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Internal differentiation as the factor of making students' individual study plans

Education process based on using individual study plans acquires the attribute of internal differentiation as self-regulation of the student's learning and becomes an integral part of his or her professional development. There is no "estrangement from the information", as a traditional regulation of education always accustoms a future professional to waiting for instructions from outside and to demanding provided decisions, but a choice, on the contrary, makes the ability to orient oneself in the flow of information, to take one's own independent decisions. This is important for a person's adaptation in different life situations, this prepares him or her for an active search for an individual professional way, develops one's adaptation abilities, one's own unique individuality, the ability to self-actualization in the process of the life and professional choice.

Key Words: *value and semantic sphere of the personality, variation component of the education process, differentiation and individualization in the education process, individual study plans, internal differentiation.*

A humanistic orientation of the reforms of a modern Russian education as the feature of the time is clearly understood by all public and state institutions. Modern native psychological pedagogical theories and ideas (A.G. Asmolov, S.L. Bratchenko, D.B. Bogoyavlenskaya, V.P. Zinchenko, D.A. Leontyev, V.I. Slobodchikov, V.A. Petrovskiy, D.I. Feldshteyn) give preference to educational goals directed to value development of the growing generation. Meanwhile, in recent years there is a serious contradiction between educational goals oriented to personal values as a development priority and existing methods and means of the education humanization in a real practice of teaching situation. "The state must originate the system that allows to find talented people; the system of choosing talented people and providing them with a career "lift" is our weak point, as in contrast to other countries we have few situations when a person was found, discovered at school, and then for some time he or she is directed and helped at the university and later at first steps in science" (D.A. Medvedev).

It is obvious that most reforms of higher education (a switch to a two-tier system of education, new education standards) affect formally organizational components of education, change students' training trajectory. These innovations are sure to influence the peculiarities of future specialists' training, for the success of the planned reorganizations it is necessary to develop process improvement components that will change not only the number of class hours but also a student's academic and professional motivation which will induce the person at the starting stage to look for the course of life that corresponds to his personal potential. In some authoritative psychological pedagogical works they say just not about education humanization but, first of all, about the necessity to purposefully form sense-of-life orientations under conditions



of humanistic reorganizations of social setting, to establish conditions for the development of cultural and moral values in (A.A. Derkach, I.V. Dubrovina, D.I. Feldshteyn).

One of technologies of the personal motivation actualization is the technology of specialists' training based on individual study plans, which is considered as the technology allowing to individualize education process when integrating various components of professional training and giving a student the opportunity to acquire a specific specialization which is different from an average uniform standard. Today such unique specialists are especially in-demand at the modern labour market, these very graduates have more opportunities to realize their potential, to correctly choose a future profession and receive good job proposals (E.Y. Volodin, V.B. Lebedintsev, L.N. Mazaeva, G.K. Selevko, N.N. Surtaeva, A.P. Tryapitsyna, A.V. Khutorskoy).

However, nowadays in pedagogical and psychological works there is not an integral model of realizing individual study plans as an integral process of education individualization at different stages in a higher educational establishment.

There is a contradiction between a real demand of the labour market in exclusive specialists and fragmentary individualization in students' training, which exists either as particular classes or elective courses. Individual study plans must be understood as technologies bringing education process of future specialists' training to the level of sense self-regulation though sense formation and sense revealing by students themselves.

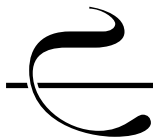
On the one hand all graduates have a unified (equal to everyone) training. Many specializations offered by different faculties assume that graduates have quite identical preparation and can't give unique (specific) services to the labour market. On the other hand the labour market is overcrowded with the specialists of similar skills profile while in real situations specialists with a "particular" specialization are in-demand.

The problem of our work, described in the article, was to develop students' individual study plans as an integral didactic technology of specialists' training in higher educational establishments in order to increase the academic motivation of students of different professional orientation and to train specialists professionally oriented to the demands of the labour market.

There were several stages of the research.

1. Preliminary (tentative) stage (2007–2008). It included:

- the review of psychological pedagogical materials on differentiation and individualization of education process at comprehensive school and university;
- preliminary questionnaire of students, revealing their understanding and attitude towards individual study plans, organizing groups working under experimental (28 students) and control (188 students) conditions;
- correcting and working out the system of individualized task, elective courses in the framework of the specialization, new programs in accordance with the priorities of individual study plans oriented to the development of students' sense sphere under the conditions of the training directed to internal differentiation;
- diagnostics of the development of sense sphere of the students who took part in the experiment (preliminary characteristic of sense development).



