



**REFLECTION OF THE PERSONALITY-ORIENTED APPROACH BY THE SUBJECTS OF ITS
IMPLEMENTATION IN EASTERN EUROPE**

**REFLEXIÓN DEL ENFOQUE ORIENTADO A LA PERSONALIDAD POR LOS SUJETOS DE SU
IMPLEMENTACIÓN EN EUROPA DEL ESTE**

**REFLEXÃO DA ABORDAGEM ORIENTADA PARA A PERSONALIDADE PELOS SUJEITOS DE SUA
IMPLEMENTAÇÃO NA EUROPA ORIENTAL**

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Abstract: The article deals with the study of the assessment of personality-oriented approach by the subjects of its implementation in the formation of pedagogical professionalism in higher educational institutions in Eastern Europe, where such an approach is still considered innovative. Students and teachers of physical education faculties were selected as the reference group. The main objective is to clarify the relationship between the classical principles of personality-oriented approach and its reflection by the subjects of the educational process. A remote survey of students and teachers of physical education faculties helped identify a number of universities, regional and personal advantages in using a personality-oriented approach. The authors clarified key concepts and patterns of this approach, its objective and subjective attributes and patterns. The method of ranking of student and teacher preferences and associative concepts helped identify trends, advantages and disadvantages of the implementation of personality-oriented learning in Eastern European universities. The article clarifies that there is a dissonance in the academic and personal student understanding of the implementation of the analysed approach in Eastern Europe: the main generalizing concepts for teachers are choice, initiative, personality, independence, while for students these are independence. The ratings of the advantages of personality-oriented learning from the point of view of students of Eastern and Western Europe are also compared. On the basis of the obtained data, the authors developed the scheme of the modern implementation of the personality-oriented approach, and determined the prospects for further research. The latter is to solve the problem of harmonization of compulsory and variable (individual) components of the content of education; development of

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methods to increase motivation, responsibility and self-acquisition of professional competencies by future teachers.

Keywords: Motivation, Educational Conditions, Personal Preferences, Concepts, Personal Educational Project, Self-Image.

Resumo: O artigo trata do estudo da avaliação da abordagem orientada para a personalidade pelos sujeitos da sua implementação na formação do profissionalismo pedagógico em instituições de ensino superior da Europa de Leste, onde tal abordagem ainda é considerada inovadora. Alunos e professores das faculdades de educação física foram selecionados como grupo de referência. O objetivo principal é esclarecer a relação entre os princípios clássicos da abordagem orientada para a personalidade e sua reflexão pelos sujeitos do processo educacional. Uma pesquisa remota com alunos e professores de faculdades de educação física ajudou a identificar várias universidades, vantagens regionais e pessoais no uso de uma abordagem orientada para a personalidade. Os autores esclareceram os principais conceitos e padrões dessa abordagem, seus atributos e padrões objetivos e subjetivos. O método de classificação das preferências dos alunos e professores e os conceitos associativos ajudaram a identificar tendências, vantagens e desvantagens da implementação da aprendizagem orientada para a personalidade nas universidades da Europa de Leste. O artigo esclarece que há uma dissonância na compreensão acadêmica e pessoal do aluno sobre a implementação da abordagem analisada na Europa Oriental: os principais conceitos generalizantes para os professores são escolha, iniciativa, personalidade, independência, enquanto para os alunos são independência. As avaliações das vantagens da aprendizagem orientada para a personalidade do ponto de vista dos alunos da Europa Oriental e Ocidental também são comparadas. Com base nos dados obtidos, os autores desenvolveram o esquema da implementação moderna da abordagem orientada para a personalidade e determinaram as perspectivas de pesquisas futuras. Este último visa resolver o problema da harmonização das componentes obrigatórias e variáveis (individuais) do conteúdo da educação; desenvolvimento de métodos para aumentar a motivação, responsabilidade e auto-aquisição de competências profissionais pelos futuros professores.

Palavras-clave: Motivação, Condições Educacionais, Preferências Pessoais, Conceitos, Projeto Educacional Pessoal, Autoimagem.

Resumen: El artículo trata del estudio de la evaluación del enfoque orientado a la personalidad por parte de los sujetos de su implementación en la formación del profesionalismo pedagógico en instituciones de educación superior en Europa del Este, donde tal enfoque todavía se considera innovador. Se seleccionó como grupo de referencia a estudiantes y docentes de las facultades de educación física, cuyo objetivo principal es esclarecer la relación entre los principios clásicos del enfoque orientado a la personalidad y su reflejo por parte de los sujetos del proceso educativo. Una encuesta remota de estudiantes y profesores de las facultades de educación física ayudó a identificar una serie de universidades, ventajas regionales y personales en el uso de un enfoque orientado a la personalidad. Los autores aclararon conceptos y patrones clave de este enfoque, sus atributos y patrones objetivos y subjetivos. El método de clasificación de las preferencias de estudiantes y profesores y los conceptos asociativos ayudaron a identificar tendencias, ventajas y desventajas de la implementación del aprendizaje orientado a la personalidad en las universidades de Europa del Este. El artículo aclara que existe una disonancia en la comprensión académica y personal de los estudiantes sobre la implementación del enfoque analizado en Europa del Este: los principales conceptos generalizadores para los docentes son elección, iniciativa, personalidad, independencia, mientras que para los estudiantes son independencia. También se comparan las calificaciones de las ventajas del aprendizaje orientado a la personalidad desde el punto de vista de los estudiantes de Europa oriental y occidental. Sobre la base de los datos obtenidos, los autores desarrollaron el esquema de la implementación moderna del enfoque orientado a la personalidad y determinaron las perspectivas



