

ABOUT DETERMINATION OF ESSENCE OF CONCEPT "DIFFERENTIATED EDUCATION"

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Introduction. In the modern transformation period of socio-economic development of Ukraine significantly enhanced requirements for quality education of future professionals who will work in the future development of our state.

Aim. Solving this problem requires new approaches to the educational process and study conditions for its implementation. In light of this priority area of educational differentiation is education, which is necessary for high-quality mastering educational material, increased cognitive activity, exercise self-control, improvement of intellectual, practical and communicative abilities of the future professionals.

Materials and methods. In the context of the research problem important to emphasize that disclosure of the concept of "differentiation" requires scientific definition of "differentiation". Definition of different approaches to the interpretation of the concept of "differentiation" engaged in such scholars (S. Honcharenko, O. Bratanych O. Buhayov, D. Deykun, V. Volod'ko, A. Kirsanov, Ye. Rabuns'kyi, I. Unt and many other researchers).

Logical-semantic analysis of the concept of "differentiation" was done by studying articles, dictionaries and encyclopedias. The word "differentiation" is derived from the Latin "differentia", which means the difference, contrast. The notion of differentiation is defined thus: 1) separation section, a separation into different parts, forms, meetings; 2) the emergence of a body (or its site) in the development of morphological and functional differences.

Results and discussion. It is important to emphasize that education is the principle of unity and differentiation. Most important in the functioning of this principle - is to ensure simultaneous action of these two educational arm lever. Unity means not only access to education for all members of society, lack of social and national barriers, equal rights for graduates continuity of all types of

schools, but the common principles of the educational process, the unity of the programs and curricula across the country.

Conclusions. Analysis psychologist and educational literature indicates that different authors approach the definition of "differentiated education" from different perspectives and in different ways:

- holistic process of preparing the individual for life in the light of its interests, abilities, aptitudes and capabilities, a process in which teacher and student advocate equal, willing and active participants (M. Ohurtsov);

- educational system in which there is a division of curricula and programs in areas (humanities, natural - mathematical) (I. Butuzov);

- ability to pick and choose the best way to swim students, given their age and individual characteristics and protecting their sense of human dignity (I.Synytsya);

- creation of optimal conditions to identify instincts, abilities and interests of each student, is focused on social influence in shaping the creative, intellectual and professional potential of society (V. Yeremeyeva);

- specially organized cognitive activity that takes into account individual differences of students, their starting opportunities and social experience aimed at optimal intellectual development of every person and involves structuring the content of educational material selection forms, techniques and methods according to typological characteristics of students (P. Sikors'ky).