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PERSON-ORIENTED TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

The article tackles upon the problem of person-oriented approach to education and training. The authors base their vision for the problem upon some theoretical theses of Psychology and Pedagogy, lay out some conceptual statements and make an attempt to develop some methods of teaching foreign languages within the framework of person-oriented education and training.
Keywords: *person-oriented approach; cognitive activity; psychological characteristics.*

Introduction. Since ancient times one can witness constant search for new, more efficient ways of organizing teaching process, in the field of teaching foreign languages in particular, with the purpose of meeting social demands of the society at certain stage of its development. At present person-oriented technologies are the ones which attract attention of a lot of pedagogues in Ukraine and abroad. In Great Britain, the USA and many other countries abroad person-oriented teaching means teaching learners according to individual plans – worksheets which is made under a tutor's (teachers) supervision. This style of education is based upon taking into account learner's abilities, needs, interests, desire, etc.

Close to person-oriented technologies is the concept of cooperative education. The main idea of this technology is working in small groups and creating favorable environment for teachers and students to work in cooperation with each other. The idea of cooperative technology was put forward by a group of American teachers from John Hopkins' University R. Slavin, Rogers Johnson and others. It has been proved by practice of teaching that working in cooperation is more productive than a monotonous activity of s single learner.

Speaking about person-oriented technologies of education and training we mean not only a particular way of organizing teaching process but ideology of teaching itself. Person-oriented approach to education and training provides for the whole process being focused upon the personality of a learner: his or her psychological characteristics, personal experience, interests, traits of character, etc. This means that a learner should be looked upon not as a product of certain forms of education and training (material to mold a personality according to rigid social standards), but to be the subject of this process. I.S.Yakimanskaya calls person-oriented education "person-oriented developing" education, underlining this way the main purpose of this education as development learner's individual abilities and talents. This provides that the content of education should be in compliance with the learner's individual experience, needs and interests.

Review of literature. The problem of person-oriented approach to education and training has been brought up within the framework of humanistic trend in education by L. Vygitski, Rubinshtein, Kuzovlev and others. The authors stress the necessity to concentrate upon the learner's personality during the process of education, to consider the learner's psychological individual characteristics and his personal experience. The main conceptual statements of person-oriented approach to educational process in modern secondary school Pedagogy have been formulated by N.A.Alekseev [1]. According to S. Pidmazin [5] the important factor of making the learning successful is teacher's being interested in cooperating with learners to achieve a certain goal. I.S.Yakimanskaya [6] traces back the history of development of the concept "person-oriented education" in Russia beginning from the 1920s till present. The idea itself and the tasks of this teaching technology changed depending upon social needs and demands. I.S.Yakimanskaya also divides all the existing models of personal-oriented teaching technologies into three main groups: social-pedagogical, subject-didactical and psychological. The latter model is the one which is going to be discussed in the article.

Identification of the aspects of the problem which need solution and which the article is devoted to. Although the problem of person-oriented approach in education and training is not a new one in modern Pedagogy, one can witness some ambiguity in understanding the idea of this approach. For example, in foreign Pedagogy epy concept is understood mostly as an individual style of teaching. Russian and Ukrainian Pedagogues' vision for this problem is much wider. Some

authors take the principle of differentiation of learning for person-oriented approach. According to the authors of the article, for the technology to be successfully developed and implemented into practice its conceptual basis needs to be more detailed and specified.

Objectives. The present study makes an attempt 1) to lay out the authors' vision for person-oriented approach to education and learning and 2) to share their findings in developing some methods of application the idea into practice of teaching foreign languages.

Content. The person-oriented approach to teaching is based, first of all, upon knowledge of those psychological characteristics which are involved into the process of cognition. The psychological processes pertaining to cognition are studied by Cognitive Psychology. To make study of results of psychological observation more convenient various models have been offered. One of the most widely used one is the model of processing information, described by R. Solso and other psychologists. According to R. Solso [4,c.28-36] the processing information process consists of certain stages, each enclosing a number of unique psychic operations. He describes cognitive the following processes: sensation, perception, attention, memory, image-recognition, concept formation, imagination, language, processes of development, emotions, etc.

Another theoretical thesis which the authors of the article back on in their study is teaching on systematic gradual nature of intellectual functioning, developed by P.Y. Galperin. According to P.Y. Galperin [2,c.21-45] any psychic activity can be considered as a tentative activity, which is very complicated. Tentative processes can be divided into three principal stages: motivation, primary scheme of the activity and its material (practical) realization. The number of sequential operations of mental activity depends upon a person's training and preparation for the activity. For well trained and prepared learners some operations can be omitted. Learners who are less trained or those with lower learning abilities should pass through a bigger number of shorter steps to obtain the same knowledge or skills than those who are smarter or better trained.

A lot of attention in Pedagogy and Psychology is paid to development motivation. Before any activity starts a certain attitude to this activity is formed, mostly subconsciously. This attitude may be positive or negative. So, success of any activity is depends upon the attitude towards this activity, determination to achieve the goal. A.N. Leontiev [3,c.168-176]considers motivation of learning to be a complicated processes consisting of numerous motives-stimuli which should proceed from each other and be aimed at forming permanent interest in learning. These motives-stimuli should be arranged so that every next coming stimulus is on a higher level, bringing gradually to the ultimate goal - permanent interest in learning. For adult learners the most effective motive, according to A.N. Leontyev, is problem solving.