para futuras investigaciones. El segundo es resolver el problema de la armonización de los componentes obligatorios y variables (individuales) del contenido de la educación; desarrollo de métodos para incrementar la motivación, responsabilidad y auto adquisición de competencias profesionales por parte de los futuros profesores.

Palabras chave: Motivação, Condições Educacionais, Preferências Pessoais, Conceitos, Projeto Educacional Pessoal, Autoimagem.

1 INTRODUCTION

Due to the rapid development of science and technology, as well as all forms of social consciousness, the modern personality goes beyond personal space, becomes cosmopolitan, involved in globalization and communicates within the “global village” (McLuhan & Fiore, 1968). In these conditions, a specialist in socionomics develops and operates in new expanded interpersonal context, where the greatest value is the human personality with its uniqueness and creative potential against the background of the devaluation of many traditions.

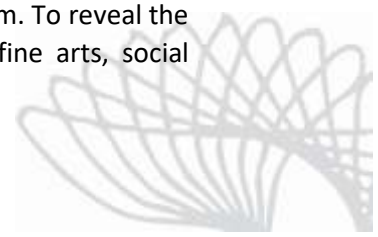
Due to these factors, classical approaches to higher education can no longer meet the requirements for the training of modern specialists. The latter gets total access to the perfect social electronic product (Social Software) and no longer needs directive supervisory education. The modern student is well versed in the possibilities of his own personality and multimodal world. He can improve himself and develop if provided with appropriate tools and educational conditions: easy access to resources, opportunities for didactic choice, obtaining technologies and consultations that would help him self-determine and practically self-fulfil in the world full of information entropy. In this light, the assessment of modern methods and technologies of personality-oriented approach by direct participants in the educational process — students and teachers — seems interesting.

The personality-oriented approach has so far become an integrated aspect of any professional training in Western countries, but remains underdeveloped in Eastern Europe, especially in the countries of the former socialist camp. This is evidenced by the large number of scientific publications in the region. The revision of outdated approaches, identification and inspection of new methods, technologies and techniques for the training of future teachers in the context of this approach are especially pressing.

Most of the regularities and principles of implementation of personality-oriented approach have long been outlined in didactics. However, against the background of the new educational conditions that are being formed in the countries of the former USSR, the reflection of teachers and students on the already existing experience of implementing this approach is important. This was the purpose of the experiment.

In the context of directive methods, which were widespread in Eastern Europe until the early 2000's, the idea of self-directed learning as a kind of personality-oriented one still remains relevant in this area.

New regularities of obtaining pedagogical education are obvious: it is a person's voluntary choice and must correspond to his natural abilities and needs; it cannot be completed and lasts throughout the professional life; it necessarily includes the assimilation of not only historical social experience, but also the constant monitoring and assimilation of innovative pedagogical and non-pedagogical humanitarian achievements. These postulates can be background and comparative for clarification of the attitudes of students and teachers to the new educational paradigm. To reveal the above issues, the opinion of future teachers on worldview-oriented subjects — fine arts, social



sciences, music, physical culture — should be the object of study. Specialists in physical education are just an intermediate link between natural and cultural, personal and social, physical and spiritual. That is why such specialists became respondents and participants in a social experiment in this study.

Thus, the objective of this research is to reveal new approaches to personality-oriented education, determine its benefits and effectiveness in the opinion of teachers and students of physical education faculties.

The study formulated two working hypotheses. The first is that remote sociological methods (focus discussion, questionnaires, surveys, rankings) give an idea of the implementation of personality-oriented approach, its perception by the subjects of the educational process, and their realization of its effectiveness. The second is the assumption that it is possible to make and graphically present a model of practical application of personality-oriented approach under the following conditions: taking into account the above trends of current personality-oriented education; study of recent experience of world practices of higher school pedagogy; definition of the essence and current features of pedagogical professionalism; taking into account the opinions of students and teachers obtained by sociological methods; extrapolation of these theoretical and sociological observations to the educational process of a modern higher pedagogical institution. However, the main thing is to take into account the personal views and dominant approaches of the participants of the educational process — teachers and students. They have recently attributed significant individual shades to the methodological nuances of the personality-oriented approach, which generates a wide range of new practices, approaches and ideas.

