

## INDIVIDUALIZATION OF LEARNING FOREIGN LANGUAGES IN NON-LANGUAGE HIGHER EDUCATIONAL ESTABLISHMENT

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The statement of the American philosopher and educator John Dewey is true at all times. The words he said have not lost their relevance today. In his opinion, teaching the way we taught yesterday is impossible [2].

The preparation and conduct of a modern lesson requires a new approach, the use of new technologies, ensuring the quality of students' preparation, the methodological content of the lesson, its atmosphere, equipping not only with knowledge and skills, but also arousing in the students sincere interest, genuine enthusiasm, shaping their creative consciousness.

In the process of educational work with a group, the teacher interacts with individual students, taking into account their personal and individual characteristics, as well as creating psychological and pedagogical conditions not only for the development of all students, but also for the development of each individually.

Taking into account the above characteristics, we can say that the **individualization of teaching** is: 1) the organization of the educational process, in which the choice of methods, techniques, pace of learning is determined by the individual characteristics of students; 2) various educational, methodological, psychological, pedagogical and organizational and managerial activities that provide an individual approach.

In modern domestic pedagogical practice and theory, the most striking examples of technologies for the individualization of education are the following:

- Inge Unt individualized learning technology;
- adaptive training system A. S. Granitskaya;
- training based on the individually oriented curriculum of V. D. Shadrikov.

### ***Learning Individualization Concepts:***

***I. Unt's hypothesis:*** the main form of individualization of education in modern conditions is the student's independent work at school and at home.

***A. S. Granitskaya's hypothesis:*** within the framework of the classroom-lesson system, it is possible to organize the work of the class in which 60–80 % of the time the teacher can allocate for individual work with students.

**The hypothesis of V.D. Shadrikov:** the development of abilities is effective if you give the child a picture of increasingly difficult tasks, motivate the learning process itself, but leave the student the opportunity to work at the level that is possible for him today.

**Features of the content and methodology:**

**Inge Unt:** individual study assignments for independent work, workbooks on a printed basis, guides for individualized independent work. Adaptation to the existing educational literature [4].

**A. S. Granitskaya:** an original non-linear lesson structure: the first part is teaching everyone, the second is two parallel processes: independent work of students and individual work of a teacher with individual students. The use of generalized schemes (Shatalov), work in pairs of a shift composition (Dyachenko), multilevel tasks with adaptation (Granitskaya cards) [1].

**V.D. Shadrikov:** curriculum, programs and teaching aids for six levels, allowing you to teach depending on the abilities of each student. The choice of the difficulty level is flexible and is done in accordance with the current state of the student's abilities [5].

**General features of individualization technologies**

- Taking into account the factors that determine the failure of schoolchildren (gaps in knowledge, reduced performance, etc.).
- Ways to overcome individual deficiencies in knowledge, skills and abilities, in the process of thinking.
- Taking into account and overcoming the shortcomings of family education, as well as underdeveloped motivation, weakness of will.
- Optimization of the educational process in relation to capable and gifted students (creative activity, a combination of class and extracurricular work).
- Providing freedom to choose a number of elements of the learning process.
- Formation of educational skills and abilities; adequate self-esteem.
- Use of technical training aids (ICT).

Analogs of the individualization technology are: **the Dalton project method, the Dalton system (educational and methodological set of tasks), as well as the Trump plan**, which are widely used in the modern educational process.

Thus, after analyzing the peculiarities of aforementioned authors' methods, we can conclude that such an organization of the educational process allows you to track the progress of the student from ignorance to knowledge, to make the necessary adjustments in time, to adapt them to a constantly changing but controlled situation. All this gives the student the opportunity to work economically, constantly monitor the expenditure of his forces, work at the optimal time for himself, which allows him to achieve high learning outcomes.

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**References**

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