



LEARNER-CENTERED TEACHING OF PSYCHOLOGICAL AND PEDAGOGICAL DISCIPLINES IN HIGHER EDUCATION INSTITUTIONS: CURRENT STATE OF RESEARCH

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Abstract

The relevance of the article is driven by the necessity to implement learner-centered teaching of psychological and pedagogical disciplines in higher education institutions. This need becomes particularly significant within the context of Ukraine's integration into the European Higher Education Area, the dynamic transformations of the pedagogical paradigm, the expansion of adult education, and the increasing demands for the professional training of modern specialists.

Aim: To conduct a comprehensive analysis of the state of scholarly research on learner-centered teaching of psychological and pedagogical disciplines in higher education institutions, with the purpose of identifying key trends, contradictions, and outlining prospects for further development and practical implementation.

Methods: Information retrieval methods for analyzing scientific electronic databases and selecting relevant sources; scientometric and bibliographic methods aimed at quantitative analysis of publications and citation metrics; semantic-network analysis of the structure and interrelations of key concepts; comparative analysis and synthesis of scientific literature; statistical and graphical analysis of research dynamics.

Results: The analysis of domestic scientific sources revealed a predominance of theoretical studies focused on organizational models and the training of future teachers, while empirical research—especially in non-pedagogical higher education institutions—remains insufficiently explored. Bibliometric and semantic-network analyses of international databases (Web of Science, Google Scholar) facilitated tracing and graphically illustrating the evolution of key concepts within the research domain, the emergence and development of new research clusters in the scientific information space. These findings indicate dynamic development of the field, particularly in response to the widespread transition to distance and blended learning formats. The paper substantiates the urgency of further enhancing the system of teaching psychological and pedagogical disciplines by introducing innovative learner-centered models, technologies, and pedagogical methods, alongside systematic preparation of educators to operate within student-centered education frameworks.

Conclusions: The comprehensive analysis enables clear tracking of the development of learner-centered teaching of psychological and pedagogical disciplines within the national and international scientific communities, revealing major trends, clusters, and research gaps. This analysis supports the identification of promising research directions and improvements in educational program quality through content transformation. It is confirmed that learner-centered teaching is gaining a leading role in the theory and practice of professional education, linked to the adoption of cognitive strategies and productive learning in training specialists across various economic sectors via distance and

blended learning modalities aimed at enhancing education quality. The observed evolution of key concepts and the formation and growth of new clusters in the information space signify the dynamic advancement of this research area.

Keywords: *person-centered learning, person-centered approach, person-centered teaching, person-centered learning, higher education institution, bibliometric analysis.*

Introduction. Integration into the multidimensional and dynamic European Higher Education Area (EHEA) requires a systematic and flexible response to modern challenges, based on coordinated state responsibility for implementing structural changes. Among the key directions of these changes are the development of academic freedom, institutional autonomy, and adherence to the principles of academic integrity. At the present stage, the improvement of Ukrainian higher education is occurring through standardization in accordance with the National Qualifications Framework, harmonized with the European Qualifications Framework, the application of a common degree structure, and the implementation of quality assurance principles and procedures and the recognition of qualifications (European Ministers responsible for Higher Education [EMHE], 2010). The introduction of the "Teaching and Learning Excellence" (TLE) paradigm in the EHEA was an initiative of ministers from 47 countries and was officially enshrined in the Yerevan Communiqué on May 14-15, 2015. The last decade has been characterized not only by observation but also by the active participation of the Ukrainian pedagogical community in the profound transformations of the national education system (Order of the Cabinet of Ministers of Ukraine, 2022), which particularly concerns the reform and modernization of higher education, improving the quality of educational services, and expanding opportunities for human potential development (Ministry of Economy of Ukraine, 2024; Ministry of Economy of Ukraine, n.d.). In this context, the training of specialists capable of acting in complex, dynamic, and unpredictable educational environments at both institutional and regional levels, making responsible decisions, carrying out innovative activities, and ensuring lifelong learning becomes particularly relevant (Order of the Cabinet of Ministers of Ukraine, 2024; National Council for the Recovery of Ukraine from the Consequences of the War, 2022). Thus, there is a growing need for specialists who possess not only deep professional knowledge but also developed psychological and pedagogical competencies that allow them to perform various roles – lecturer, tutor, facilitator, coach, mentor, business trainer, etc. (Ministry of Education and Science of Ukraine, 2024). This becomes

especially important in the context of the expanding sphere of adult education, the development of corporate training, and the implementation of state strategies aimed at the country's recovery and the formation of a civil society (Decree of the President of Ukraine, 2021). At the same time, the effectiveness of training such specialists largely depends on the quality of teaching psychological and pedagogical disciplines, which should be person-centered, that is, take into account the individual characteristics, needs, and potential of education seekers.