The practical objective of this publication is to describe and schematically reflect the main elements of the current personality-oriented approach in the development of pedagogical professionalism; outlining the range of its traditional, individual and regional capabilities. This requires achieving of partial objectives: the study of modern approaches to the personality-oriented formation of the professionalism of future teachers in institutions of Eastern Europe, where the classical traditions are more pronounced; study of similar approaches in institutions of Western Europe, where pedagogical innovations are dominant; study of the opinion of teachers and students on key approaches and techniques; comparison of survey results and ranking of these approaches and techniques (we will compare students' opinions of different geographical areas). The objective of the study is also to determine the validity of the classical structural components of the personality-oriented approach, identify its innovative components.

2 LITERATURE REVIEW

The general theoretical articles of the analysed region state that the personality-oriented approach is now universal and integrated in didactics (Drandrov, Burtsev & Avksentiev, 2014). Personality-oriented approach is used in the formation of not only professional competencies, but also professionally significant non-pedagogical characteristics of a future teacher by creating a personality-oriented system of self-improvement (Kudryavtsev et al., 2015).

The literature review in the recent periodicals of the Scopus and Web of Science scientometric databases has shown that the problem of personality-oriented learning is pressing among authors in Eastern Europe and Asia. They still see it as an innovative approach in terms of differentiated learning and leading methods of primary education (Savitova, 2020); the importance of emotional emancipation and the use of subjective experiences of students and pupils; taking into account student needs and creating psychosocial conditions for self-education (Boyjigitov, Khomidkonova & Rasulova, 2020); use of academic mobility in the context of a changing environment (Perceva, Gurzhiy & Chub,



2017). Studies focused on finding new technologies for quite traditional personality-oriented learning are particularly topical. The latter include round tables, work in discussion and “expert groups”, symposia, debates, “court hearings”, “aquarium” technique, step technique and many other techniques based on semi-improvised techniques of microsocioal interaction (Allanazarova, 2020).

All the above tendencies of didactic discourse testify to the struggle of the old and the new post-classical educational paradigms on the territory of the former Commonwealth of Independent States. However, we have not found a study that reveals the personal and subjective attitudes of students and teachers to personality-oriented methods and techniques, which confirms the topicality of this article.

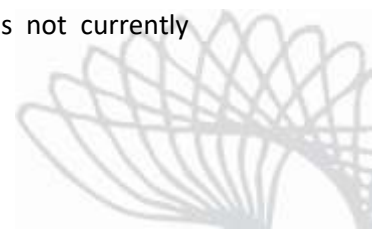
Instead, European authors believe: the main way to achieve maximum personality orientation in higher education is to introduce personal online programs. Such bachelor’s and master’s programs are flexible open platforms with a significant variable component. They are especially popular among students who already have a professional education or profession and have a good understanding of their own capabilities and educational needs (Donaghue, 2015; Lorenz, 2018). Such training provides a narrow mandatory specialization and a wide range of personal self-developed competencies of a future teacher.

The latter chooses the type of electronic resources, the form of presentation of educational results (mostly projects, presentations), he regulates the distribution of didactic time within the deadline. Teachers and curators, in addition to the advisory function, help to choose individual strategies, personal educational trajectory and form of the reporting project (Benson & Voller, 2014). The initial level of student’s knowledge, experience, educational needs determine this choice, as well as efficiency forecasting and ongoing monitoring, but the value-motivational sphere is the core. It is easily diagnosed through interviews and questionnaires. The most popular areas of distance online training are professions in the field of socioeconomic humanities.

The other side of the analysed problem are views on pedagogical professionalism of a teacher as a result of personal self-attitude. The content and scope of this concept is interesting in the context of the modern world educational space. A pentad of key competencies emerged in the German tradition of methods of pedagogical activity, which are the result of thorough personality-oriented teacher training. They are, in fact, signs of teacher professionalism. In the original it sounds like this: “To engage — to inform — to prepare — to arrange (change) — to animate (put one’s heart into something).” We can notice an ultimate irrational component in this series of successive influences — to arrange and to put one’s heart into something (to spiritualize) (Giesecke, 2010). The last two concepts are metaphorical, open and unregulated by plans. They relate most to the mutual activity of the subjects of the educational process, creative approach and personal professional style.

Kunze (2014) analyses the realization of professional potential and inclinations only in the context of the general socialization of an individual. This socialization begins in student seminars and continues in constant intersubject interaction. In this case, the educational space expands to the social acquisition of education outside the institution.

In turn, Lauerermann (2017) analysed the professional competencies of teachers in terms of conceptualizing their professional qualities. She believes that the high qualities of teaching and their quantitative measurement are based on deep motivation. In essence, it is the core of a personal approach to the external development and self-development of professionalism. In a separate section, the researcher considers the prospects of such an approach in the expected value theory, self-determination, social cognitivism, achievement of personal goals and responsibility. We can conclude that in German-language methodological sources personality-oriented approach is not currently



considered philosophically, because it is a postulate and is self-evident. Partial theories are analysed within this integral key approach.

