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ESSENCE OF THE CONCEPT OF AN INDIVIDUAL EDUCATIONAL TRAJECTORY OF A STUDENT AT A UNIVERSITY

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ABSTRACT

The modern higher education system is at the stage of active modernization of its internal structure as a whole, which is due to new, current requirements of the economic sphere and the state's "social order" for the training of competitive specialists with developed transversal competencies and the ability to navigate in constantly changing conditions. The purpose of this article is to define the concept of "individual educational trajectory" and related categories; considering the advantages of using an individual educational trajectory in the educational process of higher education. To achieve this goal, leading methodological approaches were used, among which an important place is given to systemic, axiological, personality-oriented and reflexive approaches.

KEYWORDS

Individualization of the learning process; individual educational trajectory of the student; individual educational route; individual educational program.

INTRODUCTION

Innovative processes in education require changing the principles of training a future specialist and developing in him not only professional knowledge and

skills, but also qualities such as mobility, flexibility, communication skills, independence, the ability to take initiative, make choices and bear responsibility for

them. Trends in modern education are based on an individual approach to each student in order to increase the number of highly qualified specialists in the labor market. This is explained by the priority of student independence, enshrined in the updated educational standards. Despite the fact that pedagogical research has long dictated the need to introduce individual educational trajectories, and today all the desired conditions have been created for this: students have the opportunity to indicate their existing educational needs, higher education institutions are following the path of freedom in learning based on individual educational routes, in practice, the listed entities were not ready for the process under consideration. In this regard, it is relevant to answer questions about what an individual educational trajectory is, how and on what basic principles it is built, and what professional characteristics need to be taken into account. In this regard, the problem of individualization is becoming more urgent in the higher education system.

Main part

Individualization of the learning process gives meaning to educational actions due to the possibility of choosing one or another type of action, introducing personal meanings into the educational process, as well as formulating one's own educational order and vision of one's educational prospects. The vision of prospects is quite significant for the design and implementation of individual educational trajectories of students in the conditions of lifelong education [20]. The individualization of the educational process in a broad sense, from the point of view of T. M. Kovaleva, should be understood as "a way of providing each student with the right and opportunity to form their own educational goals and objectives, their own

educational trajectory" [21]. The choice, construction and implementation of an individual educational trajectory allows a student to develop precisely those personality qualities that are in demand in modern society. Taking into account the features of humanitarian knowledge that are inherent in pedagogical research [14], we will analyze the existing points of view in domestic pedagogy and present our own interpretation of the concept of "individual educational trajectory" (IET). In addition, it is important for us to determine the relationship of this key concept with others close to it, among which are the individual educational route (IER); individual educational program (IEP); individual development trajectory (IDT); generalized educational route (GER); individual learning path. In her works, T. M. Kovaleva offers two concepts: "individual educational program" and "individual educational trajectory." She defines the first one as follows: "An individual educational program is a program of educational and other activities of a student, aimed at his personal and professional development, developed and implemented by the tutor independently on the basis of personal, educational, professional interests, needs and requests" [21]. The author of the definition of a tutor refers to "a student who develops and implements an individual educational program under conditions of tutor support." The role of a tutor is "a teacher who accompanies the development (construction) and implementation of an individual educational program by students," working based on the principle of individualization of the educational process. The interaction between tutor and student creates tutor support, which is "the movement of the student together with the changing personality of the student, next to the student developing and implementing his personal individual educational program; carrying

out timely navigation of possible paths, providing assistance and support if necessary.” Thus, T. M. Kovaleva inextricably connects with the concept of “individual educational program” the tutor support of a teacher-mentor, who provides assistance and support to the student, but does not impose on him the path of further development. The role of the student as a subject of the educational process is emphasized, who proceeds from his own capabilities and aspirations, developing his own educational program. The researcher also notes that this concept may be relevant not only to the field of educational activity, which expands its scope. An individual educational trajectory, from the point of view of T. M. Kovaleva, has a spatiotemporal characteristic. This is the trajectory of an individual educational movement, a “trace” of a student’s line of movement, formed by recording the content of his samples and experiences, educational achievements and characteristics of an individual educational space, which makes it possible to make pedagogical forecasts and implement a tutor project [21]. As we can see, the above concepts are connected by the following logical sequence: first, the student builds his individual educational program, and its implementation is an individual educational trajectory. In other words, the latter concept reflects the specific results of the student during the implementation of an individual educational program. Attention is also focused on the fact that the tutor, when implementing his educational program, records individual experience, including personal successes, difficulties and failures. The success of the joint activities of the student and the tutor depends on recording the experience of implementing an individual educational program. E. V. Goncharova and R. M. Chumicheva use two concepts that reveal the individualization of the student learning process:

“individual educational route” and “individual educational trajectory.” They do not give their own interpretation of the first term, but join the position of researchers S.V. Vorobyova and N.A. Labunskaya: “An individual educational route is a purposefully designed differentiated educational program that provides the student with the position of a subject of choice, development and implementation of an educational program when implementing teachers provide pedagogical support for his self-determination and self-realization.” This definition emphasizes that an individual educational route involves building an educational program for each student. Attention is focused on the position of the student: he independently builds and implements his educational program. At the same time, the teacher-mentor only helps him decide on the choice of his own development path, as well as implement the chosen educational route. Researchers are confident that the individual educational trajectory in higher education is associated with the introduction of credit units into the educational process. Comparing the concept of “individual educational trajectory” with the concept of “individual educational route”, the authors draw the following conclusion: “individual educational trajectory is a complex general concept that came to pedagogy from physics. It has a broader meaning than the concept of “individual educational route” [18]. In this regard, building an individual educational trajectory involves several directions of implementation: content-based (variable curricula and educational programs that determine an individual educational route), activity-based (special pedagogical technologies) and procedural (organizational aspect).

The use of the concept of an individual educational trajectory in modern science and practice is as common

as it is diverse. At the same time, in understanding this concept, several independent definitions can be distinguished, which are most often found and reflect generally accepted ideas. In everyday everyday use, a “trajectory” is primarily thought of as a path, a certain route for the movement of something, that is, a real-life direction of achieving the final goal. At the same time, an individual educational trajectory, according to A.V. Khutorskoy, is “a personal way to realize the personal potential of each student in education...” [1]. In this sense, the construction of an educational trajectory is a certain purposeful intellectual process of establishing relationships, connections, dependencies, forms and procedures of self-development carried out by the student. On the other hand, describing the goals, forms, mechanisms, professionally important qualities and abilities to master a profession, E. F. Zeer formulated IOT as “a condition for the individualization of professional development of an individual in the space of lifelong education...” [2]. Based on the concept of E. F. Zeer, a similar definition is given by L. N. Stepanova: “... the basis of the individual educational trajectory is the conscious and responsible choice by the subject of the target orientation of realizing his professional and educational potential in accordance with the abilities, attitudes and meanings of life. At the same time, the student acts as the subject of designing his professional biography...” [3] Thus, scientists convincingly prove the applied understanding of the essence of the definition from the position of conscious planning of future professional activity and define IOT as a tool for building a purposeful process of professional activity of future specialists. When specifying practical activities to provide students with the necessary psychological, pedagogical and technological tools for successful planning and completion of IET, scientists

highlight the managerial functions of teachers. Thus, N. Yu. Shaposhnikova, who represents IET as “an individual path in education, which the subject of the educational process builds himself with the constant support of a mentor, aimed at realizing individual aspirations, developing life strategies, forming the foundations for the individual, creative and professional development of the student’s personality...” [3], indicates the importance of psychological and pedagogical support of the teacher-mentor (tutor). Naturally, the more complete and comprehensive this interaction is, the more successful the student’s individual educational trajectory will be. In addition, this concept, according to M. L. Sokolova, means “the student’s mastery of an educational program based on his educational experience, opportunities, and with a focus on solving his educational problems...” [5]. This position was shared by V.V. Lorenz, understanding by IET “a purposeful designed differentiated educational program that provides the student with the position of a subject of choice, development, and implementation of an educational program when teachers provide pedagogical support for professional self-determination and self-realization of a future specialist...” [6].

T. A. Timoshina considers the concept of “individual educational trajectory” from the perspective of anthropocentric and competency-based approaches: “The individual educational trajectory of a student is an individual path in education, determined by the student together with the teacher, organized taking into account motivation, abilities, mental, psychological and physiological characteristics the student, as well as the socio-economic and time

capabilities of the subject of the educational process” [24].

