

Student-Centrism-A Methodology for Improving the Quality of the University Educational Process

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Abstract--- The article presents the theoretical provisions of student-centrism as a methodology for self-development and self-affirmation of future specialists in the professional field of activity and a student-centric approach to organizing the educational process as a resource for meeting the needs of society in competitive specialists; the program of experiential learning is characterized, which provides not only the student's awareness, a certain amount of his knowledge, but also the acquisition of experience in translating knowledge into professional values, a personal plan, and a tool for practical actions. The system of experimental training provides a positive dynamics in the manifestation of the subjectivity of students in the educational process. In the experimental group, the high level of manifestation of subjectivity increased by 12.2%, the average level - by 19.4%, the number of students with a low level of subjectivity decreased significantly from 56.5% to 24.9%. The student-centric approach to education orients the efforts of students to work with professional consciousness, gives the content, strategy and tactics of their actions a personal coloring; provides conditions for the development of individuality, creative self-expression and thus positively affects the quality of higher education.

Keywords--- Student-centric Approach, Subjectivity of Personality, Levels of Subjectivity, Assessment of their Manifestation.

I. Introduction

Improving the quality of educational services in the system of higher education is of particular relevance. The priority task of the development of higher education in modern conditions is its personification, self-development and self-affirmation of the individual in the professional sphere, the formation of education as a social value.

The necessary tools of the educational process are associated with teaching students knowledge, skills and abilities. An indicator of the quality of education is still considered to be the degree of acquired knowledge, acquired skills and abilities by future specialists, and due attention is not paid to the personal development of future specialists. However, the increasing role of education in the democratization of modern society is due not only to a set of professional competencies, but also to the provision of conditions for self-realization, professional self-development, self-expression and self-affirmation in the chosen professional field of activity to the future specialist. To do this, it is clearly not enough to possess only the sum of professional knowledge and skills, to be diligent and hardworking.

Today, the need for specialists who are mobile, communicative, able to quickly solve problems, make choices and be responsible for their consequences, open to innovations and innovations is becoming increasingly relevant. According to Oleinik (2000), a new style of relationships is relevant for them: respect for the participants in the educational process, their opinions and actions; striving for a constructive approach in solving professional life problems; refusal of confrontation and the need for cooperation. Berezhnova and Kraevsky (2007) consider the

philosophy of personalism to be the basis of the paradigm of education, the quality of training of future specialists is associated with the need to develop their ability to act in the professional sphere in relation to their capabilities and natural potential. Bartnik (1995) believes that education based on the principles of personalism is designed to provide a person with the opportunity to know himself; learn to "live for others" and gain freedom regarding the action of external and internal forces that determine personal choice. Dembovsky (2003) argues that education based on the principles of personalism considers a person as a psychophysical integrity, a unity of exclusively physical satisfactions. An important part of personalism is student-centrism. Its essence lies in the orientation of educational resources to the development of subjectivity, the individuality of the personality of the future specialist.

The need to train competitive specialists stimulates the search for ways to implement student-centrism and new approaches to organizing the educational process at the university on its principles, creating conditions that positively affect the professional and personal development of students. This approach is student-centric, based on the principles of the philosophy of personalism and providing the necessary conditions for enriching the personal potential of future specialists by means of higher education. The theoretical substantiation of this approach to education serves as the basis for the practical search for means and resources to meet the needs of society in competitive specialists.

II. Methodology

In the study, we proceeded from the assumption that the student-centric approach to the organization of the educational process serves as a source of creativity, self-sufficiency and self-affirmation of the individual in professional activities and is an important resource for the quality of higher education. The purpose of the study is to identify the relationship between the resource capabilities of student-centrism as a methodological basis for preparing future specialists for professional activities. The main objectives of the research: 1) Development of a program of experiential learning based on the principles of student-centeredness; 2) Identifying the conditions that ensure the effectiveness of the student-centric approach in improving the quality of higher education, 3) Experimental verification of the productivity of methods and technologies built on the principles of student-centrism. The object of the research is the preparation of future specialists for professional activities, and the subject is the theoretical substantiation of student-centrism as a methodology for professional training of students and a student-centric approach in the formation of the subjectivity of future specialists.

