

STUDENT CENTERED LEARNING

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Abstract: The main theoretical provisions of the implementation of the personality-oriented approach to the pedagogical support of student integration in the educational process in the university are considered. Also, university person-oriented training of students in the context of the competence model of vocational training that allows the fullest development of both personal and professional qualities of students.

Keywords: *personality-oriented, abilities, competence, pedagogical support, educational process, learning programs*

“Only that learning is good, which runs development. Every training is a source of solving, which results in a chain of processes, which cannot arise without it all” S. Vygotsky.

In the last year self-centered approach to studying, which emphasizes the student's identity, self-worth and the subjectivity of the teaching process, has become one of the most important methodological approaches in the entire educational space of Moldova. It can be even considered a modern methodological orientation in educational activity, which led to its enhanced development in terms of the theoretical foundations and technology of use in the teaching and educational process.

The actuality of the personality-oriented approach is determined by the formation to young students not so much of socially typical, as brightly individual and original personality qualities that allow them to keep their personality in a changing social medium and the dynamic development of modern society; the need for teachers to use new educational technologies in cooperation with students; humanization of the relationship between students and teachers, etc.

Learning based on the student is one of the main directions of the reform of the European higher education known as the Bologna Process. For achieving high results in that type of training, there should be involved students, professors and the university itself. All of them together play a vital role in receiving an education, that puts a strong accent on student's needs, and without any of those three components there is impossible to obtain it. The student, as the future expert, is not anymore considered as the passive part in the process of learning, but a partner to the professor in creating of new and, as a rule, the student is active in educational activities, qualitative assessment and in the construction of their academic paths. Unlike of previous practice, where the teacher was evaluating the students in the base of taught material, and was paying little attention to their abilities, at the given moment learning and teaching constitute two different processes, which interact with each other. Teaching is not anymore a simple transfer of insights. The professor refuses to present the knowledge as a simple product, instead he focuses on “insights as a process”, paying more attention to teaching needs, pieces of advice and recommendations for students. Literally the professor's role is to explain to students how to study independently. Moreover, here we are talking not only about reading academic texts and researches, but as well about how to develop critical thinking and analytical skills in order to make a personalized, well-reasoned opinion. The thing here is that the professor is not going to

tell to the student all the science, he cannot do that and he is not obliged to do that. The main teacher's task is to give and guide student through material, so that he will be able to find the answers and arguments. More than that, after listening to a lesson, the student should be capable to see the problem itself, its causes, learn about links and bonds with other problems, to formulate assumptions, to find out criteria for measuring the phenomena being studied, to describe, to integrate and synthesize facts, to find the best place where they fit, to mentally project scientific conjectures into real life, and to analyze information from all viewpoints.

In the conditions of the rapid development of science, quick renewal of information and insights, there is impossible to convey to an individual during a limited period of time, all the knowledge and skills that the student will use and enjoy for the rest of his life. Thereby, teachers need to develop student's motivation to accumulate knowledge, and consequently, to the continuous process of education. Thus, one of the main tasks of a higher educational institution is the formation of the student's personality, so he will be able to control himself during the studying process.

The University contributes to reaching of a student-centered learning, both by providing necessary institutional conditions for optimal interaction between the teacher and student in the teaching process in the university environment, as well as providing materials, resources, programs, services and rules to this new approach of education.

The learning system based on the student gives the teacher the leadership role in acquiring certain skills. From this point of view, the training based on the student, provides the transition from teacher as an author of scientific researches, the professional of speech aiming at training of neutral students (who give up on the routine), to the teacher advisor (who guides student in the process of gaining knowledge on his personal educational ways) and to the teacher moderator of knowledge (who teaches students through cognitive experiments). The direction is set in correlation with the importance of the branch studied, understanding and application of insights in practice. This is based on the choice of materials, resources and is linked to the profile, which needs to be achieved, with personal interests and possibilities.

Thus, the need of modern society in active, independent people determines the priority of student-centered teaching among other educational concepts. Particular attention is paid to the modern science of introducing education with a strong accent on personality-oriented approach in the field of higher education, and use of differentiated forms of work and methods of teaching students in view of their individual characteristics.

It is important to take into account that the knowledge acquired by students should significant for their personality, potentially in demand and really applicable in everyday life. Simultaneously, the process of mastering knowledge should be aimed to reveal the inner potential of a person, the all-rounded development of his personality.

In terms of learning, each student participates in his own development. Through student-centered learning, it is refused to provide students ready-made knowledge, in the context of memorizing and reproducing. A student is not anymore an object of knowledge, but a person who can built his own insights. Through that type of learning, a student is a person, who should use all his intellectual potential, take the initiative into his own hands, to be thirsty for knowledge, to explore, to search, in order to offer solutions to the problems, to generate new ideas, give opinions, guesses, draw conclusions, argue, judge, evaluate, seek help, communicate and cooperate with colleagues and professors. In other words, the student promotes his own training and professional development through a series of questions and activities that we present below:

1. To determine his own needs of knowledge in the area of his future specialization;
2. To ask right questions to fulfill his knowledge;
3. To design his own style of learning with the purpose of easing the process of learning;
4. To set goals and tasks, which will improve his own studying;
5. To realize learning programs;
6. To be interested in his professional and academical paths.

The personal approach as a process of formation and education of the education of the individual to predetermined, specified parameters is the standard of the man of the future.

That's why we can consider the personal approach as a system system of pedagogical principles (with specific goals, content, technologies), which on the one hand, is oriented towards the development and improvement of personal qualities and properties, and on the other hand, hand is aimed at the formation of professional competencies and qualification characteristics of both subjects of training. Bilateral educational process with a focus on the personality of subjects of learning.

However, we have to remember that university is responsible in the same way for the creating of optimal conditions of interaction between the teacher and the student. In order to ensure this cooperation and to create necessary conditions for teaching and learning, and provide materials, resources, equipment, programs and services suitable for modern education, focused on the students' needs and means their involvement in educational strategies, modern methods of teaching and assessment. This means that the institution of higher education offers:

1. Educational and research facilities (lecture and conference rooms, laboratories and research centers), with modern equipment;
2. Premises for social activities, cultural or sports events in accordance with students' interests;
3. Centers for the students' orientation in their careers;
4. A library with all necessary material, as well as places for reading;
5. Conditions for individual students' study.

Human resources:

1. Qualified personnel, whose task is to consult and give recommendations to the student in the aspect of their career;
2. The possibility of raising qualification for the professors;
3. The possibility for students to assess their teachers, through special questionnaires created by institution;
4. Qualified and competent administrative staff with communication and management skills.

Overall, to ensure a high quality of education, firstly it is necessary to improve the qualification of professors teaching in the universities and colleges. Possession of all those abilities help to achieve a high level of mastery in these institutions and to influence the process of formation of student's personality, his own abilities, and self-realisation in our complex, contradictory world.

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