Sources. To search for monographs, collections of scientific works, professional journals, and other publications that cover the theoretical and applied aspects of person-centered learning and teaching, national information resources were used: the depository of electronic copies of scientific journals and collections of works of the V. I. Vernadsky National Library of Ukraine, as well as the Ukrainian Abstract Database "Ukrainika Naukova," which provides access to bibliographic descriptions and abstracts of domestic scientific publications in the field of knowledge A Education and related fields. To search and analyze dissertation research by key phrases ("person-centered learning," "person-centered approach," etc.) with visualization of results by year, the National Repository of Academic Texts (NRAT) was used. Among international information resources, the open-access system Google Scholar was used to search for full-text, modern Ukrainian and foreign scientific articles, and the Web of Science (Clarivate) platform was used for analyzing publications and citations of scientific works by English-language keywords ("learner centered learning," "learner oriented learning," etc.). Bibliometric and semantic network analyses were performed using VOSviewer software. Promising directions for implementing foreign experience in the context of legislative and organizational changes in pedagogical education in Ukraine are considered in the works of N. Avsheniuk, Yu. Hryshchuk, L. Diachenko, M. Zembytska, N. Paziura, L.

Pukhovska, K. Shevchenko, O. Chuhai, and others. The problems of pedagogical training for specialists in various fields were studied by M. Artiushyna, V. Bondar, S. Vitvytska, M. Vovk, V. Kuleshova, O. Kucheriavyi, O. Lavrentieva, O. Lavrinenko, E. Luzyk, N. Machynska, S. Semerikov, V. Semichenko, and others. The application of person-centered learning technologies in the higher education system is highlighted by L. Baranovska, P. Dziuba, N. Kulalaieva, Yu. Prykhodko, H. Romanova, V. Tkachenko. The concepts of personalized learning and the personal educational environment were developed by Yu. Nosenko, M. Shyshkina, T. Anderson, D. Buckley, A. Chatti, S. Epstein, S. Fiedler, S. Wheeler, and others. The transformation of the professional development of pedagogical and scientific-pedagogical workers in the context of open education is studied by L. Kartashova, L. Lukianova, O. Ovcharuk, L. Petrenko, L. Pukhovska, A. Kennedy, B. Philipsen, D. Sparks, Wendi K. Zimmer. The problems of continuous professional education and training in the context of lifelong learning were researched by V. Loznytsia, N. Nychkalo, S. Sysoieva, and others. Aspects of adult education were considered by O. Anishchenko, V. Maslova, T. Aleksander, P. Jarvis, M. Knowles, P. Smith, L. Tuross, and colleagues. In addition to the mentioned sources, the authors used normative and conceptual documents, including: the Yerevan Communiqué (May 14-15, 2015) as a guideline for the development of teaching and learning in the EHEA; the National Qualifications Framework of Ukraine, harmonized with the European Qualifications Framework (EQF); analytical and statistical data – quantitative analysis of dissertations and scientific publications by keywords in domestic and international databases; visualization of bibliometric indicators (number of publications, citations, thematic clusters) using VOSviewer and other scientometric platforms. This complex of information resources, analytical tools, and theoretical sources became the basis for a deep content analysis of the problem of person-centered teaching of psychological and pedagogical disciplines, which guarantees the scientific validity and relevance of the obtained conclusions.

Purpose of the article. To conduct a comprehensive analysis of the state of scientific development of the problem of person-centered

teaching of psychological and pedagogical disciplines in higher education institutions to identify major trends, contradictions, and determine prospects for further research and practical implementation.

Methods. For a comprehensive analysis of the state of scientific development of the problem of person-centered teaching of psychological and pedagogical disciplines in higher education, a range of methods was applied: information retrieval – for analyzing scientific electronic databases and selecting relevant sources; scientometric and bibliographic – for conducting quantitative analysis and evaluating the citation of publications; semantic network analysis of text structures – for identifying interconnections between key concepts; comparative analysis and generalization of scientific literature – for forming main ideas and conclusions; statistical and graphical analysis of research dynamics – for visualizing the obtained results. The synthesis of these methods ensured a multifaceted characterization of the state, trends, and prospects for the development of person-centered teaching in higher education institutions.