The purpose and objectives of the study were achieved using a set of methods: theoretical (analysis, synthesis, systematization of philosophical, psychological, pedagogical and methodological research) to study the state of the problem, theoretical substantiation of its relevance, structure and content of an experimental model for preparing future specialists for productive professional activities; empirical (questionnaires, testing, essays, observations, modeling of event-role situations) and pedagogical experiment in order to identify the effectiveness of the program of experiential learning on the principles of student-centrism; statistical - for the processing of empirical data, their generalization and verification of the effectiveness of experiential learning, the reliability of the results.

The experimental and control groups were selected from among groups with average indicators (the difference between the arithmetic average scores received by students for completing control tasks and taking into account the standard deviation σ_1 and σ_2) according to the formula:

$$t = \frac{D}{D\sigma} = \frac{x_1 - x_2}{\sqrt{\frac{\sigma_1}{N_1} + \frac{\sigma_2}{N_2}}}$$

Where N_1 , N_2 – the number of students in the CG and the EG. They were used to determine the level of significance of the difference in arithmetic means: $D = x_1 - x_2$. Based on the results of the control work, the arithmetic mean (x) and standard deviation (σ) were calculated. The representativeness of the study results was tested using the χ^2 test method (Grabar, Krasnyanskaya, 1977; Korotkov, 1995).

The study participants were students of 1-4 courses (386 people) and teachers (40 people) of Cherkasy National University named after Bogdan Khmelnytsky and Kryvyi Rih State Pedagogical University.

III. Results

We proceeded from the assumption that the quality of training of future specialists in the system of university education is due to the implementation of a student-centric approach to its organization. Reliance on the internal reserves of the individual increases the effectiveness of the impact of educational means on the development of student subjectivity. As observations have shown, traditional teaching aids often conflict with the idea of pedagogical innovations, the purpose of which is the realization of personal potential through the activation of human internal resources. From birth, a person has a desire for positive emotions, success, and satisfaction with his life. The desire to maintain and improve one's life activity is associated with two processes: survival (physical and

psychological) and self-actualization (improvement of one's capabilities and abilities, one's professional and personal "I"). Harmonization of the desire for survival and the need for self-actualization predetermines the restructuring of the educational process based on a student-centric approach to its organization.

An analysis of pedagogical reality allows us to say that in the conditions of pedagogical formalism, the student is more in an uncomfortable environment. Therefore, his internal forces are aimed at protecting himself from unpleasant situations, his personal dignity from unfair claims and demands from the people around him. His cognitive activity and creative independence are inhibited, and the need for self-realization is weakened by the need to survive in difficult and uncomfortable situations.

In order to study the state of the problem under study in practice, a stating experiment was carried out. At this stage, the nature of learning motivation as the basis for the formation of students' subjectivity was studied. It was found that a third (30%) of teachers use specific measures to develop positive motivation for learning. Among these measures, one can distinguish: disclosure of the practical significance of the theory being studied (26.7%), the possibility of applying theoretical knowledge in professional activities (32.8%); substantiation of the role of the subjective position in increasing the productivity of learning (15.3%). However, in most of the classes (68.7%), there was no work to form students' positive motives for learning. To the question: Do the training sessions satisfy their need for new knowledge and the desire to overcome stereotypes in their own actions? 15% of students answered that they did not have enough information received from the teacher in the classroom, so they replenish their knowledge via the Internet, strive for non-standard actions; 45.3% of students limit themselves to the information received in the classroom, it is enough for them to get a good grade; 16.2% - from time to time feel the need for new information and the desire to fight the stereotypes that have developed in educational practice; 22.5% found it difficult to answer the question.

The manifestation of students' subjectivity was revealed by asking questions, demonstrating visual material, dialogue, controversy, and discussion. The performance of tasks was assessed according to five parameters: motivation, theoretical knowledge on the topic, a set of skills, reflection, novelty of the approach to solving problems. The results revealed three groups: students of the first group - the reproductive level (37%) formally studied the material studied, did not show independence, creative activity, showed a low level of subject knowledge. The students of the second group - the reproductive-creative level (53%) also did not have a good knowledge of theoretical material, but they showed skill in setting tasks, were well oriented in the issues under discussion, and tried to defend their point of view. But they lacked the ability to substantiate it convincingly and convincingly, to defend their position. The third group - creative level (10%), its members showed fluency in theory, actively expressed their vision on the problem under discussion, showed initiative, originality of judgments, defended their own view on the issue under consideration. It was found that the low level of subjectivity of students is explained by the weak motivation of learning, the lack of formation of creative ways of their actions, the lack of need for non-standard solutions to educational problems.