In general, the concept of pedagogical professionalism is well studied in European pedagogical discourse. It does not require additional explications and is usually considered in modern research in development and historical formation (reviews) (Horn, 2016; Kemnitz, 2014).

In modern didactics of higher school, the development of pedagogical professionalism relies mainly on independent work and self-improvement of students. Even in full-time departments, they select and perform more than 60% of didactic tasks independently, and supervisors monitor, first of all, the responsibility and regularity of feedback (Heift & Schulze, 2015; Zlatea & Cucui, 2015). At the same time, students select smart resources themselves, thus forming their “working place” and educational space (Barhate, & Narale, 2015; Castañeda, Dabbagh, & Torres- Compen, 2017; Koper, 2014; Lee, 2015).

Since the environment of the socio-didactic experiment is the contingent of future physical education teachers and their mentors, it is appropriate to summarize the relevant areas of research in this area of specialization. Thus, the application of a personality-oriented approach to the development of professional competencies of physical education teachers in the discourse of higher school didactics is currently being studied mainly in the following aspects:

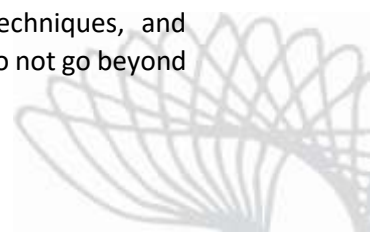
1. Personalized approach to the development of professionalism in terms of inclusion, taking into account the features of health and cognitive activity of students (Kuzmin et al., 2016);
2. Development and evaluation of the effectiveness of personal programs to improve the health of students, taking into account their individual needs and somatic factors in learning (Ionova, 2015; McSharry & Timmins, 2016);
3. Stimulation of motivation for self-development, self-learning and self-improvement of future physical education teachers and obstacles to the implementation of independent educational activities (Opletin & Panachev, 2015; Pichurin, 2015).
4. Gender aspects of choosing individual strategies of physical development (Salatenko & Dubinskaya, 2015).
5. Acmeological approach in personality-oriented training of future athletes (Vaskov, 2009).

We should note that there are tendencies in the world to study the participation of non-professionals in the educational process: volunteers, paraprofessionals, assistants, etc. (Colley & Guéry, 2015; Smith, 2018; Svanbjörnsdóttir, Macdonald & Frímannsson, 2016).

The study of the world experience of training specialists in the humanities allows concluding that we can consider a project method of organizing the students’ educational activity and his personal motivation to be the core of the personality-oriented approach.

3 MATERIALS AND METHODS

Before conducting a socio-pedagogical experiment, we reviewed the classical provisions of the personality-oriented approach for validity and applicability in the current educational process. We used structural method for visual demonstration of the place of personality-oriented approach in educational activities, its components and visual representation of these elements in the form of a chart. We applied inspection methods in the selection of current methods, techniques, and technologies that can be used in the development of pedagogical competencies and do not go beyond



the chosen approach. Sociological methods, in particular discussions in the format of focus groups with subsequent remote survey, allowed identifying additional educational and non-educational value aspects of the personality-oriented approach. These aspects have a personal origin and correlate with the formation of pedagogical professionalism, but are often not provided for in curricula and educational programs. After that, we applied the ranking method, in which 156 students of physical education faculties of the 2nd-4th years of study identified the top 10 personal characteristics of professionalism (expected educational result), and the top 10 most effective techniques of the analysed approach (opinions of 26 students and their teachers). We compared the initial results.

We used the project method in modelling an exemplary personal life project and educational trajectory of the future teacher. Since the explication of the design process itself is omitted, its results are reflected in the form of a generalized chart (Figure 1).

The focus discussions involved Google Meet video conferencing. We used Facebook, Telegram and Twitter to conduct remote surveys, questionnaires and rankings.

We divided the experiment into two stages. During the first stage, we asked students and teachers to make an associative series in the form of words and clichés, which correlate in their minds with a personality-oriented approach to education. As a result, we obtained a set of relevant concepts and features. Some of them coincide with current didactic terminology, others have an associative and subjective nature. These concepts are supplemented by keywords obtained from the literature review. The next stage is ranking. After some time, we asked the same students to choose the most acceptable and most effective, in their opinion, features, properties, benefits and other personally significant phenomena from the list. We grouped both making associative series and the ranking zonally: teachers and students of Eastern Europe (Russia, Ukraine, Belarus), and Western Europe (Poland and Germany). We further compared the results of the evaluation of methods and techniques by teachers and students. Figure 3 shows the results of comparison.

All participants were informed about the experiment and gave their voluntary consent to participate in it.

On the basis of key didactic provisions and regularities revealed during the social experiment with the help of the method of induction and with the use of a graphic editor, we built a clear scheme of the effectiveness of the personality-oriented approach.

