

Вважаємо, що підготовка фахівців іноземних мов у процесі міжкультурної комунікації неможлива без оволодіння комунікативними навичками мови, яка вивчається. Навчання іноземних мов повинне бути якісним та ефективним. Таким чином проблема міжкультурної комунікації майбутніх фахівців іноземних мов потребує подальшої розробки в аспекті її методичного забезпечення.

### ЛІТЕРАТУРА

1. D. Deardorff. Interkulturelle Kompetenz – Schlüsselkompetenz des 21. Jahrhunderts? // [Електронний ресурс] – Режим доступу: [http://www.bertelsmannstiftung.de/bst/de/media/xcms\\_bst\\_dms\\_17145\\_17146\\_2.pdf](http://www.bertelsmannstiftung.de/bst/de/media/xcms_bst_dms_17145_17146_2.pdf)
2. Knapp-Potthoff, Annelie (1997): Interkulturelle Kommunikationsfähigkeit als Lernziel. In: Knapp-Potthoff, Annelie, Martina Liedke (1997): Aspekte interkultureller Kommunikationsfähigkeit. München: Iudicium Verlag: S. 181–205.
3. Thormann, Michael (2001): Konzepte interkulturellen Lernens im Spiegel der Lehrwerkkritik. In: Wazel, Gerhard (Hrsg.) (2001). Frankfurt am Main. Wien u.a.: Lang, S.117–146.
4. Бацевич Ф. С. Основи комунікативної лінгвістики / Ф. С. Бацевич. – К.: Академія, 2004. 343 с.
5. Манакін В. М. Мова і міжкультурна комунікація : навч. посіб. / Володимир Миколайович Манакін. – К. : ВЦ “Академія”, 2012. 288 с.

*Захарчук Софія*

*Науковий керівник – канд. пед. наук, викладач Нацюк М. Б.*

### PERSONALITY-ORIENTED LEARNING: PECULIARITIES OF USAGE

*The article is devoted to the implementation of personality-oriented approach in the teaching of the English language. The introduction of a credit-modular system of education in higher education, the main characteristic of which is the transfer of the center of gravity in the educational process from teaching to independent learning activities, leads to changes in learning technologies that should be refocused on self-learning technologies, that will allow to satisfy as much as possible cognitive needs of students and at the same time to realize the purposes and tasks of studying of academic discipline. Time has changed, and the requirements for the person change. Giving basic knowledge to students of English philology at universities, it is necessary to teach students to learn throughout life, to use the acquired knowledge in practical life.*

**Key words:** *personality-oriented learning, innovation, learning technology, modern approaches to learning, education.*

*У статті розглядається застосування особистісно-орієнтованого підходу до навчання англійської мови. Зміщення центру навчання на студента в освітньому процесі, де акцент робиться на самостійному вивченні, веде до змін у навчальних технологіях, які потребують переорієнтації на само-навчальні технології, що дозволяє забезпечити когнітивні можливості студентів і водночас реалізувати*

мету і завдання вивчення академічних дисциплін. Зі зміною вимог йде зміна методики навчання, тому навчання англійської мови майбутніх філологів необхідно проводити у руслі навчання крізь життя і використання здобутих знань на практиці.

**Ключові слова:** особистісно-орієнтоване навчання, інновації, навчальні технології, сучасні підходи, освіта.

**Introduction.** In modern conditions of production development, the requirements for a young specialist are growing. The main task of higher education is to train a competitive, mobile specialist who is ready for self-education throughout life. When training a specialist, it is necessary to develop such knowledge, skills and abilities that will allow them to solve non-standard production tasks, use modern technologies, independently analyze the results of their activities, draw conclusions. Thus, a university graduate must be willing to work actively in a changing environment.

Memorization training does not meet modern requirements. At the forefront is the problem of forming such qualities of attention, memory and thinking that allow students to independently absorb constantly updated information, as well as the development of such abilities and skills, which, preserved after graduation, would provide him with the opportunity to keep up. accelerated scientific and technological progress.

In modern pedagogical science there is a personality-oriented approach, which provides the creation of new mechanisms of teaching and education and is based on the principles of deep respect for the individual, the independence of the individual, taking into account the individual.

The personality-oriented approach should significantly humanize the educational process, fill it with high moral and spiritual experiences, establish the principles of justice and respect, maximize the potential of the student, stimulate him to personal development.

**Analysis of recent research on the problem.** The modern understanding of the personal approach was defined in the 60s of the last century by well-known foreign scientists K. Rogers, A. Maslow, W. Frankl. They believed that a full education is possible only if the university serves as a laboratory for discovering the unique “I” of each student, helps them to develop self-awareness, to implement personally significant and socially accepted self-determination, self-realization and self-affirmation.

The **aim** of the article is to characterize personality-oriented learning and analyze the peculiarities of its usage in the process of teaching English.