Results and Discussion. Pedagogical practice has proven that teaching effectiveness plays a crucial role in the learning process, yet little is known about its conceptualization and assessment, especially in higher education (Mastrokourou et al., 2022). For the information-retrieval analysis of the research source base, we used key term combinations belonging to the same semantic group: "person-centered orientation," "person-centered learning," "person-centered approach," "person-oriented learning," "person-centered teaching." In the context of our research topic, it is pertinent to note that in pedagogy, the concept of "learning" (навчання) is understood as the purposeful interaction between a teacher and students during which knowledge is acquired, and skills and abilities are formed (Volkova, 2001, p. 14). This feature of the concept was taken into account by us during the search for scientific literature. Therefore, we did not exclude the joint use of these concepts in the same scientific works. Pedagogical practice confirms that teaching effectiveness is a key factor in the success of the educational process, but its conceptualization and quantitative assessment remain insufficiently researched (Mastrokourou et al., 2022). Within our

study, a broad semantic group of terms (e.g., "person-centered learning," "person-centered approach") was used, corresponding to the central problem of personality formation in the process of education. For the quantitative analysis, national and international electronic resources were involved, including the depository of the V. I. Vernadsky National Library of Ukraine, the Ukrainian Abstract Database "Ukrainika Naukova," the National Repository of Academic Texts (NRAT), Google Scholar, as well as the Clarivate and Web of Science platforms using the VOSviewer visualization tool. This approach allowed for a multidimensional analysis of scientific publications, dissertation research, citations, thematic clusters, and development trends. According to the results of the quantitative search in the Scientific Periodicals of Ukraine (NBUV), over 300 documents related to person-centered learning were identified, 173 documents for the term "person-centered approach," and 14 for the concept "person-centered teaching." The analysis of the topics shows an emphasis on the theoretical foundations of learning, models of educational process organization, and methods of teaching various academic disciplines in higher education institutions (HEIs), particularly for the professional training of future teachers. However, insufficient authorial attention is given to the application of the person-centered approach in non-pedagogical HEIs, which indicates a certain narrowness of the existing scientific field in Ukraine on the stated research topic. An analysis of the titles, abstracts, and conclusions of the authors makes it possible to distinguish the main trends in research on this issue. Since the 2000s, it has covered the theory and practice of learning and teaching in various educational institutions. The largest number of studies is devoted to the professional training of future teachers. At the same time, it was found that

the use of a person-centered approach by teachers of non-pedagogical higher education institutions in the professional training of specialists for various sectors of the economy is insufficiently covered. In the process of studying the scientific literature, it was established that Ukrainian scientists mostly focus on the theoretical foundations of the development of the person-centered approach and its implementation in the educational process, while there are significantly fewer empirical studies of its practical implementation in HEIs. The results of the quantitative analysis of dissertations by the specified terms in NRAT, visualized graphically in Fig. 1, demonstrate the peak scientific activity of researchers in 2009, with 8 defended works. However, in subsequent years, a fluctuation is noted, which likely reflects the completion of the initial stage of studying the topic or a shift in research priorities. The absence of dissertations in Ukraine since 2019 contrasts with the increased interest in this problem (Kerimbayev, 2023) in the European Higher Education Area after 2015 (Yerevan Communiqué, 2015).

Based on the scientific results of studying person-centered learning and teaching, highlighted in the scientific works of I. Bekh (Bekh, 2003), V. Kulchytskyi (Kulchytskyi, 2014), N. Panchuk (Panchuk, 2018), and others, a further search for dissertations in NRAT was carried out using the concept of "person-centered approach" – a pedagogical and psychological strategy that focuses on the individual characteristics, needs, interests, and potential of the personality in the process of learning, upbringing, and correction, which involves creating conditions for self-realization, development of autonomy, self-determination, and active participation of the subject in their own development (Bekh, 2003; Kulchytskyi, 2014; Panchuk, 2018).