4 RESULTS

We obtained the first results of the study of personality-oriented approach as a universal tool for teacher training by reviewing classical scientific papers. We found out that a system of methodological approaches has long been developed and established in the pedagogy of higher school. It needs to be revised and clarified in the light of the new paradigm of education. Fundamental monographic works on the structure of higher education in the early 2000's distinguish mainly six-component methodological approaches in higher education (Figure 1). In our opinion, this classical structure does not reflect current trends in higher school didactics and needs detailed elaboration.



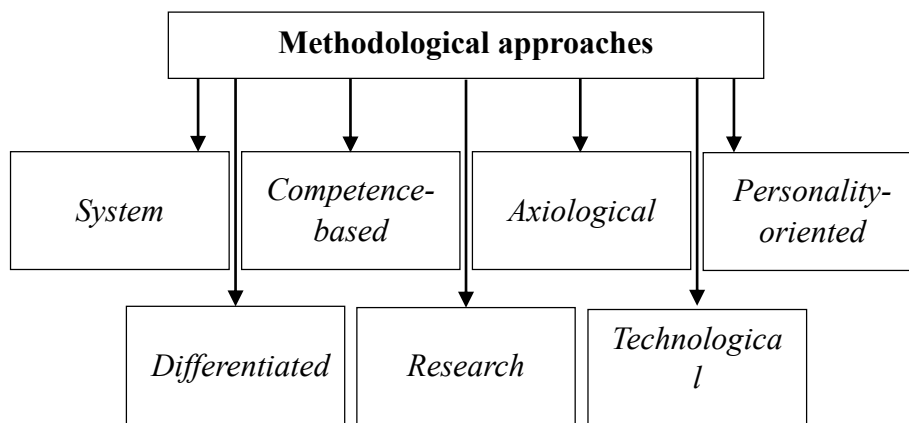


Figure 1. Traditional methodological approaches to the development of professionalism in higher education

Source: compiled by authors

Thus, if we analyse the above structure of approaches to the formation of pedagogical professionalism, we can make the following observations:

- these approaches are heterogeneous and cannot be considered as equal (systemic and personality-oriented — meta-principles, competence and axiological — content, etc.);
- individual approaches can correlate as general and partial (personality-oriented necessarily includes individual axiology);
- personality-oriented approach can be considered personal and integral: it includes both value orientations and the principle of development. In this case, differentiated, research and technological relate to didactic tools, rather than the content or meta-principles of teaching.

The above considerations suggest that it is necessary to abandon the personality-oriented approach as a classic component of higher education, and consider it as an integral meta-principle. In this regard, we should consider the lexical series personal education, individual educational project, personal educational trajectory, personality-oriented learning, student-centered approach as synonyms. They do not reflect a separate principle, but a new paradigm of higher education, which can be equated to the philosophical foundations of didactics: the humanization of education, the humanitarization of education, multimeditation, lifelong learning, etc.

Figure 2 shows the place of the personality-oriented approach among other key approaches to classical education. As a result of essential and formal logical approaches, we revealed the following contradictions:

1. These approaches are heterogeneous and cannot be considered equivalent and even be in the same system. The system approach, taking into account the theory of systems development and continuity of education, are organizational aspects. They form the structure of the educational process, not its essence.

2. Epistemology allows taking into account the cognitive mechanisms of learning and is partly related to the very essence of personality development.

The activity approach, reliance on the activity of the subject and taking into account the principles of pedagogical professionalism are the closest to personality-oriented education.



The principles of a personality-oriented approach in the development of professionalism of a physical education teacher in Eastern European didactic discourse are currently as follows:

1. Creating situations for healthy competition in achieving physical, cultural and didactic goals.
2. Creating a situation of success and support in achieving it.
3. Refusal of standards in the course of diagnosis and their correction taking into account the student's capabilities and the dynamics of his success.
4. Refusal of academic division of groups in physical education classes. Formation of groups according to interests, psychophysical needs and opportunities.
5. Continuous monitoring of mental, functional and physical changes of students in order to properly differentiate the educational process.
6. Free choice of physical culture and sports field of study.

