

# THEORETICAL FUNDAMENTALS OF STUDYING A FOREIGN LANGUAGE IN THE FORMATION OF AN INDIVIDUAL TRAJECTORY OF HIGHER EDUCATION

## AUTHORSHIP

Iryna Postolenko 

Department of English and Methodology, Pavlo Tychyna Uman State Pedagogical University Ukraine.

**ORCID:** <https://orcid.org/0000-0001-8533-8614>

**E-mail:** Postolenko@gmail.com

Iryna Shvetsova 

English Language Department for Deck Officers, Kherson State Maritime Academy, Ukraine.

**ORCID:** <https://orcid.org/0000-0002-6801-5204>

**E-mail:** Shvetsova@gmail.com

Olga Kondrashova 

Department of Philology and Publishing, Kremenchuk Mykhailo Ostrohradskyi National University, Ukraine.

**ORCID:** <https://orcid.org/0000-0002-5341-6240>

**E-mail:** Kondrashova@gmail.com

Viktoriia Husak 

Psychology Department, Petro Mohyla Black Sea National University, Ukraine.

**ORCID:** <https://orcid.org/0000-0002-3415-2809>

**E-mail:** Husak@gmail.com

Tetyana Dniprovskaya 

Department of Philology and Publishing, Kremenchuk Mykhailo Ostrohradskyi National University, Ukraine.

**ORCID:** <https://orcid.org/0000-0002-0317-1548>

**E-mail:** Dniprovskaya@gmail.com

Inna Pysmenna 

Department of Translation and Professional Language Training, University of Customs and Finances, Ukraine.

**ORCID:** <https://orcid.org/0000-0002-9701-0592>

**E-mail:** Pysmenna@gmail.com

**Received in:**  
2021-06-15

**Approved in:**  
2021-07-24

**DOI:** <https://doi.org/10.24115/S2446-62202021721151p.721-728>

## INTRODUCTION

In connection with the formation of new economic and social relations, there is a change in the attitude towards universal human values, including knowledge, in Ukraine. If adults realize the importance of education and see it as a guarantee of future economic independence, then among young people, on the contrary, the interest in learning has sharply decreased. Nowadays, despite the urgent need for highly qualified specialists, the economic support of education from the state is insufficient. As studies show, the reforms in the field of education and the reorganization of higher education do not meet, first of all, the interests of the students themselves. At the same time, students have a selective interest in subjects. The most popular are mathematics, physics, and computer science, i.e. subjects of the natural and mathematical cycle, and from the humanitarian disciplines, preference is given to the study of foreign languages. The university is faced with the difficult task of increasing interest in learning, in particular, in the subjects of the humanitarian cycle, as the basis of personality development.

To successfully complete the assigned tasks, a qualitatively different approach to teaching is required, as well as a change in the thinking of teachers. As the analysis of the literature

shows, a possible way out of this situation can be the reorganization of the work of the university, which is based on the requirement to consider the individual characteristics of students. An analysis of the experience of working on this issue made it possible to conclude that individualization and differentiation of learning are based on the organization of joint activities of the teacher and students at all stages of the educational process. Thus, the organizational component is the most important element of the pedagogical activity, which is noted by most researchers.

At the same time, an analysis of the available literature shows that if the problem of individualization and differentiation of teaching has been sufficiently studied, then the individualization and differentiation of teaching a foreign language requires a comprehensive consideration. Moreover, this problem is very important, since it requires resolving the contradictions between the requirements for the knowledge of a foreign language for graduates and the actual level of their knowledge. Aim of the article: to determine the individual trajectory of the organization of teaching English, considering the individual differences of students and the level of development of their ability to learn.

## THE INITIAL PRESUPPOSITIONS

To solve the set tasks, we have used the following research methods: study and analysis of philosophical, psychological, and pedagogical literature on the topic, observation,

conversations with teachers of English, self-esteem, peer review method, the study of the work experience of English teachers.

