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**PERSONALITY-CENTERED APPROACH TO TEACHING
OF DISCIPLINES OF PROFESSIONAL
CYCLE “DESIGN” SPECIALITY**

***Abstract:** The article analyzes aspects of personality-centered approach to teaching students on creative specialties (design) at universities. It was found that in teaching process it is necessary to take into account individual psychological characteristics associated with the creative orientation of the students. The ways of appropriate organization of educational process in teaching disciplines of professional cycle were offered.*

***Keywords:** design education, personal-centered approach, creative personality, educational process.*

Problem statement. The task of education in society at every stage of its development is creation in individuals some special ideal of human, raising such a person, “what a man should be in the ideas of people in the definite period of national development” [11]. At the beginning of the XXI century for developed countries this ideal is the creative personality capable of taking brave, innovative solutions, solving complex problems, which arise before them and society. According to psychologists, creative approach not only to professional tasks, but also to life in general, is a prerequisite for survival at the present stage of human development [11].

Accordingly, in response to public demand higher education has changed, providing conditions for the formation of students' creative thinking, communication skills, willingness to educate themselves, develop research skills. This approach is particularly

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necessary in teaching students of creative specialties, including designers. The process of transformation of design education is carried out at the expense of finding and implementing such forms, methods, content and technologies of education that provide ways for harmonious development and self-realization of creative personality. That is the essence of the personality-centered approach in teaching.

In this context very relevant is the problem of identifying ways of effective and proper functioning of personality-centered approach to teaching students of creative specializations as an integrated process of establishing their identity, development of their talents, professional and life competencies.

Analysis of the recent researches. The large number of scientific works that are somehow related to various aspects of personality-centered approach is explained by the perceived need to shift from the traditional paradigm of adaptive-disciplinary training to competency and personality-centered paradigm. These aspects are: the essence of modern humanistic approach and its paradigmatic value (I. A. Zyazyun, S. I. Podmazin, A. Maslow [10]); definition of objectives, content and means of personality-centered teaching, innovative technologies. (I. D. Bech, O. V. Bondarevskaya V. I. Evdokimov, A.S. Padalka and others.) scientific and methodological aspects of personality-centered teaching, problems and perspectives of personality-centered teaching in universities, research of the process of formation of the creative person (A. S. Kordyuk, I. N. Dychkivska, O. V. Larin, A. V. Gorbatyuk, S. G. Zakharov et al. [5]). The analysis of the philosophical foundations, educational, organizational perspectives of the design education is represented in the works of E. A. Antonovich, V. J. Danilenko, A. Chebykin, O. Fursy and others.

A separate layer of research concerns the psychological characteristics of students of creative specialties (J. P. Kuprina, Y. E. Kostyuchenkova, V.M. Kirsanov et al. [8]) and the problems of psychology and pedagogy of creativity in general (S. Sysoiev, A. V. Brushlynskiy, V. I. Andreev, D. Epiphany, N. V. Guzy, V. A. Can Cakick, N. V. Kichuk, V. A. Molyako [6]).

However, these publications do not disclose the specific of the application of the personality-centered approach to art institutions in organizing educational activities of students on specialty “Design”.

Article purposes. The purpose of the article is to substantiate personality-centered approach in teaching of interior design university students, to determine the conditions for effective implementation of these approaches into disciplines of professional cycle of the Design specialty.

The main part. The essence of the personality-centered approach is to replace the scheme of teacher-student interaction where the teacher is the subject of pedagogical influence and control, and student is an object of influence, with a scheme subject-subject training cooperation where teacher and students are solving professional problems in a joint learning process organized by teacher [11].

Personality-oriented approach based on humanistic psychology. Its representatives (R. Bern A. Maslow, K. Rogers and others) consider the person as a complex unity and the highest value that needs self-actualization – the realization of its capabilities (A. Maslow); is able to develop his/her natural resources, mind and heart, make choices, choose decision and be responsible for them, produce own values in the process of teaching and other activities (C. Rogers) [11].

Accordingly, the learning environment created in the university through personal approach must help students to research, determine and realize themselves, to form their own view of the world within the socio-cultural and moral values of the nation, culture and life, which will help to effectively build their lives, especially to be competitive in the labor market, be able to have a constructive dialogue with other people, nature, culture and civilization in general. In such circumstances, the task of university is to form a student’s positive motivation to the cognitive and professional activities, help students “understand the essence of their chosen profession and its demands to the performer, objectives, content and function of professional activity, possible individual strategies in a professional capacity, specific professional skills and

ways of mastering their techniques of creative adaptation to the content and structure of professional activity” [11].

