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## **INTRODUCTION OF PERSONALIZED TRAINING IN INSTITUTIONS OF GENERAL SECONDARY EDUCATION IN UKRAINE**

One of the challenges of modern society is the creation of a new format of education that meets the needs of the XXI century. Educational institutions are developing, changing, based on the successful experience of foreign colleagues, new practices are being created, the status of the teacher in relation to the student is changing, and the focus of attention is shifting from the teacher to the child.

This trend is largely related to the peculiarities of post-industrial (digital) society, namely, total digitalization, which has affected all spheres of human life, including education. Digitalization has contributed to the development of online learning and the spread of individual educational trajectories. In this regard, there was a need to find innovative forms of education and teacher training. Personalized learning is popular in schools in Europe and the United States. However, its implementation in institutions of general secondary education in Ukraine is quite problematic.

Personalized learning is learning designed with the interests, experience, best ways, and pace of knowledge acquisition in mind for a particular student.

In modern institutions of higher and general secondary education, several types of personalized education are practiced:

- adaptive learning. It is an educational model in which computer technologies adapt the course curriculum to the requirements and abilities of the student. In adaptive learning, the student can choose the scope and speed of education, but not the content of the program. The course is developed in advance, and it is almost impossible to change anything in the process (Bondar & Shaposhnikova, 2013);

- differentiated training. Students are divided into groups based on their level of training, educational goals, and motivation. Each group selects its own methods, conditions, and program complexity. This approach allows you to adjust the complexity of learning, but does not take into account the individual characteristics of each student (Sikorskyi, 1998);

- self-education. This form of personalized learning is suitable for students and high school students who are able to organize their own learning (Dereza, 2010). They themselves determine the educational tasks and the means and conditions that are necessary to achieve them. In this case, the educational institution is used only as a platform where you can get the necessary materials or test your knowledge. This type of personalized education includes home-schooling.

Personalization of education is the main educational trend of modern European education. Accordingly, it should be implemented in Ukrainian schools that follow European education standards. The reform of education in Ukraine is aimed at moving away from the utilitarian education system, focusing on the interests, abilities and requests of students and, accordingly, on personalized training.

Thus, according to the Law of Ukraine “On Education”, each student has the right to an individual educational trajectory (press release, 2021). The right to individual education of every citizen is also enshrined in the law of Ukraine “On Full General Secondary Education”, according to which the school principal must provide conditions for obtaining such education. At the same time, this law stipulates that such an educational trajectory can be implemented if the necessary resources are available (*On Full General Secondary Education, 2020*).

The gradual transition of Ukrainian educational institutions to personalized learning began with the practical implementation of the New Ukrainian School (NUS) in the academic year 2018-2019. Within the framework of the NUS, a competence approach was introduced, which is impossible without personalization of training. According to the “Concept of a New Ukrainian School”, because of training, children acquire a certain set of competencies (*Concept of a New Ukrainian School (updated)*, 2022). To obtain these competencies, three main educational components are personalized: curricula, teaching methods, and the assessment process. As part of the NUS reform, which provides for the personalization of training, a new system for evaluating learning outcomes has been developed, and the content of external independent assessment has been changed. Progressive teachers continue to work on individualizing teaching methods and methods and implementing them in the educational process.

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