## METHODS

Since the aim of the work was to determine the individual trajectory of the organization of teaching English, considering the individual differences of students and the level of development of their ability to learn, we, first of all, consider it necessary to determine the essence of the concepts of "individualization" and "differentiation". Without knowledge of them, the identification of optimal paths is impossible. Therefore, in our opinion, it is necessary to devote the first section of the research to the study of the problem of individualization and differentiation of learning. As the analysis of the literature shows, the idea of individualization and differentiation is not an "invention" of pedagogical science. It was borrowed by pedagogy directly from psychology and partly from the sociology of the late 19th century. In science, the term "differentiation" occurs much earlier than "individualization". Translated from Latin, *differentia* means difference, distinction. It was originally used in the exact and natural sciences. At the end of the 19th century, this term penetrated into sociology and psychology, new directions appeared. For example, "differential psychology" is a branch of psychology that studies individual differences between people. The first major representatives of differential psychology (ASANALIEV, KAIDAROVA, ISKAKOVA, BAIZAKOVA, BALABEKOVA, DUYSENOV, BAISALBAYEVA, 2014).

The main method used in differential psychology is testing. With its help, the characteristic general properties of the intelligence of a person are revealed. On this basis, the number of variations in the psychological properties of individual individuals is determined. Along with the differences between individuals in mental terms, differences in creative and organizational abilities are widely studied. Experiments in the field of differential psychology, the testing method found wide application in Western pedagogy in the 1920s. At present, the achievements of differential psychology are important for diagnostics in the process of individualization of learning, as well as for predicting the further development of the inclinations and abilities of students.

In the 1920s, against the background of the spiritual depression caused by the First World War, individual psychology became widespread in Europe, based on the idea of compensation (that is, overcoming the biological weakness of a human being). This trend in psychology has had a strong influence on Western pedagogy, sociology, and psychology. For the concepts of pedagogical science, which reflect especially complex phenomena, it is often characteristic that they are used in different, sometimes very indefinite meanings. These concepts include the "individualization of learning". The analysis of the literature shows that a more precise definition in each specific case depends on what aims, and means are meant when individualization is talked about.

The greatest difficulty in the definition is caused by the fact that two such concepts as "individualization" and "differentiation" are mixed. As mentioned above, in order to educate a comprehensively developed personality, the organizer of the educational process must know the features, specific qualities of the educated and, taking them into account, choose the methods, techniques, and means of pedagogical influence (STUKALENKO, 2016).

The study of individual characteristics and the problems of taking them into account in the educational process is not a discovery of today's pedagogy. Its roots go deep into the past. And, perhaps, the most ideal option for considering individual characteristics existed in the days of individual training, home education. At this time, the teacher, working with a very small number of students, could build a learning process aimed at developing specific personality traits, developing their certain skills and abilities. With the spread of mass learning (when working with dozens of students), it has become almost impossible to consider the peculiarities of each one. The teacher was put in a difficult situation when, working with large groups, they had to achieve a high level of teaching for everyone.

There is no doubt that in the real learning process, knowledge is acquired individually by each student. However, the process of assimilating knowledge can be the same. It is possible to identify the common in the individual development of children in the learning process. The general can characterize the level of development, the similarity in the motives of activity and

behavior. Therefore, knowledge of the general psychological characteristics of this group provides in teaching the possibility of understanding the educational material by each student.

The main methods of studying individual characteristics are planned systematic observation of the student, individual and group conversations on a pre-planned topic, additional educational tasks, and analysis of methods of reasoning, special tasks, with the attitude towards comrades, their position in the group. The main thing is to comprehensively study the student and look at their positive qualities in overcoming the existing shortcomings. This, in our opinion, is the understanding of the "individual trajectory".

Firstly, the principle of an individual approach, in contrast to other didactic principles, emphasizes the need for systematic consideration of not only the socially typical but also the individually unique in the personality of each student. Secondly, every student, without exception, needs an individual approach. This sign of the principle under consideration follows from the provision of a humane approach to the student's personality. Thirdly, an individual approach is an active, formative, developmental principle, thereby assuming the creative development of a student's individuality.