The authors of the article build their vision for person-oriented education on the following:

a)   person-oriented education and training is based upon the idea that a learner is not an object of creating a certain model of a personality, but the subject of the process of education;

b)   the principal goal of person-oriented education and training is to create the most favorable environment for the learner to acquire knowledge and develop skills, to reveal and realize abilities and talents, develop permanent interest in learning;

c)   person-oriented approach to education is based upon knowledge of cognitive processes which manifest themselves differently in different learners;

d)   for the process of education to be successful a teacher should motivate learners and get them interested in learning;

e)   education and training should take into account each learner's experience;

f)   acquiring knowledge is not a goal in itself, but a means of developing a person's self-esteem, revealing and implementing his abilities, in general, molding a successful personality.

To develop certain methods of teaching within the framework of person-oriented approach the authors of the article propose the following algorithm:

a)   to start with preparing didactic materials;

b)   to define what individual psychological characteristics of learners are the most relevant for this or that type of cognitive activity;

c)   resting upon these characteristics to choose the most appropriate form of activity and way of presenting didactic material for a certain group of learners.

The main principles of presenting didactic material have been developed by Yakimanskaya

[6,c.49-43]. According to the authors of the article the most important of the principles are: to take into account the learner's personal experience; to provide a choice for the learner and to stimulate the learner's self-assessment.

The curriculum of the course of foreign languages study at a higher educational establishment suggests that substantial ratio of academic hours should be devoted to developing skills of working with texts on specialty. It is known that while reading texts some students can easily differentiate the most important data from those which don't contain much information. But these students often skip details which are important for complete understanding of information. Psychologists call this way of thinking analytical. For learners with so called synthetic way of thinking it is more difficult to dissociate the most important information from less important and to define he main idea of a text. These learners can remember a lot of details, but are not able to line them up in logical sequence. There are also learners who combine equally analytical and synthetic ways of thinking, so they cope up successfully with all kinds of assignments. The main task of a teacher in this case is to remove difficulties on the way of understanding information and to create equal conditions for the both types of learners: so called "analysators" and "synthetisers". It is necessary to help learners with analytical way of thinking to pay more attention to some meaningful details. For this a teacher can ask leading questions, driving tasks like "find out…", "explain why…" etc. For those with synthetic way of thinking it is advisable to give assignments like making plants, finding key words, paying a special attention to some facts, date, names, answering leading questions and other tasks helping them array data in logical sequence.

When working with a group of learners it is impossible to take into account all their psychological characteristics and to tail assignments to each learner. That is why didactic material should be offered according to the principle of redundancy.

Representative capability is one more important factor influencing the way of perceiving information. All learners can be roughly divided into three main types according to their representative capabilities: auditory learners, visual learners and kinesthetic learners. Visual learners perceive information better if it is offered in the form of tables, graphs and other visual means. To make work with the text presented in the usually typed form easier for them it is advisable to teach them to divide text into meaningful parts, pay attention to figures and names, make schemes, etc. These learners cope up more successfully with creative tasks in the written form. For auditory learners it is easier to tell about something than to describe something. They cope up with dialogues, interviews and discussions better than other types of learns. It is easier for kinesthetic learners to perceive information if it is involves as many receptors as possible (sound, visual aid, emotion). These learners usually perceive information as a whole, skipping details. It is advisable, according to psychologists, to build the work with kinesthetic learners on the basis of various associations. These learners work more willingly making dialogues, solving problems, taking part in various role plays. The least numerous learners are so called discrete learners. They perceive information mostly analyzing it. These learners prefer solving problems to drilling.

Conclusion and perspectives of further research.   The problem of person-oriented approach to education and training needs further theoretical and practical investigation. It is necessary to find out what cognitive factors are important for arranging learners into groups while working in dialogues, making interviews, role plays etc. In perspective of further study the authors aim at developing a more or less cohesive system of assignments for developing various types of speech activities with taking into consideration learners' individual psychological characteristics.

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Н. О. Карпова. Застосування особистісно-орієнтованих технологій в викладанні іноземної мови.

Стаття присвячена проблемі особистісно-орієнтованого навчання. На основі деяких теоретичних положень психології і педагогіки автор статті викладає своє бачення проблеми а також намагається розробляти деякі методи викладання іноземних мов у ВНЗ в рамках особистісно-орієнтованого навчання.

Ключові слова: *особистісно-орієнтоване навчання, когнітивна діяльність, психологічні процеси.*

Н. А. Карпова. Применение личностно-ориентированных технологий в обучении иностранному языку.

Статья посвящена проблеме личностно-ориентированного обучения. Основываясь на некоторых теоретических положениях психологии и педагогики, автор статьи излагает свое видение проблемы и пытается разрабатывать конкретные методы преподавания иностранных языков в вузе в рамках личностно-ориентированного обучения.

Ключевые слова: *личностно-ориентированное обучение, когнитивная деятельность, психологические процессы.*