It has been established that teachers do not always have psychological and pedagogical knowledge about the ways and means of developing the subjectivity of students, the methodology and technology for training future specialists on the principles of student-centeredness. Of the 40 teachers, 15% use various methods: conversations, observations, exchange of opinions about the characteristics of the personality of a modern specialist, studying the work of students; 78% do not pay attention to work on the development of individual and professional qualities of students. Teachers explain this situation: overload - 67%, lack of methodological support - 63%, the prevailing attitude that a student should study if he came to a higher school - 78%. In the organization of the educational process, pedagogical influence often prevails over pedagogical interaction in the "teacher-students" relationship; reproductive methods of work over creative ones, the informative side prevails over the procedural side of learning.

The collected facts indicate that in the process of preparing future specialists for professional activities, due attention is still not paid to the organization and conduct of educational work, taking into account the interests, capabilities, abilities and experience of students' cognitive activity. The main goal of student-centrism in the educational process is a focus on the formation of a professional and creative person who is able to actively and unconventionally act in accordance with their professional values and personal meanings in the dynamic conditions of the educational environment. These areas, according to Bondarevskaya (2007), contain the opportunity to "help young people develop spiritually and morally overcome the difficulties and temptations of an easy life, acquire true, not pseudo, values and meanings of life, find adequate forms of socialization, adaptation, and cultural identification. and self-realization, preserve their individuality and in cultural ways, without harm to them, solve their life problems. Recognizing the importance of these areas, Kondrashov (2019) justifies the need to strengthen the managerial resource of the educational process in shaping the subjectivity of the future specialist.

This goal involves the implementation of the main directions in university practice:

- Providing a favorable psychological climate and comfort for each student, activating the mechanisms of awareness, mutual understanding, communication, cooperation and co-creation in educational work.
- Stimulating the acquisition of experience in non-standard activities, structuring the content, choosing methods for mastering the secrets of professional skills, creative adaptation to professional work.
- Socialization of the professional position of future specialists, its activation in order to harmonize personal meanings, values, responsible attitude to their duties, independence of actions and freedom of their choice.
- Individualization of training and strategies to support subjectivity, originality, originality of the personality, development of its creative potential, readiness for productive professional activity as the most important characteristics of the professional image of a modern specialist.

The implementation of these areas determines the student-centric approach to the organization of the educational process of the university, implies the availability of the necessary resources, both external and internal, and a set of pedagogical conditions for professional development, self-expression and self-affirmation of future specialists in the professional field.

The student-centric approach is the focus of all pedagogical means and efforts on ensuring conditions when each student acts as the center of the educational process, its active subject, and all resource learning opportunities are aimed at improving values, personal meanings, freedom of action, responsibility, creativity and reflection. This approach stimulates the process of students' awareness of how the professional and moral characteristics of the human essence activate their professional development and career growth in the field of professional work.

The student-centric approach to the educational process is based on pedagogical design as a set of tools that activate the development of individuality, which integrates personal meanings, professional values, attitudes, motives, needs, interests and relationships that are the key to professional success. The student-centric approach to the educational process directs the entire ensemble of pedagogical design tools to the creative solution of professional problems, the development of creativity and reflection, and the formation of readiness for non-standard activities. This approach contributes to the student's transition from an object to a subject of the educational process, a simple performer into a creative, responsible, active figure, who, when solving professional problems, is guided by his own personally significant values, meanings and principles.

The elimination of the shortcomings identified at the ascertaining stage of the experiment led to the implementation of experimental training. When developing the program of experiential learning, Sukhomlinsky's (1983) recommendations were used on the importance of a creative approach to learning, emotional and aesthetic mood in mastering subject knowledge, the need to overcome emerging difficulties and constantly update the baggage of one's own knowledge. The task, in his opinion, is to ensure that in the process of mastering knowledge a person experiences a sense of pride and dignity. During its development, Clarin's recommendations (1998) were taken into account on the use of various educational technologies that provide conditions for the manifestation of students' individuality in educational activities.