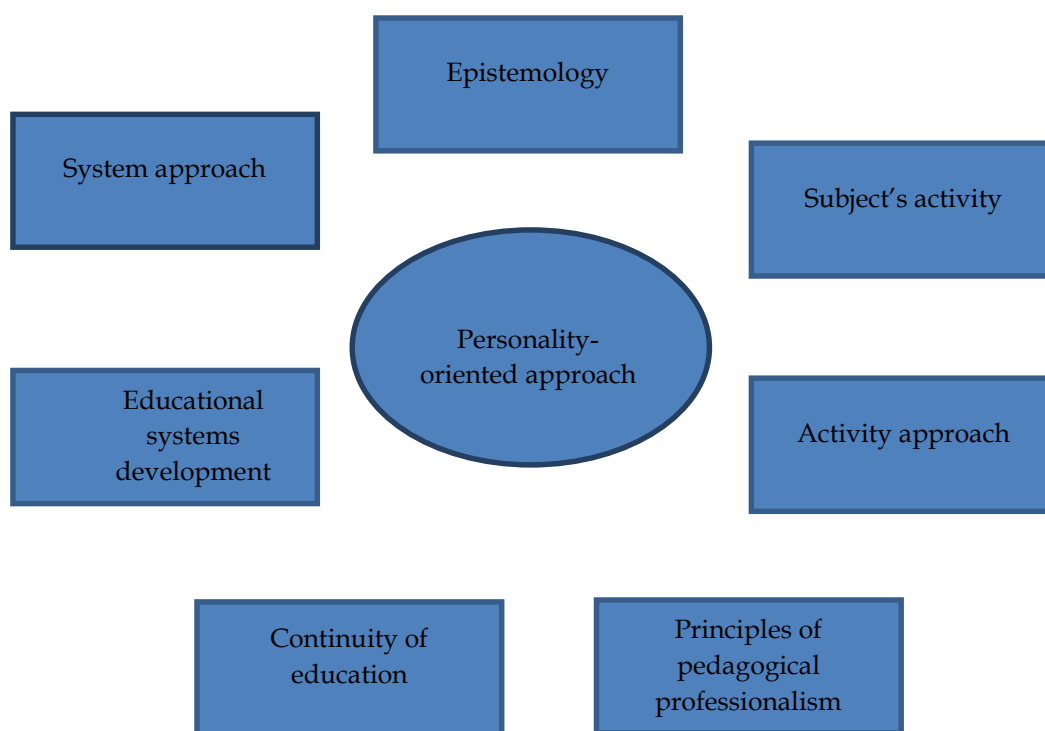
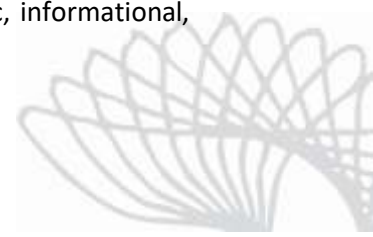


Figure 2. The place of a personality-oriented approach among others

Source: compiled by authors

Thus, in the traditional sense, a personality-oriented approach is an orientation in the didactic work of a teacher, in which he stimulates and supports independent cognition and development with the help of special methods and techniques, taking into account the capabilities, involves his joint work and collaboration with a mentor.

The study of theoretical material on the subject of research allows us to summarize: the relevant framework categories of the analysed approach are: educational process, non-educational process, educational conditions; organizational components are: resources (didactic, informational,



financial, human, etc.), and the central categories are: the student’s personality, his self-image and personal educational project (trajectory).

In this study, we consider the personality-oriented activities of a high school teacher as the author’s educational activities and professional behaviour, which aims at: sensitivity to the student’s needs, interests and capabilities; assistance and counselling in all students’ learning initiatives; identifying student’s personal educational project and pedagogical style.

We obtained the following results after processing the personal data of the remote survey. They show mainly egocentric tendencies in students’ understanding of personality-oriented approach, and suggest that the center and motivational source of professional development is their own professional image, fused with the general self-image (Figure 2). Markers of such an image are the high frequency of use of the following clichés during focus discussions: I dream; I need; I will; I am interested in; I see myself (pay attention to explicit or implicit self-name).

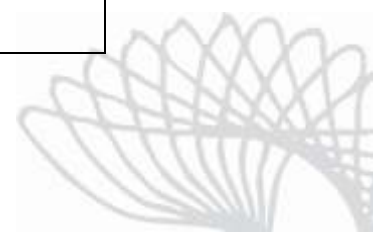
The review of theoretical and methodological literature, work programs in the main subjects of training and distance social survey of teachers in the field of training Physical Education revealed the following features and keywords related to modern personality-oriented approach: student personality, life experience, personal desire, ability to achieve goals, initiative, personal professional image, independent work, choice of subjects, individual assignments, author’s activity, pedagogical style, own possibilities, age features, personal content of activity, subject-subject interaction, personal educational project, personal educational trajectory, space for self-realization. As a result of a remote survey of students in the field of training Physical Education, we obtained attributes, phenomena and categories associated with a personality-oriented approach: freedom, independence, recreation, hobbies, development, physical beauty, perfection, desire, competition, benefit, own path, achievement, independence, choice, non-educational activities, homework, self-guidance, non-attendance (optionality), extracurricular classes, own opinion, selfishness, respect from others, the superiority of the physical over the intellectual, etc.

A comparison of the two groups of keywords, signs and associations revealed a dissonance between academic characteristics and student prerogatives of personality-oriented learning. Thus, academic attributes are built around the concepts of *choice, initiative, personality, independence, and student - freedom, benefit, distance, achievement*.

After a pause of 1 month, we asked students to identify the 10 closest benefits of a personality-oriented approach by selecting key concepts and associations from the two blocks of words and clichés above. Table 1 shows the results arranged according to the descending popularity:

Table 1. The advantages of a personality-oriented approach in the opinion of students from different regions of Europe

Students of Eastern Europe. Ranking of top 10 associations	Students of Western Europe. Ranking of top 10 associations
<ol style="list-style-type: none"> 1. Freedom. 2. Physical perfection. 3. Self-affirmation. 4. Hobbies. 5. Achievements. 	<ol style="list-style-type: none"> 1. Culture. 2. Self-improvement. 3. Benefit. 4. Professionalism. 5. Achievements.