As the creative personality of the student, his identity, self-worth is a heart of personality-centered approach and technology, so it is advisable to begin learning process with an in-depth acquaintance with the personality of the student, his interests, cognitive and creative abilities, values, the features of his character.

The studying process in the creative universities using personality-centered approach is comparable to the highway, where the destination is vital professional skills and competence. Content and technology of educational process, skills of teachers are the signposts that must orient the students to help them realize the goal, to concentrate efforts to overcome the difficulties of the way, to create conditions for the harmonious development of personality, disclosure of its creative forces, the acquisition and storage of unique individuality. Overcoming the way is necessary independent student’s activity the success of which is determined by the specific organization of personality that is well revealed in educational situations and activities that take the form of personality-centered and individual training.

The most significant features of the personalities of designer students that have to be considered in the educational process are related to the creative directivity. For creative professions creation and development of capabilities of creative personality is not the additional result of innovative educational technologies, but direct and necessary result of training. A certain level of abilities and talent, which appears at the stage of preliminary tests, according to psychologists, inevitably occurs in specific personality organization in some of its individual psychological traits [11].

Common sense and purpose of talent is conditioned by the level of consciousness, the sphere of spiritual and material needs, orientation and system of values of personality.

Such personalities are characterized by especially excessive focus on themselves. It is known that among creative people there is a considerable representation of this kind of personalities. In a specific organization of its structure there is: on the one hand, the prevalence of tendencies to dominate over others, to demonstrate

themselves (talking about themselves, attracting the attention), to the competition (the desire to occupy the first place, intolerance to failures, acquisition of wealth, the tendency to increase the prestige, fame etc.); and, on the other hand, orientation on protection of their own “I” through retreat, concessions, avoiding failures, protection of available values etc.

Studies have shown that for students who study in the creative field, the first place among priorities takes the value of “achievement”, second place takes “saving their own identity”, third – “high financial position”, fourth – “self-development” [11].

Among the vital areas the distribution of important things for students in the creative field is the following. The first place is occupied by the scope of interests (which can be explained by coincidence of personal interests, hobbies with the chosen profession, education profile) and the second – by the sphere of public life.

Taking into account individual psychological characteristics in teaching students of the creative (design) specialties is possible on the way of corresponding organization of educational process, such as:

- application of personality-centered teaching (it can be concluded that for students of creative university the educational technology which oriented on personality is naturally relevant to their psychological characteristics. Perhaps for teaching creativity such technology is traditional, because dialogical teaching from master to disciple originates from the art workshops of Renaissance Italy);

- building the content of teaching based on independent projects, as this is the main professional activity and top creative self-actualization of a designer);

- organization of project evaluation in the form of reviews and creative defense, as such kind of performance or exhibition satisfies the mentioned tendency of demonstration of themselves, the desire of creative personality to be accepted;

- conduct lectures or outdoor classes in the form of master classes and workshops with famous figures in design and architecture that can clearly demonstrate professional prospects and prestige;

- teach relevant creative techniques based on the implementation of project tasks to stimulate creative activity;

- use interactive technology, discussion, brainstorming, situations, role-playing games to prevent excessive obsession with ourselves and gain communication skills and teamwork, mutual respect;

- offer to students some real, meaningful design tasks which are related to their area of hobbies that raises their feeling of self-worth;

- organize independent work of students in solving practical training tasks on the real underlying basis;

- form students` ability to argument their opinion and attitude to professional situations;

- contribute the formation of conscious professional competence of students.

In the department of Interior Design at teaching disciplines of professional cycle of specialty “Design” personality-centered approach is implemented using numerous methods, forms and means of education.

The mastering of design “algorithm” is carried out at practical training courses as part of professional cycle “Design”, “Design of furniture and furnishing” and “Modeling in the material” and includes a system of serial components (process steps): need – motive – goal – task – information – idea – plan – operations of reflection and evaluation; algorithm of design technology and others. The basis of practical exercises is independent research students` activities at all stages of design.

