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## **STUDENT-CENTERED APPROACH IN TEACHING FUTURE EDUCATORS**

Problems of looking for new ways to develop education are becoming more relevant to our country. The formation of a new Ukrainian society, overcoming crisis in it depends on the level of the development and increasing of intellectual, spiritual, economic potential of all members of our society. Modern times are also characterized by the restructuring of the higher pedagogical education, in the center of which is the Person, his abilities, activity, the system of his economic and social values [1]. According to recent research and publications, the main ideas of higher education involve student-centered approach to learning [2-5].

Studying in higher educational institutions supposes to promote unimpeded and harmonious development of students, where their personal traits and capabilities are seen, self-actualization and self-improvement are promoted, partnership of teachers with students is established.

When authoritarianism in communication between the participants of the educational process is replaced with the personal-value attitude to each other, steady motivation and cognitive interest are formed and developed, a rich, diverse and attractive life at higher educational institutions is created, then future educators will feel more confident, dignified and inspired in their professional formation. The main goal of higher educational institutions is to develop an entire personality that is open to new experience, has a strong wish to realize his opportunities, is able to make an independent and conscious choice.

Student-centered approach to learning is a key principle of an up-to-date vocational pedagogics. Its followers consider that vocational education should take into account such personal qualities as interests, preferences, values, motives, goals of activity, a way of thinking, the degree of personal development, willingness to pursue education [5].

The purpose of student-centered training in higher vocational school is to create conditions for the full identification, formation and development of personal functions of future educators.

To establish such a learning process it is necessary to focus on the needs of students; set up conditions for collaborative and creative work of the teacher and the students; adapt teaching methods to students' learning opportunities; maximize individualization; create conditions for self-knowledge, self-development and self-education; sensibly determine own capabilities and goals [1, c. 539].

The concept of a student-centered approach determines the updating of such components of the pedagogical process as aim, content, learning technology, stipulates the interaction of the participants of the educational process and criteria for its effectiveness. Considering that in the process of professional training students are preparing for a certain activity, the most important thing is to teach students their future profession by means of activity methods.

The learning process from the perspective of the activity approach is considered as a single functional system. Professional training is carried out inseparably from the life of the society, work environment, public relations. An activity approach to vocational education involves the acquisition of personal experience, the formation of individual abilities to perform future professional duties.

Just this approach ensures the progress of humanity, the modernization of a society that lives according to market relations. The implementation of this approach implies a new structure of interaction of the teacher and students, which is based on subjective relationships related to solving professional problems.

The student-centered approach allows setting up the process of professional training in a new way. Already in the classroom, there is an opportunity to gain experience of communication, to develop skills of a professional approach to solving educational tasks, to promote the students' activity, to form the need for self-development, to ensure a conscious managed mastery of educational material, integrating knowledge [4]. During the lesson, which stimulates the need for

communication and creative attitude to the educational material, there are both mastery of the subject and active development of the individual.

Summing it up, student-centered technologies for teaching future educators involve modeling the structure of professional activity; ensure the supremacy of the individual over all educational activities. Thus, student-centered approach to learning contributes to the improvement of knowledge, the development of new inclinations, professional experience, individual and psychological characteristics of future educators.

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