6. Avoidance of in-class work.	6. Hobbies.
7. Optionality.	7. Interesting pastime.
8. Benefit.	8. Own way.
9. Own way.	9. Freedom of choice.
10. Development.	10. Victory.

Inclusion of such non-didactic and irrational concepts and categories as freedom, competition, choice, avoidance of difficulties, interest, hobbies, entertainment in the top list of associations attracted our attention.

As we can see from the above associations, students in both regions have a personality-oriented acquisition of professionalism in physical culture focused on personal, sometimes egocentric motives. However, Eastern European students are more inclined to use such education as a tool for self-affirmation, physical self-improvement and avoidance of didactic responsibility. For Western Europe, the cultural and pragmatic aspect comes second after physical perfection. Awareness of professionalism is important (4th place), while unprofessionalism (hobby) dominates in the first group.

The main conclusion that we can draw after studying all the original sociometric data is the dissonance. It consists in the fact that the declared student-centric model of teaching in educational institutions is often realized in practice through planned teaching (the center is the teacher). This follows from the choice of key techniques (Table 2) by teachers and students. The tables show that the discrepancy between teacher and student ranking of methods and techniques is over 40%. Such dissonance demotivates students, and thus reduces the effectiveness of personality-oriented approach, while in practice it leads to deprofessionalization (Kunze, 2014).

Next, let us consider the evaluation of technologies and methods of personality-oriented education. Teachers and students (all participants in the sociological experiment) used a 10-point scale (Table 2).



Table 2. Evaluation of technologies and methods of personality-oriented education by students and teachers

Technologies of personality-oriented education	Evaluation of efficiency (student / teacher)	Methods	Evaluation of efficiency (student / teacher)
Assignments of lower and increased complexity;	7 / 10	Conversation, dialogue, discussion;	9 / 7
Subject choice (differentiation);	10 / 8	Brain storm;	10 / 10
Game activity;	10 / 6	Simulation and role-playing games;	10 / 8
Level differentiation;	6 / 9	Trainings, exercises;	7 / 9
Problem-based learning;	10 / 10	Implementation of educational projects;	9 / 10
Group learning;	9 / 10	Remembrance, experience (empathy);	10 / 8
Self-study;	6 / 10	Task selection;	
Collective learning;	9 / 8	Work on the algorithm;	10 / 7
Project training;	10 / 10	Creation of an algorithm;	6 / 8
Modular training;	7 / 9	Project preparation;	9 / 9
Pedagogical diagnostics;	6 / 10	Making a presentation of the results.	10 / 10
Rating training;	7 / 9	Monologue (speech) and self-presentation	10 / 9
Monitoring the level of competence.	6 / 10		9 / 8

According to the results given in the table, it is possible to draw intermediate conclusions. Teachers prefer rational methods and techniques with a relatively definite result, and creative open projects. Students prefer methods and techniques that do not require significant theoretical training, show creativity and spontaneity (the latter qualities are relevant to the modern teacher). Knowledge diagnosing technologies are the least attractive for students in a personality-oriented approach. Creative and group types of work and all types of self-presentation stimulate students' activity the most.

As a result of the analysis of leading scientific views and taking into account the personal preferences of teachers and students, we built a scheme of personality-oriented education (Figure 3).

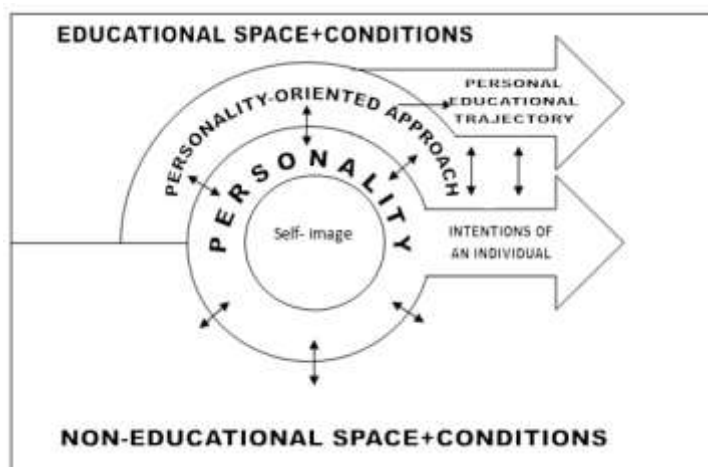


Figure 3. The scheme of personality-oriented education and its connection with the educational conditions and student's personality (Source: compiled by authors).

