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TECHNOLOGY INDIVIDUALIZED TRAINING IN THE TEACHING OF PHILOSOPHY

Modern education is significantly different from the traditional. One of the most important tasks of education today is to encourage students to seek self-help. It cannot do without the innovative methods of training, involving students in the creative process, enabling them to participate directly in the process of learning.

It is important in particular at studying the philosophical disciplines assisting formation of complete scientific outlook. So, German philosopher K.Jaspers wrote: « We shall dare to approve: philosophies should be, while there live people. The philosophy contains claim: to find meaning of the life atop of all objectives in the world – to show the sense covering these objectives, – to carry out, as though crossing a life, this sense in the present – to serve by means of the present at the same time and to the future – never to lead up any person or the person in general to means. Permanent task of philosophy is to become a true person through understanding of life or what is the same, become yourself... ».

Individualized learning technology-an organization of educational process in which the individual approach and personal training are a priority.

Preliminary studies on this issue in the domestic and Western didactics showed that:

1. In Russian pedagogy individualization problem based on two approaches: 1) proposes to consider that individualized instruction is a set of methods used by faculty members to develop creative thinking, as well as initiatives, self-reliance, perseverance - qualities necessary for professional work; 2) is an organization of the educational process in which the choice of methods, forms, methods and means of education shall be based on the individual characteristics of students. In this approach, the emphasis is on the search for new diagnostics instruments and improving the organization of the educational process.

2. In the United States the concept of "individualization" covers all forms and methods of the individual characteristics of the students, sometimes seen as a education strategy, which implies the following: from the minimum modification in group training to fully independent learning; varying the pace of learning, learning objectives, teaching methods; use of individualization of learning in all subjects.

3. In France under the individualization realize improvement of independent work of students in accordance with their abilities. If students work independently on the same material, it's individual work. If all the jobs are different and are tailored to the individualization of learning.

4. In Germany it is accepted to understand an individualization as a special case of differentiation, so-called " internal differentiation".

Thus, the following key concepts of the individualization:

-the concept of assimilation (Communist Party), with entity training material into modules and each module of their teaching goals, their test objectives, etc.;

--the concept of alternative education (CAO), which includes fundamental courses, as well as setting aside 30-40 percent of the time on alternative courses;
-the concept of individual learning (KIPO) prescribed, which basis makes the adaptive program.

So, in the process of learning the subject "Philosophy" individualization during training consists of three phases of self-determination, self-organization and self-realization. In the context of thread-mass training philosophy process of individualization would be best, as it seems to us, to carry out indirectly through specially designed, interactive means of self-structured, adapted to the teaching of the subject. For example, didactic potential criterion-based test allows for the selection of individual trajectory study material, the rate of gain and absorption of educational information, freedom in moving any of its fragments, etc. The individualization of the learning process in the course of "Philosophy" must be a systematic approach to the individual content (personal, mental, psycho-physical) and procedural characteristics of individual students.