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STUDENT-CENTERED LEARNING: AN ACTIVITY-BASED PERSPECTIVE

The traditional model of education often casts students as passive recipients of knowledge, with the teacher acting as the sole authority figure. However, a growing body of research suggests that a more student-centered approach can yield significant benefits. The paper deals with the concept of activity-based learning, examining its theoretical underpinnings and practical implications. By exploring the perspectives of different scholars, we aim to illuminate how this approach can transform education by empowering students to become active participants in their own learning experiences.

As stated by L. Tereminko and O. Gurska, the activity-based approach to learning stimulates students' activity and makes them participants in the process, not just recipients of information. This leads to better knowledge acquisition, develops problem-solving skills and creates conditions for self-development. Understanding of one's own motives, clear definition of learning goals and ways to achieve them, as well as regular self-analysis and self-evaluation of one's own actions are key factors that shape the student's active position and prepare him or her for successful professional activity [7]. The same opinion is shared by S. Alekseeva, who stresses that due to the activity approach, students acquire knowledge and skills not passively, but through active participation in the process [1].

According to the definition of the concept of "activity" [2] as "the application of one's work to something", we can say that the activity-based approach to education goes beyond the mere transmission of knowledge. It emphasises the active participation of learners in the learning process, using their knowledge and skills to achieve goals and solve problems.

As O. Pasichnyk notes, the key task of the activity-based approach is not just to impart knowledge, but to teach students to acquire it themselves. This is achieved by stimulating thinking, cognitive processes and developing creative potential [5]. Thanks to this approach, students learn how to learn, become capable of self-development, are able to navigate the continuous flow of information and choose effective strategies to achieve their goals. We fully share the author's opinion that when implementing the activity-based approach, it is important to take into account the individual characteristics of students and build the educational process taking into account their needs [5]. This statement is of particular importance in the context of our study. The activity-based approach can be an effective tool for implementing personalised learning. Through the active participation of students in the learning process, this approach allows them to choose topics that interest them, define their own learning goals and look for ways to achieve them.

In their study, O. Malykhin, N. Aristova and S. Alekseeva state [4] that the activity-based approach helps students to understand the purpose of their own learning, to develop a plan to achieve it and to take responsibility for their learning process. In this way, they learn self-control, analyse and evaluate the results of their learning, which contributes to the development of self-esteem and self-confidence. Researchers note that this approach motivates continuous self-development, unleashing creative potential and the pursuit of new knowledge. O. Topuzov, O. Malykhin, N. Aristova and S. Alekseeva add that the activity approach activates cognition,

communication and self-development of students through the organisation of their activities [8].

Exploring the issue of pedagogical approaches and their influence on the formation of educational technologies [6], P. Sikorsky distinguishes between the learning activities of the teacher and the student. The researcher gives the example of a lecture. This type of learning is often passive, where students simply listen and write down information without actively processing it. This leads to low mental activity and shallow learning. The solution to the problem lies in the following steps: supplementing the lecture with problem solving and exercises, structuring and summarising the educational material, engaging in discussion and a short test control [6]. According to the scientist, the introduction of these didactic techniques will significantly increase the effectiveness of students' learning and will contribute to a better implementation of the activity approach.

Exploring the issue of methodological approaches to standardising the content of vocational education, A. Kalenskyi argues that our methodological system is based on an activity-based approach, which involves organising learning as an active process of cognition, communication and self-development of students. This approach is based on "the principles of humanity, naturalness, self-determination, development, individual and creative self-realisation". It makes it possible to identify and reveal the potential of all participants in the educational process and to ensure the optimal use of their experience [3].

Thus, as we can see, the activity-based approach to learning is, according to many scholars, the key to enhancing cognitive activity, developing critical thinking and independence in students. This makes it an ideal tool for implementing personalised learning.

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