2. Reproductive stage (2008–2009):

- realizing education process with the elements of internal differentiation, oriented to personal sense development of students;
- teaching courses, the content, methods and forms of which are isomorphically formed in accordance with realized objectives of the research;
- monitoring the experimental work;
- diagnostics in revealing changes in the sense sphere of students (sense dynamics) of control and experimental groups.

3. Correcting stage (2009):

- analyzing obtained results of intermediary diagnostics;
- comparing obtained intermediary results with forecasting ones, their correlation to the theoretical conception of the research;
- analytical and correctional work in improving the programs with experimental content and plans, introducing necessary changes and additions;
- intermediary questionnaire surveys of the respondents, dealing with their satisfaction with the done work, analyzing unforeseen and spin-off results, finding additional research directions.

4. Resumptive (summary) stage (2010):

- conducting final examinations and comparing obtained results with initial and intermediary ones;
- finding peculiarities and dynamics of personal sense development of students using individual study plans with the elements of internal differentiation;
- comparing results obtained in experimental and control groups in sense, cognitive, intellectual and creative characteristics;
- working out further directions of practical application of the of the experimental work's results dealing with the stated problem;
- holding a final workshop for the participants of the experiment to popularize the conception in a mass experience of the university teachers.

Analyzing the results of diagnostic and experimental parts of the research, comparing the peculiarities of value and sense formations of the students with various professional orientations (psychologists, conflict scientists, philologists, economists), students with different educational programs (students graduating with Bachelor degrees studying on unified educational programs; students graduating with Specialist Diplomas, who have the opportunity to choose their specialization and elective courses; students whose choice is oriented to an integrated specialization, studying special courses at other faculties) allowed to reveal and describe the following:

- the peculiarities of forming individual study plans of students essentially depend on the peculiarities of their sense sphere, as the student's sense sphere (from primary personal senses to higher senses forming the basis of sense-of-life conception of any person during the period of professional self-determination) turns out to be the very highest authority which subordinates his other life manifesta-

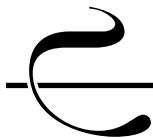


- tions to itself, defines the direction and inclination in forming professional priorities as the component of a sense-of-life strategy of the personality;
- the peculiarities of the content of a variation component of education process of a modern university, giving every particular student the choice of those activities and thinking work, which correspond to his/her individual developmental level, general orientation, interests, predilections and professional orientation;
 - internal differentiation is viewed with reference to organizing education process at the university and supposes not only modifying the content of the material, the pace of training, group changes in accordance with the students' initiations, but also the choice and studying those subjects and courses which are taught at other faculties within the framework of specialists' training in other curricula. For the first time professional specialization of students is understood from the viewpoint of monospecialization, polyspecialization and metaspecialization.
 - the possibilities of realizing individual study plans through internal differentiation in education process, using sense formations of the personality as its main factor providing the choice and preferences of the students in a variation situation;
 - when education process is built through proving the learned content with an individual value (the sense is generated only by individual consciousness), then it brings the university education to a more effective level which influences life and cultural wealth of the molding personality, it helps to bridge the gap between theoretical training and practical demand, it corresponds to the demands of the labour market to a great extent;
 - a didactic pattern of realizing individual study plans on the basis of internal differentiation in a real education process at different levels: *operational* (at the level of choosing in the process of the class or studying a specific subject); *tactical* (at the level of choosing the pace of training, difficulty level of the subject, elective courses); *strategic* (at the level of the orientation of education process to the forecasting component of sense-of-life conception of students, at the level of choosing professionally oriented courses and receiving an integrated specialization);
 - hierarchic interdependence of the levels of internal differentiation in education process, their influence on each other, interacceptability and intertransitions. A motivation-sense component of psychological mechanism of realizing variation in internal differentiation of the university education process was revealed.

Adaptation, variation of behaviour, the possibility to make a choice in this or that situation, which to a great extent corresponds to value orientations of the student thanks to internal differentiation become his/her personal characteristic and oppose to stereotyping and commonality in specialists' training.

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