**Presentation of the main research materials.** The personal approach assumes the consistent relation of the modern teacher to the student as to the person, the self-conscious and responsible subject of own development, to the subject of educational interaction. This should be the basic orientation of the teachers that determines their positions in the interaction with each student.

Each student looks at the world based on subjective experience. In the traditional system of learning, the student's experience is perceived as not meeting the requirements of learning, while in humanized education it is seen as a learning context.

For example: initiative, imagination, expression of feelings of life ideas accumulated outside the educational institution should be encouraged. Each student seeks to reveal their personal potential given to them by nature and only needs to be helped by creating the necessary conditions.

Personality-oriented learning is learning, the center of which is the student's personality, his/her identity, self-worth. This is the recognition of the student as the main figure of the whole educational process [4, p. 27].

Defining the purpose and objectives of personality-oriented learning, we note that this is a process of psychological and pedagogical assistance to the student in the formation of its subjectivity, cultural identification, socialization, vital self-determination.

In the process of learning there is the formation and development of such important personality traits as reflectivity, spontaneity, critical thinking, the ability to work with information, communicate and be responsible for the consequences of their own actions. Orientation of training on the person provides creation of optimum conditions of use of various sources of the scientific information for each student at mastering of knowledge. In the process of developing lessons, we must strive to build them on the optimal combination of traditional, time-tested principles of didactics, such as scientific, age-appropriate with innovative approaches to personality-oriented learning [7, p. 45].

The rational choice of methods and their application is determined by a specific purpose. The use of problem-based learning greatly contributes to the development of thinking. The following methods are used to activate the process:

The method of use in the image. The method involves using a certain image (“I am a river”, “I am a daisy”), trying to answer the questions “How do I see the world?”, “What do I want to say to people?”.

The method of semantic vision includes the following questions: “What is the cause of the phenomena?”, “What is its origin?”.

Heuristic question method. This method makes it possible to determine the essence of certain aspects of the educational problem. Most questions begin with the words: where, when, how, why.

The method of symbolic vision. The connection between the phenomenon and its symbol is determined (spring – rebirth, light – a symbol of good).

The method of comparison allows you to analyze, structure the material, identify common features and differences.

The method of constructing concepts, rules and hypotheses introduces the technology of research. Various problems can be solved in the form of games, discussions, debates, etc. [2, p. 30].

Work in pairs or small groups has a special place in modern education. In such activity the experience of cooperation, communication, responsibility is mastered. By the way, it is very important that the composition of groups was dynamic, constantly changing, which has a positive effect on relationships and the microclimate.

Group work can be built on the principles of pair learning, mutual consultation, work on the problem, the distribution of roles and more. Note that the use of modern methods of work makes the learning process active, and students' thinking – creative and independent. Thus, the purpose of personality-oriented technologies is to maintain and develop the natural qualities of the student's health and individual abilities, to help in the formation of its subjectivity, sociality, creative self-realization of the individual [4, p. 17].

**Conclusions.** Thus, personality-oriented learning allows students to absorb new material without reducing the difficulty. Specially selected help is not a direct hint that slows down students' thinking, but also a tool with which the teacher leads the student to the right solution, thus carrying out the learning process. Therefore, in order for the educational process not to stand still, but to develop, the teacher needs to find contradictions in it and be able to resolve them.

Thus, the techniques of personality-oriented learning always offer a solution to any problem, which involves, on the one hand, the use of various methods, teaching aids, and on the other – the integration of knowledge, skills from different fields of science, technology, creativity.

## REFERENCES

1. Бех І. Д. Особистісно зорієнтоване виховання: Науково-метод. посібник. К.: ІЗМН, 1998. – 204 с.
2. Векслер С. І. Розвиток критичного мислення студентів у процесі навчання.- К.: Радянська школа, 1976. – 59 с.
3. Галужинський В. М. Євтух М. В. Основи педагогіки та вищої освіти в Україні. – К., 1995.
4. Грищенко О. Особистісно-орієнтоване навчання на уроках української літератури // Українська мова та література в школі. – 2001 – № 11.
5. Berulava M. N. Development of creative abilities of the person in the aspect of humanization of education // Humanization of education. – 1998. – № 1. – P. 14.
6. Breitigam E. K. Teaching mathematics in a personality-oriented model of education // Pedagogy. – 2000. – № 10.
7. Vakhnyanskaya I. L. Learning activities through the mirror of two paradigms // World of Psychology. – 1996. —№ 1. – P. 19.

**Козак Інна**

*Науковий керівник – канд. пед. наук, доцент Зубрик А. Р.*

## THE USAGE OF THE CREATIVE METHODS IN THE PROCESS OF TEACHING FOREIGN LANGUAGE IN THE SECONDARY SCHOOL

*Using creative methods of teaching in foreign language classes for the formation of competence in speaking, one can formulate the following conclusions: creative methods help to create a creative atmosphere in classes and develop skills of competence in speaking, reading, listening, enrich the learning process and increase its productivity, enable to quickly master the necessary information in English, which, in turn, increases the motivation for learning a foreign language.*