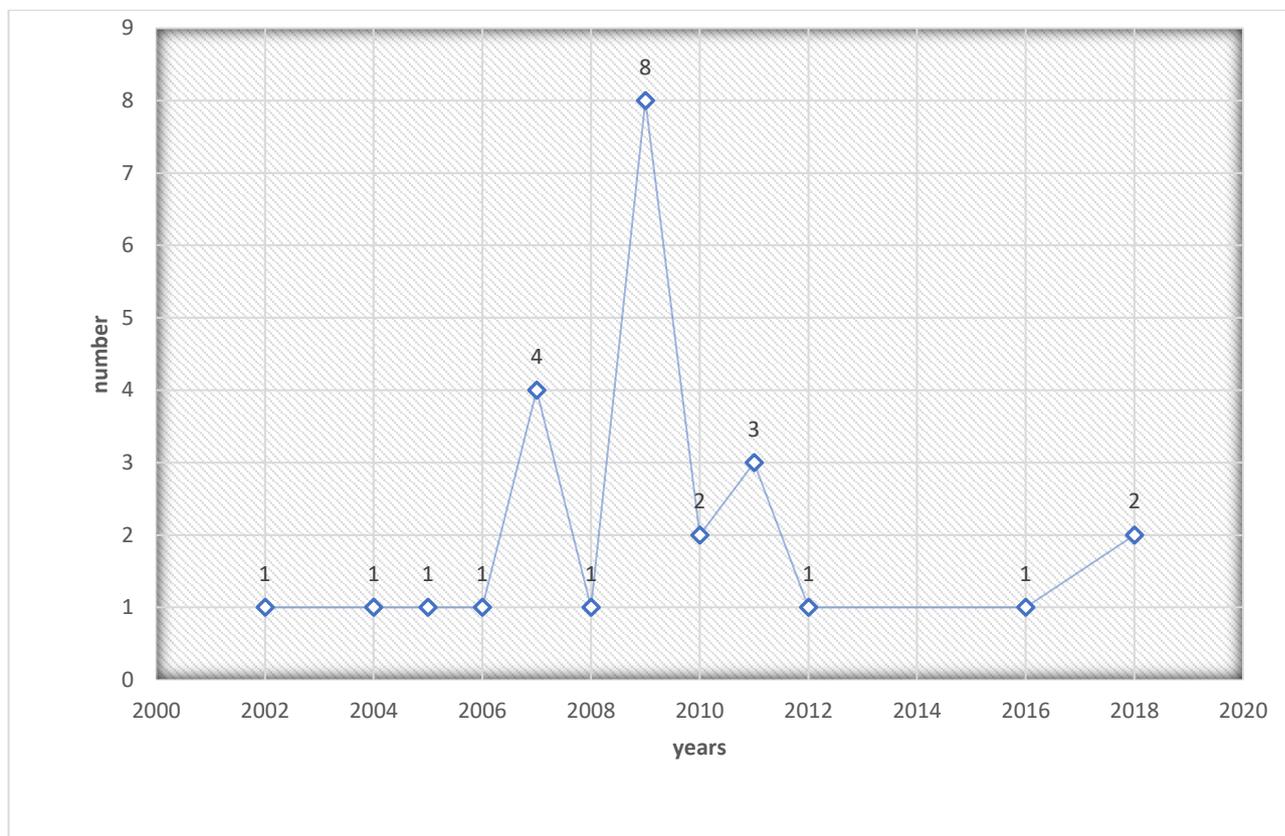


Fig. 1. Results of the quantitative analysis of dissertations in NRAT by the key concept "person-centered learning" (source: developed by the authors)

The obtained results of the information-analytical search for scientific works are visualized graphically in Fig. 2 and illustrate a low interest from the scientific community in this issue during 2007–2018. These data show the annual defense of one dissertation during the specified period, which examines the problem of using a person-centered approach to solve current tasks in the education system. From our point of view, these indicators, on the one hand, reflect the stability of the topic in

domestic scientific research, but on the other hand, they indicate a limited expansion of the circle of researchers or the highly specialized nature of the topic in the context of the theory and practice of pedagogical science. At the same time, the absence of sharp changes in quantitative indicators points to the preservation of interest in the stated problem at a constant level, without pronounced spikes over the last 20 years.

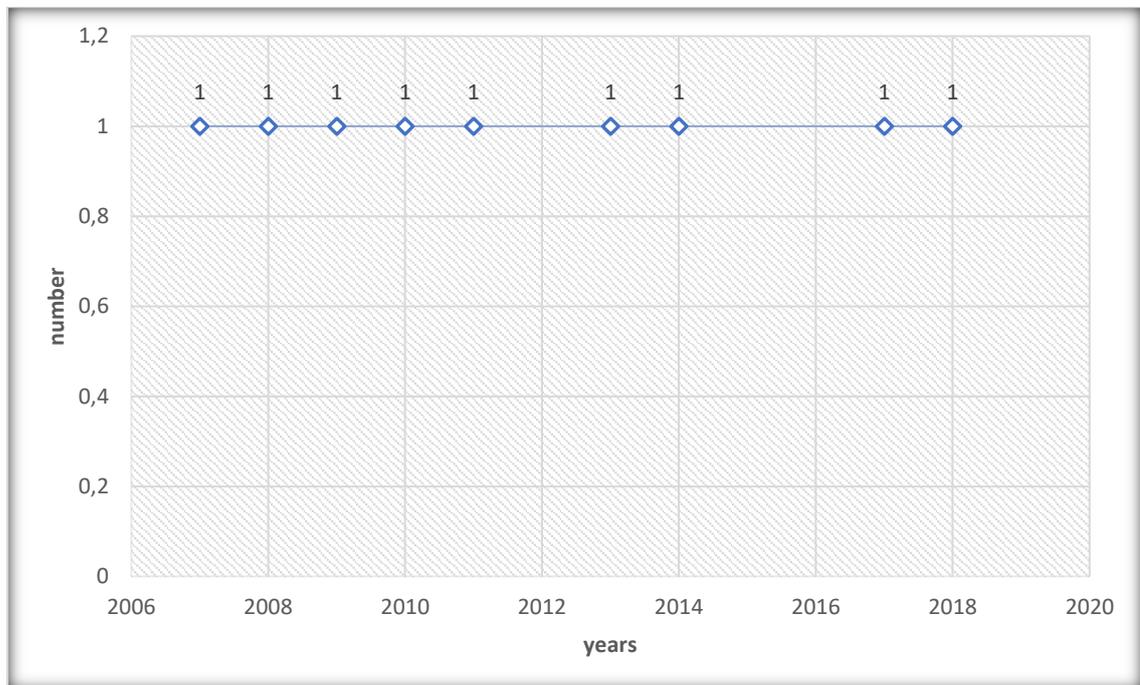


Fig. 2. Results of the information-analytical search of dissertations in NRAT by the key phrase "person-centered approach" (source: developed by the author)