At the stage of pre investigation full-scale examination of the objective environment and its analysis are carried out; mini-researches are carried out in order to determine the plan by studying needs; the search and collection of information on the history of issue, traditions, retrospective and prospective views on the subject world; generalization of domestic and foreign experience of designing objects of similar typology. Results of pre-studies are presented as “mood board” and discussed with the teacher.

When the idea of a new design project begins to crystallize, search results are presented in the form of presentations and discussed on classroom sessions. Each student “protect” his concept in front of colleagues, and the task of the group – to listen, analyze,

ask questions to clarify the idea, express admiration, make comments, objections, clauses. Experience shows that this kind of brainstorming is able to significantly enrich the previous plan. The teacher in this process directs debate and provides factual information. This lesson cannot be boring.

A variant of another type of classroom sessions is work in pairs, when one student of the pair plays the role of a customer and tells his partner about his expectations. Accordingly, second student plays the role of designer and selects means of implementing the ideas of the customer, presents the results verbally and in the sketch. Then each student returns to his project. In this exercise, designer feels more relaxed and becomes more creative. In addition, on such classes students test their skills of professional communication, the ability to discuss, to convey their point of view. Also professional position of the teacher allows him to take a closer look at the students that contribute the full implementation of personality-centered approach.

As part of the practical training students create design of interior of public and residential premises, furniture products, equipment (stairs, fireplace) etc. Results are presented as layouts and album that contains the results of analytical and technological activities, technical documentation, visualization and explanatory note. Students work on projects independently in conditions of relaxation, freedom of choice, discussion of problems and variety of ideas, dialogue and consultation with teacher.

Presentation and defense of the creative projects are carried out on test sessions in a form of review or creative exam. Evaluation of projects happens collectively, with the participation of the department leading theoretical and practical lecturers who are practicing designers and architects.

In general, it can be noted that the skills of creative approach to any activity, mastering the basics of research, effective communication and reflection, courage in finding solutions facilitate the active self-realization in different spheres of life. Experience shows that students are able to find interesting project topic and they show increased interest in practical, meaningful projects, including regional, national characteristics of their city and country. While

doing such design projects students gain professional experiences, the opportunity to see real results, realize the importance of their future profession and, therefore, the possibility of self-worth as a professional.

Conclusions. The study found that improvement of the efficiency of teaching of designer students can be achieved through the personality-centered approach, which is possible with regard to individual psychological characteristics of students. Effective and full use of personality-centered approach is carried out by the appropriate organization of educational process: the use of methods, forms and means of education which stimulate cognitive activity and independence of students, their development and acquisition of their professional competences, including project activity, the use of interactive technologies for classroom lessons, organization of trainings in the form of master classes, workshops, field studies and more.

During the classes on the disciplines of professional cycle specialty “Design” it is necessary to create a situation where students are free to discuss professional problems, work together to solve complex design situations in groups or in pairs in the mode of dialogue with the teacher.

Study process on a personality-centered approach is advisable to start with in-depth acquaintance with student personality traits, his interests, cognitive and creative abilities, values, character features.

Research perspectives are related to the need to further improve the components of the teaching process associated with activation of creative self-learning activity of students of specialty “Design”.

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Аннотация:

Гнатюк Л. Р., Новик А. В. *Личностно-ориентированный подход к преподаванию дисциплин профессионального цикла “Дизайн”.* В статье анализируются аспекты личностно-ориентированного подхода к обучению студентов творческим специальностям (дизайну) в университетах. Выяснилось, что в процессе обучения необходимо учитывать индивидуальные психологические характеристики, связанные с креативной ориентацией учащихся. Предложены пути соответствующей организации учебного процесса в преподавании дисциплин профессионального цикла.

Ключевые слова: дизайнерское образование, личностно-ориентированный подход, творческая личность, учебный процесс.

Анотація:

Гнатюк Л. Р., Новик А. В. *Особистісно-орієнтований підхід до викладання дисциплін професійного циклу “Дизайн”.* У статті аналізуються аспекти особистісно-орієнтованого підходу до навчання студентів на творчі спеціальності (дизайн) в університетах. Встановлено, що в навчальному процесі необхідно враховувати змінного кількості індивідуальних психологічних характеристик, пов'язаних з креативною орієнтацією студентів. Запропоновані способи відповідної організації навчального процесу в навчальних дисциплінах професійного циклу.

Ключові слова: дизайн освіту, особистісно-орієнтований підхід, творча особистість, навчальний процес.

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