1. A personally oriented model of school education is interpreted by us as a system of purposeful interaction between subjects of education, provision of favourable conditions for self-affirmation of a pupil's personality, search for mechanisms for self-realization, adaptation, self-regulation on the principles of partnership pedagogy. Teachers who implement a personally oriented model of education should be humane, empathetic, prognostic and creative. The formation of such qualities should be achieved through their training and retraining in institutions of higher education.

2. Teachers show a reproductive level of implementation of personally oriented education in general secondary education institutions (according to the results of the survey). The generalized results of the survey and questionnaires demonstrate that in order to work according to a personally oriented model of education, they need to improve: practical training – 26.8 %; skills of pedagogical creativity – 25.0 %; theoretical and methodological awareness – 23.3 %; readiness for self-improvement – 12.5 % of respondents. Teachers lack theoretical knowledge about the implementation of a personally oriented model of education of pupils as well as practical skills of its implementation.

3. Students (future teachers) are also not ready for the effective implementation of a personally oriented model of education (the intuitive level of readiness according to the results of the research). The measures which can be taken in order to improve their professional training are as follows: reorganization of the system of continuous vocational and pedagogical education in the specified field; a search for innovative technologies for the formation of readiness in pedagogical students; the formation in future teachers of subjectivity, commitment to a firm personal-professional attitude, professional and personal dignity.

Further scientific research can be done to isolate and give account of personally oriented technologies of education.

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