In the open-access search engine Google Scholar, over the last five years, more than 58 thousand mentions of the researched definitions have been found in the titles and texts of articles by Ukrainian and foreign authors, which indicates a significant global interest in the specified topic. For the information-retrieval analysis of scientific articles and publications on the Web of Science platform using equivalent term combinations in English: "personality oriented/centered approach," "learner centered/oriented approach," "learner centered/oriented pedagogy," "learner oriented teaching," "learner centered/oriented learning," we applied the VOSviewer software tool (Saini, Lievens & Srivastava, 2022) and Clarivate analytics. However, the result obtained exceeded the capabilities of the specified platform, and therefore we conducted a search query using the term "learner centered learning," which is sufficiently informative

to achieve the research goal, for the period from 2000 to 2025, which made it possible to identify 11,634 articles. The graphical representation of these results (Fig. 3) indicates a noticeable increase in scientific interest in the raised issue since 2009 (51 publications, 252 citations). Subsequently, a stable growth in the number of publications is observed until 2020 (729 publications, 8693 citations) and reaches a peak in 2021 (837 publications, 11180 citations). Subsequently, a certain decline can be observed in 2022-2023. In 2024, the number of published scientific works decreased to 810, but the number of citations increased significantly to 16,824. Following the logic of this study, the subsequent search was aimed at finding articles that use the English term "learner centered learning." For the period 2000–2025, 11,634 articles were identified on the Web of Science platform (Fig. 3).

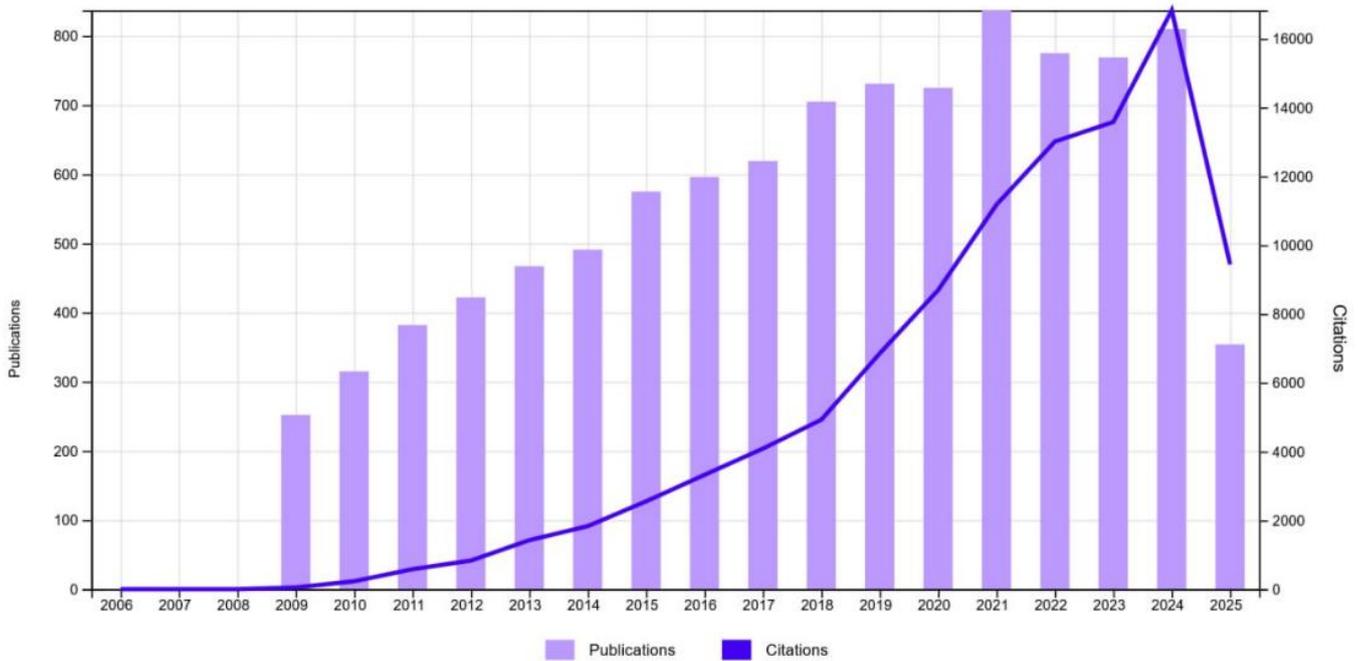


Fig. 3. Dynamics of scientific publications and citations from a Web of Science search query: "learner centered learning" in 2009–2025 (source: Clarivate search platform)