Thus, an individual approach is understood by us as "Orientation to the individual psychological characteristics of a student, the choice and application of appropriate methods and techniques, various options for tasks, the dosage of homework". It is a didactic principle that makes its own adjustments to the organization of the learning process. In the pedagogical literature, the concept of "individualization of learning" is often encountered, akin to the "individual approach". But an individual approach is, as already noted, a didactic principle. Individualization is understood by a number of authors as a practical organization of the pedagogical process, taking into account the principle of individualization. In the "pedagogical encyclopedia" individualization is defined as "the organization of the educational process, in which the choice of methods, techniques, the pace of learning considers individual differences of students, the level of development of their ability to learn. At school, it is carried out in the conditions of collective work with a group". Individualization of learning is defined as "the organization of the learning process" - any forms and methods of taking into account the individual characteristics of students:

- 1) from minimal modification and group training to fully independent training;
- 2) variation of forms, goals, teaching methods, and educational material;
- 3) the use of individual training in all subjects, in terms of subjects, in certain parts of the educational material.

The glossary of terms and concepts on the problem of "Individualization of the educational process in the conditions of a modern school" gives the following definition of the individualization of education: Individualization of learning is a joint activity of a teacher and students at all stages of the educational process, in which the choice of methods, techniques, and pace of learning considers the individual differences of students, the level of their learning abilities.

We consider this definition to be rather general and vague, it more meets the requirements of individual learning as a form of building didactic interaction, rather than reflects the full depth of individualization of teaching, although it fully reflects the principle of an individual approach. Thus, the semantic nest of individualization (individual trajectory) includes the following definitions: individual approach, individualization of teaching, and individual teaching. The latter presupposes the individual work of a teacher and a student in pairs. This way of teaching arose with the emergence of the first schools, but the demands made it perspectiveless. Until some time, it was used in work with a student at home due to illness or work with specially gifted people. At the present stage, despite all the aspirations of pedagogy to switch to individualized teaching, this method of teaching, for a number of reasons, remains impossible in practical application.

Despite the similarity, these concepts are not synonymous and require a clear distinction. The main concept of the research is "individual trajectory". In our opinion, the most capacious definition was given by Inge Unt. She understands the individualization of teaching as considering the individual characteristics of students in the educational process in all its forms and methods, regardless of what features and to what extent are taken into account. This allows the teacher not to be limited by any framework that constrains their activities. According to I. Unt, the concept of individualization, popularized in the pedagogical literature, does not at all imply the obligatory consideration of the characteristics of each; most often researchers limit themselves to considering groups of students that are similar in any way. For example, consider the individualization of educational work as a system of didactic and educational means, corresponding to the goals of the activity and the real cognitive capabilities of the collective. Individual students, groups of students, allowing to ensure the educational activities of the student at the level of his potential, taking into account the learning objectives.

Inge Unt believes that in practice, we are not talking about absolute but about relative individualization. In real practice, individualization is always relative for the following reasons:

- 1) the individual characteristics of not each individual student, but a group of students with approximately similar characteristics;
- 2) taking into account only known features or their complexes and precisely those that are important from the point of view of learning (for example, mental abilities), along with this, a number of features may appear, the consideration of which in a specific form of individualization is impossible or even not so necessary (for example, various properties of character or temperament);
- 3) sometimes some properties or conditions are taken into account only if it is important for a given student (talent, health property);
- 4) individualization is realized not in the entire volume of educational activity, but episodically, or in some form of educational work and is integrated with non-individualized work.

According to the author, individualization can be viewed from the point of view of the learning process, the content of education, and the construction of the system. The first of them concerns the selection of forms, methods, and techniques of teaching, the second is the creation of curricula, programs, educational literature, and the compilation of tasks presented to students, and the third is the formation of various types of groups (IASECHKO, S., SMYRNOVA, 2021).

In our opinion, the creation of curricula and programs, the creation of various directions in teaching invariably considers individual characteristics, but is rather general in nature, unites students into groups according to some criterion, that is, there is already differentiation. Students receive general secondary education in all subjects of the standard curriculum and deeper in the field of the foundations of science, which has theoretical significance for the chosen specialty. In this interpretation, differentiation acts as a means of individualizing learning.