The figure shows that the center of the personality-oriented approach is not even the personality, but the subjective self-image. The image is formed both under the influence of the environment and under the influence of personal qualities and symptom complexes (character, habits, temperament, interests, cognitive features, etc). Personality has its own hidden and partly explicit intention (goals, dynamics of development, typical behaviour patterns, activities, etc). Personality is formed under the influence of both educational and non-educational space. Each of them has its positive and negative conditions for formation. Personality-oriented approach determines the impact of learning on the individual and vice versa. Personal educational trajectory should, as far as possible, correspond to the individual's intentions. Then there is a synergy between them: efficiency, personal activity, motivation increase.

5 DISCUSSION

The obtained results, especially the comparative aspect, confirmed the position of Horn (2016) about the extended concept of professionalization, which continues after training as the second stage of personal professional development. Own experience of the educational process is stronger than the knowledge transfer by teachers. Therefore, professional activity is a stronger personal factor in becoming a specialist than his educational activity.

The results confirm the validity of Kunze's (2014) views that program training, externships and internships lead to copying or imitating the pedagogical style of mentors. Students do not gain experience, but adopt it. In fact, sensory experience and a set of personal pedagogical tools with a minimum predetermined framework are especially valuable. Sociological survey of students confirms this fact. Such facts need to be taken into account in the second stage of study in colleges and universities, when the student has a didactic minimum for self-professionalization.

Scholars see the competence potential of personality-oriented education of future physical education teachers through the transition from physical education to general culture education on the basis of personal and social values (Burtsev, Burtseva & Evgrafov, 2015). This theory was confirmed during an experiment, which found that the personality-oriented approach is framework. It is based on the actualization of personally significant incentives for self-development. Basically, it is increased motivation, the ability to personally adjust the educational process and personal axiology, which correlates with the socially accepted one.



The associative series identified in the study, which relate to the teacher and student (often everyday) understanding of personality-oriented acquisition of professionalism, continued the ideas of the humanistic paradigm of education in Europe. Students prefer to see personal and group projects, exhibition materials, intellectual products of independent student initiatives as the results being evaluated (Xodjayeva et al., 2019). This confirms the validity of the approach, in which the starting point of professional development is a student with his “unique soul”, habits, aspirations, motives, talents, lifestyle etc.

The results of student surveys correlate with the current provisions of academic law, which provides that the student has the right to choose, make a mistake, has his own opinion and personal professionally formed tools (Xodjayeva et al., 2019).

The results of the analysis of personal data and audio recordings of focus discussions of the priorities of the personality-oriented approach revealed the student-centric intention of teachers and the personal, sometimes selfish, intention of students, which should be taken into account when developing practical recommendations for Eastern European higher educational institutions.

6 CONCLUSION

Study of the reflection of the personality-oriented formation of professionalism in future teachers (on the example of physical education specialists) allows asserting the validity of both hypotheses formulated above, and summarize the main intentions of joint subjective reflection of personality-oriented formation of professionalism in future teachers:

1. A future teacher must self-educate and self-form with the minimum appropriate participation of artificially created educational environment.
2. Development, education, and “culturalization” (interiorization of cultural experience) take precedence over learning.
3. The main educational resources are in the student’s personality, and classical didactic resources (materials, premises, staff, software etc) should help to reveal the main ones.
4. The methodological terms *method*, *technique*, *technology*, *strategy* are less valid than innovative *project*, *architectonics of educational space*, *pedagogical configuration*, *personal trajectory*.
5. The educational space should be flexible and mostly vague, congruent in relation to the goals of the student’s personality.
6. We proved that it is not significant and regulated influence, but “point”, latent, tangible experience for the student, not the mentor, that form pedagogical experience and professionalism. Small personally significant internalized knowledge and competencies are more important than global, adopted and exteriorized one.

Sociological data from a survey of students and teachers in the Western and Eastern regions of Europe showed:

- 1) There is a dissonance between the understanding of the nature and benefits of a personality-oriented approach by students and teachers in the East. This means that the approach is applied formally and students do not feel the real effect.
- 2) In Western universities, there is congruence in the use of the analysed approach by students and teachers at the level of 85%.



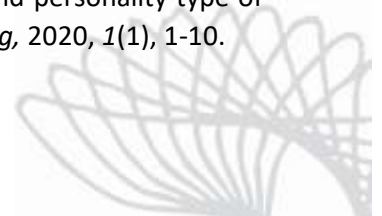
3) Egocentric motives in understanding one's own educational and professional activities are inherent in both regional groups of respondents. They are more common among Eastern European students. This indicates the vestiges of a formal attitude to higher education. The latter is seen not only as a means of acquiring professionalism, but also as an element of prestige, self-affirmation.

4) Students' choice of methods and technologies of personality-oriented education shows an attraction to group, problem, project, creative work. Teachers give little preference to rational, regulated forms of work, while students prefer spontaneous ones, which do not require significant prior training.

Prospects for further research provide for the methodological solution of the main problem of personality-oriented learning: how to implement the mandatory conditions and the mandatory content of education in the student's personal educational project, when the student opposes to the mandatory components of the educational process.

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