The experimental program was a system with clear goals, a predictable result, balanced by pedagogical conditions and aimed at: a) Updating the content of student training and implementing a strategy for forming the subjectivity of future specialists; b) Stimulation of the subjective position of students in solving educational problems; c) The use of various educational technologies that stimulate activity, the manifestation of individuality, initiative of students in the educational process; d) psychological and pedagogical support and methodological support of training; e) Creation of an educational environment as a set of opportunities for the transformation of a student from an object into a subject of responsible choice and professional development.

The experiential learning program included: structuring educational information in conjunction with previously acquired knowledge, which is the basis not only for explaining new material, but also for formulating one's own conclusions, judgments and generalizations on the topic under study; posing problematic issues in order to activate the needs of students in the exchange of opinions and views; individual assessment of knowledge and skills in order to develop their educational trajectory and demonstrate educational achievements.

The development of subjectivity determined the staged nature of the experimental work in providing students with the opportunity to: a) be in the position of the subject of collective cognitive activity; b) improve the ability to self-government, the development of creative and reflexive actions; c) freely choose ways to solve educational problems and achieve positive results.

At the first stage of experimental work, various forms and methods of developing the need-motivational sphere of students were used in order to solve problems: specifying the goals of educational activities and orienting students to a creative solution of cognitive problems; awareness of the motivation of educational activities; overcoming difficulties by concentrating one's own physical and mental forces on achieving predictable goals; responsibility for the choice of the task, the method of its solution and the results obtained; assessment of their own educational achievements. At this stage of experiential learning, conditions were provided for pedagogical interaction,

cooperation and co-creation in the system of teacher-student relations, emotional involvement in the discussion of educational problems, modeling of problematic communicative situations that are a trigger in the communicative process. Group discussion was used to work out the reflective position of future specialists. The choice of a group discussion as a form of discussion provided for the transition from the position of not being present in the group to the designation of one's position and inclusion in the group discussion. Students received the information they needed in their future professional activities: about the rules and methods of exercising their own powers to make a decision; a set of personal qualities that allow you to successfully cope with professional problems; about the need to critically assess the available information and summarize the facts; about ways of operating with information and non-standard approaches to its use, independent search for solutions.

At the second stage, attention was shifted from “external” to “internal” problems, an appeal to the nature of the individual actions of the student himself (what do I do, what do I not do, what works, what does not work?). An indicator of the effectiveness of this stage is a stable idea of the difficulties in the course of learning activities.

At the third stage, the ability to independently cope with the difficulties that have arisen and achieve success in solving educational problems were consolidated.

At the fourth stage - the development of an algorithm for solving the proposed problem, the phased development of the structural components of the group discussion, the gradual transition from external to internal settings. Much attention was paid to stimulating positive motivation, adapting students to the original solution of educational problems and gaining experience based on their own capabilities, abilities, independence of decisions.

In experiential learning, Internet resources were used to solve problems: expanding, deepening and consolidating educational information; active acquisition of new knowledge; originality and originality in solving educational problems; development of practical skills to work with various information sources; productivity, clarity and speed of the educational task. Students were offered a variety of options for tasks for independent completion: work with online courses to study program material; passing a general level test; performance of training and test exercises for the assimilation of specific sections of the course; participation in forums, conferences, chats, etc.; search for information on a given topic, preparing it for a presentation; entertainment resources: riddles, flash games, polls, news, blogs, forums. The introduction of modern information technologies into the educational process stimulates the formation of the subjectivity of future specialists.

The educational process, built on the principles of a student-centric approach, ensures not only the student's awareness, mastery of a certain amount of knowledge, but also the acquisition of experience in translating knowledge into professional values, a personal plan, and a tool for practical actions. Among the tasks solved at the seminars, it was envisaged not only to improve subject literacy, to consolidate practical skills, but also to develop students' non-standard thoughts, originality of judgments, and the ability to convincingly and reasonably defend their positions and views on solving educational problems.