The diagram shows a significant increase in publications and citations starting from 2009, with a peak in 2021. Despite a slight decline in 2022-2023, the number of citations continues to grow in 2024, indicating the influence of the research. At the same time, despite the growing number of citations of scientific works on person-centered learning, the actual teaching practices remain under-researched (Aldino et al., 2025). Thus, the dynamics of publications and citations on the researched topic show a general upward trend until 2024. It can be hypothesized that the sharp increase in publications with results of research on person-centered learning and teaching is related to the mass transition to distance and blended learning and the development of student agency. In general, the growth in the number of publications was accompanied by an even greater growth in citations, which testifies to their

influence on the organization of the educational process in educational institutions and the professional training of specialists for various sectors of the economy. The visualization of the bibliometric analysis (Saini et al., 2022) using VOSviewer allows for the identification of the largest centers (clusters) in thematic research based on the search query "learner centered learning." Figs. 4-5 display the key thematic clusters of scientific research in 2023–2024 (Fig. 4), which are dominated by the concepts of "pedagogy," "higher education," "person-centered teaching," as well as terms related to modern challenges – "online," "active learning," "feedback," and "COVID-19 pandemic." For example, in 2023, 810 articles marked with these terms were identified (Chan, Cheah & Choong, 2024; Mastrokoukou et al., 2022; Lam, 2021).

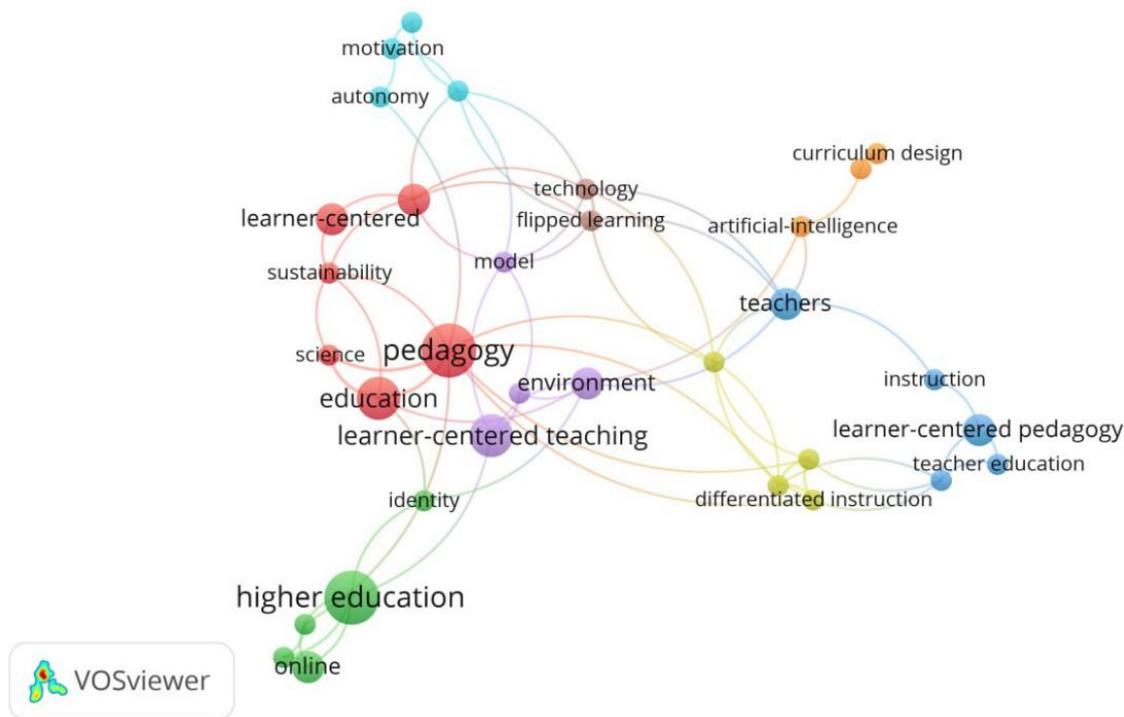


Fig. 4. Visualization of the results of the bibliometric analysis of the researched term combinations for 2023 from a Web of Science query: "learner centered learning" (source: developed by the authors)

The clusters marked with green and yellow markers, created by the concepts "higher education," "online," and "differentiated instruction," indicate the emergence of new research directions. The connections between them within the clusters are also shown. The lines between individual clusters indicate the frequency of co-occurrence of these terms in scientific publications. Fig. 5 shows the emergence of clusters in 2024 (886 articles) with keywords linked to each other in the context of scientific publications in the fields of education, learning, and cognitive sciences. Attention should be paid to the main centers – key terms and topics or concepts. For example, the concepts "performance" and "quality" are associated with the concept "teachers."