In this case, the student’s educational trajectory is defined through the word “path”. We fix the following point: if T. M. Kovaleva defines the “individual educational trajectory” as the “trace” of the student’s line of movement, then T. A. Timoshina defines it as the very line of the student’s movement along the chosen educational path. The second scientist considers the role of a competent teacher and psychologist important for a mentor, helping a student choose the optimal path of development. Note that the last definition presents a list of individual characteristics and capabilities of the student. In this case, attention is focused on the fact that the teacher-mentor helps the student choose his own path of development, comprehensively analyzing his individual capabilities and characteristics, which can contribute to a more complete implementation of the principle of individualization of the learning process. T. A. Timoshina also notes that the concept of “individual educational trajectory” is closely related to the concept of “individual educational route”. Distinguishing them, she relies on an explanatory dictionary edited by D. N. Ushakov, where “trajectory” is defined as “the path of movement of some body or point”, and “route” - as “a pre-planned path to follow, indicating the main points” [26]. Based on this, the researcher considers the individual educational route as an integral part of the individual educational trajectory. This distinction is justified as follows: “... educational routes are characterized by clearly defined time and educational criteria, as well as the stages of training” [24]. S. M. Bochkareva introduces the concept of “individual development trajectory”, understanding by it “the student’s line of movement in

the self-development of the individual with its peculiar, unique features” [16]. With this definition, the author emphasizes the connection of the learning process with changes in the student’s personality. They manifest themselves in changes in the structure of educational motivation and the hierarchy of motives; in the formation of such value orientations as interesting work, knowledge, productive life, education, responsibility, efficiency in business; in the formation of readiness for self-development and adequate self-esteem. The formation of adequate self-esteem is very important, since a student’s critical attitude towards himself will allow him to competently correlate his own strengths and capabilities with tasks of varying difficulty and with the requirements of the people around him. Now consider the point of view of N.A. Labunskaya. She connects the construction of a student’s educational path with the concept of “individual educational route.” In order to determine its content, the author introduces a broader concept - “generalized educational route”. She defines it as “a set of stages, periods, lines common to the mass of students, characterizing their progress in obtaining higher education and reflecting interaction with the educational environment” [23]. In other words, the researcher considers a generalized educational route as a set and variety of individual educational routes. An individual educational route, in turn, appears as one of the projections of a generalized educational route and exists as a variant of the path (type of route) of ascent to education. The use of the phrase “ascent to education” gives a deep meaning to the individualization of the educational process at a university, in which the student’s construction of his own educational route and progress along it ensures the greatest effectiveness of the learning process. At the same time, the student not only acquires the

necessary knowledge, but becomes an educated person in the deepest sense of the word. N. A. Labunskaya reflects the following aspects in the content of the concept of “individual educational route” of a student: personal positions showing his attitude towards higher professional education, mechanisms for choosing it and methods of obtaining it. Thus, the introduction and use by the author of the concept of “generalized educational route” made it possible to reveal the content of the concept of “individual educational route” from two sides: 1) as one of the options for a generalized educational route; 2) as a result of the student’s interaction with the educational environment, reflecting the general (elements, stages), specific and special in this interaction, characteristic only of the educational route of a particular student. M. A. Grinko introduces the concept of “individual learning path”, revealing the content of the concept of “individual educational route”. The scientist understands an individual learning trajectory as “a person-oriented organization of a student’s educational activity at a university, which involves the construction of the educational process in the context of the realization of individual aspirations, the development of life strategies, the formation of the foundations for the individual, creative and professional development of the student’s personality” [19]. He focuses on the educational process at the university, in the center of which is the student. Note that this interpretation is similar to the interpretation of E. V. Goncharova and R. M. Chumicheva of the concept of “individual educational trajectory.” It is emphasized that the educational and educational processes are integral parts of education in higher education. Thus, M. A. Grinko expands the scope of the educational process at a university, where the educational aspect is usually not particularly taken