During the lesson, a healthy psychological climate was provided, the relations of the participants were built on the principles of pedagogical interaction, cooperation and co-creation; the distribution of tasks was carried out taking into account the possibilities, abilities and experience of the students' creative activity. Pedagogical interaction in the educational process stimulated the solution of problems: tolerance and mutual respect in relationships; using various forms and methods to consolidate the optimistic mood of its participants. The use of active forms and methods of work also served as a means of diagnosing the degree of formation of subjectivity, providing an opportunity for students to verify the effectiveness of their own actions and provided for: a) Diagnosing the manifestation of student subjectivity; b) Revealing the real level of its formation; c) Specification of the purpose, tasks of training students, its programs; d) Determining the prospects for further development of the subjectivity of future specialists.

Experiential learning is a purposeful process of developing the subjectivity of the individual with the active interaction of the teacher and students, aimed at self-improvement and professional self-development. After the implementation of the training program, a diagnostic cross-section was carried out, which showed the productivity of the student-centric approach in the educational process of the university. The data collected with the help of a diagnostic scale confirmed the positive dynamics of students' learning motives and their attitude to non-standard ways of solving educational problems, the number of students with a focus on creativity and originality of actions increased significantly. The dynamics of learning motivation is presented in Table. one.

Table 1: Dynamics of Educational Motivation of Students in the Process of Experiential Learning (in % Relation)

| Motivation indicators | Levels | | | | | |
|-------------------------------|----------------------|------------|----------------------|------------|----------------------|------------|
| | high | | sufficient | | low | |
| | before the beginning | at the end | before the beginning | at the end | before the beginning | at the end |
| interest in subject knowledge | 14,3 | 39,3 | 46,7 | 60 | 40 | 6,7 |

| | | | | | | |
|--|------|------|------|------|------|------|
| the need for non-routine actions | 27,7 | 46,0 | 40,0 | 43,3 | 33,3 | 17,7 |
| independence of judgments | 7,6 | 30,0 | 46,7 | 40,0 | 46,7 | 30,0 |
| the need to overcome dogmas and patterns | 14,9 | 33,3 | 56,7 | 56,7 | 30,0 | 10,0 |
| generally | 16,1 | 37,1 | 36,0 | 50,0 | 37,5 | 16,1 |

The data in the table. 1. indicate a change in the nature of the educational motivation of future specialists in terms of its stable dynamics from the lowest to a sufficient level and then to a high one. At the beginning of experimental training, a sufficient level was characteristic for 36.0% of students and a high level - 16.1%, upon completion of it, 37.1% of students reached a high level and 50.0% of a sufficient level; 16.1% of students have a low level of learning motivation. The attitude of students to the nature and form of educational work has changed. If at the beginning of the experiment, students preferred reproductive tasks, then at the end of the experimental training, the picture changed in favor of reproductive-creative and creative tasks. The results are presented in table. 2.

Table 2: The Results of the Performance of Control Tasks based on the Results of the Ascertaining and Forming Stages of the Experiment (Data in% Relation)

| № | The Nature of the Assignments | Starting Experiential Learning | Upon its Completion |
|----|-------------------------------|--------------------------------|---------------------|
| 1. | Reproductive | 37 | 17 |
| 2. | Reproductive and creative | 53 | 49 |
| 3. | Creative | 10 | 34 |

Tab. 2. indicates that the number of students who coped with creative tasks and gave preference to them over reproductive types increased to 34% compared to 10% according to the results of the ascertaining experiment. The reproductive level of task completion decreased from 37% to 17%.

The manifestation of the subjectivity of students in the educational process was defined as the arithmetic mean of the corresponding levels of formation of its structural components (motivational-value, content-procedural, creative-activity, emotional-volitional, reflexive-evaluative), their value at the ascertaining and formative stages of the experiment are presented in tab. 3. and tab. 4.