One cluster combines the terms "feedback," "education," and "self-efficacy," for example, in the publication by (Chan, Cheah & Choong, 2024). In scientific publications, the categories "students," "higher education," and "COVID-19" are often interconnected (Mastrokourou et al., 2022). The links between the concepts "learner-centered," "student-centered," and "active learning" are clearly displayed as a separate center. The cluster formed by the terms "performance," "quality," and "teachers,"

which are related to the concepts "knowledge" and "skills," indicates new trends in research on the problems of person-centered teaching. The emergence of large centers on the scientometric map indicates the importance of topics in pedagogical theory and practice or the frequency of mentions of this topic in research. The scientometric maps shown in Figs. 4 and 5 indicate that modern research is concentrated on such important aspects in education as: assessment and performance (Pereira et al., 2022; Farias et al., 2022); feedback (Lam, 2021); learner-orientation ("learner-centered," "student-centered," "active learning") (Oyelana, Olson, & Caine, 2022; Doolittle, Wojdak & Walters, 2023); use of technology (Kerimbayev, 2023); the impact of the COVID-19 pandemic on students (Chen, Hughes & Ranade, 2023) and higher education (Robertson et al., 2021); and the level of knowledge and skills as goals of the educational process (Doyle, 2023). In summary, we consider it necessary to draw attention to the growing importance of an integrated approach in educational research, which combines cognitive theories (e.g., "cognitive load theory") with active pedagogical models and methods for assessing effectiveness (Doolittle, Wojdak & Walters, 2023; Moos & Pitton, 2014). It is also worth emphasizing

the significant impetus in the introduction of innovative technologies as a significant factor influencing the student environment and the development of pedagogical technologies aimed at

implementing a student-oriented approach, which is now gaining increasing popularity as a means of improving the quality of online, distance, and blended learning (Kerimbayev, et al., 2023).

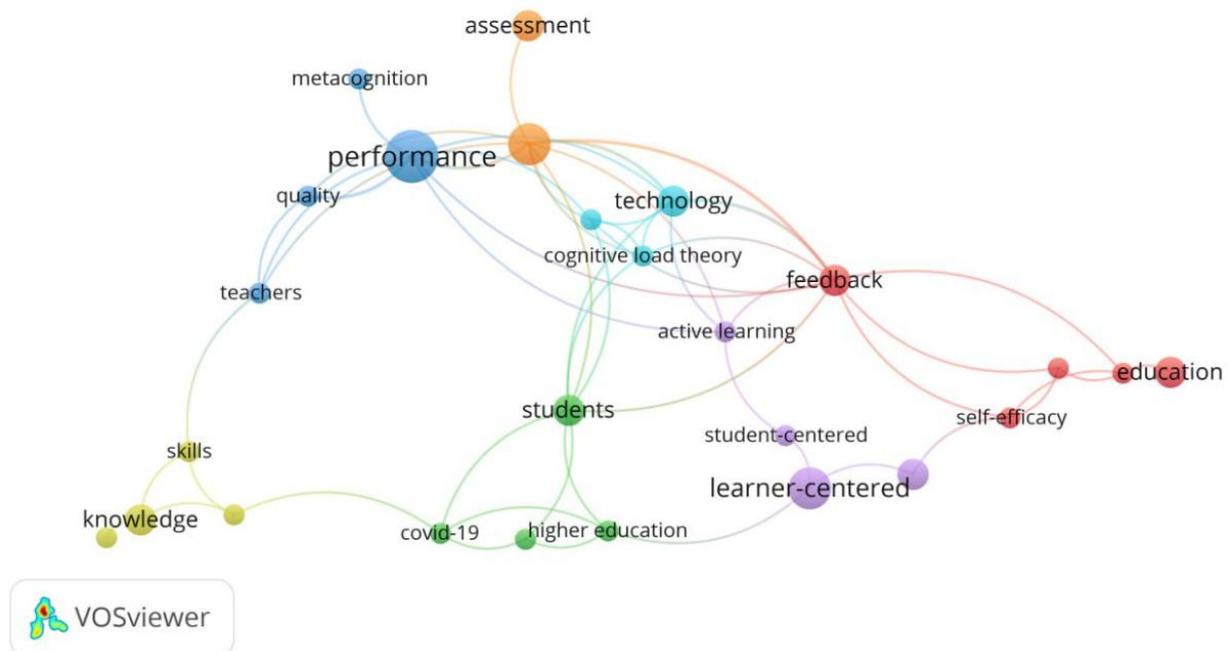


Fig. 5. Visualization of the results of the bibliometric analysis of the researched term combinations for 2024 from a Web of Science query: "learner centered learning" (source: developed by the authors)