into account. The inextricable connection between the educational and educational processes reveals the deep meaning of receiving education at any level. Developing life, and not just educational, strategies allows a student to be more successful in all areas of life, and the formation of the foundations of individual, creative and professional development allows the student to fully realize their potential. By an individual educational route, M. A. Grinko understands “the student’s mastery of the curriculum, taking into account his educational experience, the level of individual needs and capabilities that provide a solution to his educational problems” [19]. Thus, the individual educational route in this author’s interpretation is revealed through the implementation by a specific student of an individual learning trajectory. By building his individual educational route, the student masters the curriculum based on his capabilities and needs. As a result, he fills in his educational gaps, gaining the knowledge and skills that he needs. A. S. Gayazova distinguishes between two concepts: “individual educational trajectory” and “individual educational route”. The line of movement of the educational program (trajectory) becomes concretized in the path (route). It is also established that the concept of “educational route” is more widely used in the system of additional education [17]. A. V. Turkina begins the analysis with the more general concept of “educational route”, by which she understands “a pre-planned “path of spiritual pursuit” of a person associated with his receipt of higher education” [25]. It is emphasized that the student builds the main stages of the educational route in advance and follows his educational development plan. The expression “path of spiritual pursuit” characterizes the educational process as the development of the student’s personality and spiritual world, and also implies

building the educational process according to personal aspirations and desires. Specification occurs in defining the content of the concept of “individual educational route”. It is understood as “the path of mastering various educational programs, independently paved by the student for the purpose of self-determination and self-realization when the teacher provides pedagogical support” [25]. Particular attention is paid to the student’s choice of the educational programs he needs from the set of programs offered and the methods for mastering them (individual pace, forms and deadlines for submitting the necessary reports). V.I. Bogoslovsky defines the concept of “individual educational route” as the path of a student’s ascent to education, formed by a set of objective and subjective factors and carried out by the student himself [15]. In this definition, as in the definition of N.A. Labunskaya, it is noted that the most important goal of the learning process is the formation of an educated person in every sense of the word, introducing him to high culture. However, the factors on the basis of which a student forms his educational route are not indicated, but are characterized only as objective and subjective. This formulation is, in our opinion, general and insufficient to reveal the awareness of a student’s choice of an individual educational route.

Among foreign researchers who paid attention to the interpretation of the definition being studied, it should be noted the works of N. Jackson, who studied a semantically close concept to this concept - “personal development planning” - (Personal Development Planning) and defined it as “a structured and accompanied process implemented by the student himself ...” [7]. R. Elliott and V.O. Paton analyzed the origins and influence of student choice of curriculum in the USA [8]. J. Axelrod, in his scientific works, studied

new models of undergraduate education for the American college [9]. A conceptual and bibliographic study on undergraduate curriculum improvement was proposed by L. P. Richardson [10]. A detailed review of research on the problem of developing a development trajectory for students through higher education is given in the scientific publication of K. Haas and A. Hadjar [11]. No less interesting in the context of the area under study is the scientific review of the popularization of elective courses made by C. W. Eliot [12]. All the above foreign studies are based on the scientific idea of the priority of modernization and reform of the educational system in the aspect of its individualization [13]. Thus, many authors analyze the interpretation of the definition of “individual educational path” in the context of synonymous concepts “individual educational route”, “individual educational program”. Their relationship demonstrates planning for the design of an individual educational program as a model of an educational standard, according to which a student carries out educational activities, goes through a “movement” along the appropriate route, leaving behind a “trajectory of educational movement.”

CONCLUSION

Based on the analysis of various approaches to defining the key and related concepts, identifying common and different features in their content, we have made an attempt to give working generalized definitions of the terms “individual educational program”, “individual educational route” and “individual educational trajectory”, and also unite them by logical-semantic interconnection. So, we will understand by a student’s individual educational program a preliminary plan drawn up by the student himself with the support of a teacher-mentor, his

educational and other activities aimed at personal and professional development; developed taking into account the personal, educational and professional interests, needs and requests of the student. A student's individual educational route is defined by us as a path pre-planned by him on the basis of a previously created individual educational program; the route clearly defines time and educational criteria, as well as the stages of training; its construction occurs when the mentor provides pedagogical support. By an individual educational trajectory of a student, we understand an individual path in education, built and implemented by the subject of the educational process independently when the mentor provides pedagogical support for his self-determination and self-realization; aimed at realizing individual aspirations, developing life strategies, forming the foundations for the individual, creative and professional development of the student's personality. Thus, three levels of education design for a specific student have been identified. The first and more general idea is reflected in the student's individual educational program. Further, the specification of the program is manifested in the developed individual educational route and the individual educational trajectory of the student. During the implementation of a student's individual educational trajectory, individual components may be clarified, which includes a possible adjustment of the chosen path.

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