Table 3: Levels of Formation of Structural Components of Student Subjectivity at the Ascertaining Stage of the Experiment (in %)

| Levels | Structural components of personality subjectness | | | | | | | | | |
|--------|--|------|------------------------|------|------------------------|------|----------------------|------|-----------------------|------|
| | Motivational-value | | Content and procedural | | creative technological | | Emotional-volitional | | Reflective-evaluative | |
| | CG | EG | CG | EG | CG | EG | CG | EG | CG | EG |
| High | 16,0 | 13,3 | 14,9 | 12,2 | 9,6 | 10,2 | 7,0 | 13,3 | 1,7 | 15,3 |
| Medium | 43,6 | 5,7 | 1,5 | 9,8 | 5,5 | 8,4 | 6,2 | 9,6 | 4,5 | 9,6 |
| Low | 40,4 | 1,0 | 3,6 | 8,0 | 4,9 | 1,4 | 46,8 | 57,1 | 63,8 | 55,1 |

Table 4: The Levels of Formation of the Structural Components of the Subjectivity of Students Upon Completion of the Formative Stage of the Experiment (in %)

| Уровни | Structural components of personality subjectness | | | | | | | | | |
|--------|--|------|------------------------|------|------------------------|------|----------------------|------|-----------------------|------|
| | Motivational-value | | Content and procedural | | creative technological | | Emotional-volitional | | Reflective-evaluative | |
| | CG | EG | CG | EG | CG | EG | CG | EG | CG | EG |
| High | 14,9 | 25,5 | 18,1 | 29,6 | 10,6 | 7,3 | 23,4 | 31,6 | 4,9 | 21,4 |
| Medium | 47,9 | 55,1 | 47,9 | 53,1 | 29,8 | 42,9 | 43,6 | 55,1 | 29,8 | 3,9 |
| Low | 37,2 | 19,4 | 34,0 | 17,3 | 59,6 | 39,8 | 33,0 | 13,3 | 55,3 | 34,7 |

At the ascertaining stage of the experiment, the percentage of students who showed low and medium levels of subjectivity significantly exceeds the percentage of students with a high level of manifestation of this complex personal formation. Thus, the high level was 13.8% in the CG and 12.9% in the EG; the average level was 34.3% in the CG and 30.6% in the EG; low level – 51.9% in the CG and 56.5% in the EG. The value of the statistical criterion χ^2 at the ascertaining stage of the experiment is $\chi^2_{emp} = 0.524$, which is less than the critical value $\chi^2_{crit} = 5.991$, therefore, the control and experimental groups at the beginning of experimental training do not have statistically significant differences in the levels of subjectness formation.

The results of a comparative analysis of diagnostic sections conducted before and after the completion of experimental training confirm the productivity of the educational process, built on the basis of a student-centric approach to its organization. A survey of students in the experimental and control groups made it possible to talk

about the effectiveness of the experiential learning program. Of the 197 students in the experimental groups, they answered: "I feel comfortable and confident" (68.2% of respondents); "I feel not quite confident in my own actions and decision-making" (21.2%); "The level of knowledge ensures the successful solution of educational problems" (71.1%); "The level of knowledge satisfies the need for action" (23.4%). Only 5.5% of students are not completely satisfied with the level of their knowledge and 10.6% experience discomfort. The activity of students in the educational process increased by 32%, and the level of professional competence rose by 37%; after the completion of the experiment, 68.2% of the students answered that they feel comfortable and confident, not to be afraid to express their opinion in discussions in the classroom.

The system of experimental training provides a positive dynamics in the manifestation of the subjectivity of students in the educational process. So, in the experimental group, the high level increased by 12.2%, the average level - by 19.4%, the number of students with a low level of subjectivity decreased significantly from 56.5% to 24.9%.

The students of the control group (189 respondents) also observed the dynamics of the level of subjectivity from low to medium. But the changes are insignificant and are explained by objective factors of the general development of the individual in the process of professional training. Thus, the number of students with a low level of subjectivity decreased by 8.1%, an average level increased by 5.5%, a high level - by 2.6%.

The program of experiential learning has confirmed the productivity of the student-centric approach to the organization of the educational process in shaping the subjectivity of future specialists, which has a positive effect on the quality of higher education.

The educational process on the principles of student-centrism consolidates the readiness to perform a new function - to act as a subject-developing source, which is characterized by the following parameters: students' analysis of their own professional activities based on motives and needs for the high-quality performance of professional duties; critical attitude to one's own actions and professional experience; creativity and reflection; the presence of professional values and personal meanings; openness to innovation and innovation; activity, independence, desire for self-realization.