Conclusion. Thus, the conducted comprehensive bibliometric analysis and visualization of scientometric data have made it possible to: illustrate the development of the topic of person-centered teaching of psychological and pedagogical disciplines in the domestic and international scientific space; identify the main trends, clusters, and scientific gaps; outline promising research directions and ways to improve the quality of educational programs through the transformation of their content; confirm the strengthening of scientific attention to the problem of person-centered teaching in the theory and practice of professional education; show the existence of a link between the quality of education and the implementation of cognitive strategies and productive learning in the format of distance and

blended learning in the training of specialists for various sectors of the economy; reveal the evolution of key concepts, the trend of emergence and further development of new clusters in the information space, and prove the dynamic development of this direction.

Prospects for further research. We see prospects for further development in conducting interdisciplinary research, developing international cooperation for the exchange of experience, developing educational analytics, monitoring innovations in the field of person-centered teaching of psychological and pedagogical disciplines in higher education institutions, and conducting exploratory studies on the impact of artificial intelligence on the transformation of student-centered learning.

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ОСОБИСТІСНО ОРІЄНТОВАНЕ ВИКЛАДАННЯ ПСИХОЛОГО-ПЕДАГОГІЧНИХ ДИСЦИПЛІН У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ: СТАН НАУКОВОЇ РОЗРОБЛЕНОСТІ

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Реферат:

Актуальність статті зумовлена необхідністю впровадження особистісно орієнтованого викладання психолого-педагогічних дисциплін у закладах вищої освіти, яка набуває особливого значення в умовах інтеграції України до Європейського простору вищої освіти, динамічних змін педагогічної парадигми, розширення сфери освіти дорослих та посилення вимог до професійної підготовки сучасних фахівців.

Мета: здійснити комплексний аналіз стану наукової розробленості проблеми особистісно орієнтованого викладання психолого-педагогічних дисциплін у закладах вищої освіти для виявлення основних тенденцій, суперечностей і окреслення перспектив подальшого розвитку й практичного впровадження.

Методи: інформаційно-пошуковий – для аналізу наукових електронних баз даних та відбору релевантних джерел; наукометричні та бібліографічні – для здійснення кількісного аналізу й оцінювання цитованості публікацій; семантико-мережевий аналіз структури текстів – для виявлення взаємозв'язків між ключовими концептами; порівняльний аналіз і узагальнення наукової літератури – для формування основних ідей і висновків; статистичний та графічний аналіз динаміки досліджень – для унаочнення отриманих результатів.

Результати: аналіз вітчизняних наукових джерел засвідчив домінування теоретичних досліджень, зосереджених на організаційних моделях та підготовці майбутніх учителів, тоді як емпіричним розробкам, зокрема у закладах вищої освіти непедагогічного профілю, приділяється недостатньо уваги; проведений бібліометричний та семантико-мережевий аналіз міжнародних ресурсів (Web of Science, Google Scholar) дозволив відстежити та графічно ілюструвати еволюцію ключових понять досліджуваної проблематики, появу й розвиток нових дослідницьких кластерів у науковому інформаційному просторі; виявлено динамічний розвиток напряму, особливо в умовах масового переходу до дистанційної та змішаної форм навчання; ґрунтовано актуальність подальшого вдосконалення системи викладання психолого-педагогічних дисциплін шляхом впровадження інноваційних моделей, технологій і методик особистісно орієнтованого навчання, а також системної підготовки викладачів до роботи на засадах студентоцентрованої освіти.

Висновки: проведений комплексний аналіз ілюструє розвиток теми особистісно орієнтованого викладання психолого-педагогічних дисциплін у вітчизняному й міжнародному науковому просторі; виявляє основні тренди, кластери та наукові прогалини; окреслює перспективні напрями досліджень і сприяє покращенню якості освітніх програм через трансформацію їх змісту; підтверджує посилення наукової уваги до проблеми особистісно орієнтованого викладання в теорії і практиці професійної освіти; показує наявність зв'язку між якістю освіти та впровадженням у підготовку фахівців для різних галузей економіки когнітивних стратегій і продуктивного навчання у форматі дистанційного та змішаного навчання; виявляє еволюцію ключових понять, тенденцію виникнення й подальшого розвитку нових кластерів у інформаційному просторі, що свідчать про динамічний розвиток цього напряму.

Ключові слова: особистісно орієнтоване навчання, особистісно орієнтований підхід, особистісно орієнтоване викладання, особистісно орієнтоване навчання, заклад вищої освіти, бібліометричний аналіз.

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