IV. Discussion

The pedagogical experiment confirmed the assumption that the training of future specialists will be productive on the principles of student-centeredness, in the transition from subject to student-centered education, the implementation of a student-centered approach to organizing the educational process of the university as an integral professional development system. Glatthorn (1995, p. 41) spoke about the productivity of the student-centric approach to the training of future specialists, who interpreted the formation of a future specialist as a process of developing his personality in a professional context with the help of accumulated experience and a systematic analysis of the results of his own professional work. The idea of the stages of experiential learning was confirmed in the works of Fullan (2007) and Flechner (2017), where the stages of professional growth of future specialists in the system of university education and the effectiveness of learning focused on their personality are theoretically substantiated. These scientists focus on the professional qualities of a specialist, focus on studying the content of professional knowledge and practical experience, changing the attitude of students to the profession, satisfaction with their own professional actions.

Practice confirms the dependence of the level of quality of training of specialists, their demand in the labor market from the rational use of internal resources, a set of didactic and methodological means (pedagogical innovations, intensive methods and technologies, technical and electronic means), which stimulate the overall development of the individual and the formation of the future professional citizen in the system of higher education.

The strategy of the student-centric approach to the training of future specialists includes the necessary means of ensuring the quality of the educational product, acquiring professional competence, forming the subjectivity of the individual, able to take an active part in the transformation of society on the principles of democratization and humanization of relations in it. The need for this approach to training modern personnel, developing the ability of future specialists to innovate and innovate in the professional field is justified in the works of Angelovski (1991), Dichkovskaya (2001), Nikishina (2007), Tsyrukun (2000) and others; the effectiveness of the use of internal resources, harmonization and their interaction in the educational process is experimentally confirmed by Bakr, Massey, Massa (2016), Lee, Lim, Kim (2017), Cho, M-K, Kim, MY. (2019). Belokonnaya, Dovga, Klim-Klimashevskaya, Kondrashov, Chuvasova (2019), Kondrashova (2020), Ivanova (2000,2001), Zyazyun (2012), Rogers (2007), Samarokova (2003) and others focus on the possibilities of a personal approach in shaping the professional image of a modern specialist.

It has been experimentally confirmed that upon completion of the experimental training program, the number of students who prefer reproductive methods of work has significantly decreased, the number of students with positive motivation to study program material, the need for new knowledge and non-standard ways of solving educational

problems, the desire for self-knowledge and comprehension has increased creative activity. The organization of training students for professional activities on the principles of student-centeredness, subject to didactic conditions and stages of filling educational work with elements of creativity, stimulated the positive dynamics of its quality.

The student-centric approach to the organization of the educational process contributes to the transformation of the student into a subject of theoretical and practical training, the creation of conditions for the free choice of ways to solve educational problems, the manifestation of creative activity and the achievement of productivity of cognitive activity. In the conditions of the student-centric orientation of the educational process, the creative abilities of students develop, their needs for successful actions, individual style of activity, and an attitude towards constant professional self-improvement develops. On the basis of student-centrism, there is an awareness of the mechanism of formation of a subjective attitude to the educational process, which reveals the possibilities of pedagogical design tools in the professional self-development of students.

The student-centric approach to the organization of the educational process stimulates the manifestation of the personal meaning of the acquired knowledge and experience, while professional values are realized at the personal level, are the subject of feelings and personal attitudes. Values and personal meanings, the system of value orientations acquired in the educational process, in the future become the basis for the successful activity of specialists, their professionalism, readiness for creative work. The student-centric approach to education focuses the efforts of students on working with values, meanings, professional consciousness, giving the content, strategy and tactics of their actions a personal coloring, providing conditions for the development of individuality, creative self-expression of each participant in the educational process. Under these conditions, the future specialist gets the opportunity not only to develop the cognitive sphere, but also contributes to the choice and implementation of an individual program for the development of the professional and creative potential of his personality, the harmonization of intellect and emotions in training, which serves as the basis for his professional development.

V. Conclusions

Theoretical provisions and experimental data confirmed the productivity of the student-centered approach to the organization of the educational process in ensuring the quality of training future specialists for professional activities. It has been established that in the educational process, organized on the principles of a student-centric approach, the future specialist gets the opportunity to overcome stereotypical actions, contradictions between the needs for self-realization and the conditions in which he is in the educational environment of the university. This brings professional training to a personal, subjective level, which activates the needs of students for successful activities, the development of their creative individuality and creative professional position.

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