In the context of individualization of training, the concept of "differentiation" comes from the characteristics of the individual, their personal qualities. However, it should be kept in mind that the concept of "differentiation" is used in a broader sense: in the formation of the content of education and the organization of educational work, differentiation is carried out according to age, gender, nationality, and other characteristics. Thus, a differentiated approach is carried out, which implies, on the one hand, relying on the current level of development and knowledge of various students, and on the other hand, discovering the "zone of their proximal development", gradually transferring them to a more perfect mastery of knowledge and ways of acquiring it. This approach is based on the humanistic basis of education and provides a perspective on the development of each student (BOGOMOLOV, 2007).

Having considered the concepts of “differentiation of learning” and “differentiated approach”, we consider it necessary to analyze the term “differentiation of education” as well. It is more generalized in relation to the previous ones and includes special economic, legal, organizational, and managerial aspects of teaching.

The term “differentiation of education” refers to the separation of curricula and programs. Thus: based on the analysis of the literature, we concluded that the concepts of “individualization” and “differentiation” are not the property of pedagogy alone. These terms are also interdisciplinary. The subject of the sciences studying this phenomenon is certainly a person (YACHINA, PETROVA, KHARITONOV, NIKITIN, ZHUMATAEVA, 2016).

In the last decade, the problem of individualization and differentiation of education has been actively studied in pedagogy. The possibility of building educational systems alternative to the traditional one was the impetus for the development of its theory and practice.

Probably the fact that this process is still far from completion, and many scientists are studying it, explains the absence in the pedagogical literature of a unified interpretation of the concepts of “individualization” and “differentiation”. Due to their vagueness, border concepts appeared, blurred in content, reduced to very narrow problems. We consider the concept of definitions provided by I. Unt to be the most successful definitions of “individualization” and “differentiation”.

## RESULTS AND DISCUSSION

In the course of our research, we concluded that in the various activities of the teacher, the common thing is the presence in it of a certain algorithm, which includes three stages: preparatory, executive, and final. Each of them, in turn, includes certain skills and actions performed in the required sequence.

Speaking today about the individualization and differentiation of the learning process, one cannot but say about the specifics of a foreign language as a means of communication, which implies the development of communicative competence in students, which is based on communicative skills formed on the basis of language knowledge and skills, as well as linguistic and country studies knowledge. And since recently the importance of the use of a foreign language is very high, foreign language teachers should strive for a higher level of students’ preparation in the subject. Based on this, we have identified the main criteria for achieving this level, namely:

- To develop, along with linguistic and country studies knowledge, communicatively sufficient skills in speaking, listening, reading, and writing of students;
- The mastery of compensatory strategies and the ability to get out of the situation with a shortage of language resources;
- The mastery of the elementary norms of social and cultural behavior adopted in the countries of the target language; developing an attentive attitude towards a communication partner;
- Development of the ability to learn.

The orientation of the modern methodology of teaching foreign languages to the principle of communicativeness implies the wide use in the lesson of educational and speech situations, which are “a set of speech and non-speech conditions that we set to the student, necessary and sufficient for them to correctly carry out a speech act in accordance with the communicative task outlined by us”. These conditions include motivational-target factors, the general context of the activity, roles, relationships of communicants, their number, topic of conversation, communication tasks. One or another change in these conditions affects the product of speech action, its purpose, program, and operational structure. This makes learning-speech situations indispensable in solving a large number of tasks that arise in the process of teaching a foreign language oral-speech communication.

An educational-speech situation becomes an effective incentive to communicate in a foreign language only if it is close to each student in those components that the educational-speech situation includes, in the activity that it is designed to serve, in the way it is formulated, in the nature of the communicative task, etc. Consequently, in the selection and distribution of the teaching and speech situation, the teacher must consider the individual characteristics of the students. However, it is known that the unique individuality of each person is made up of the totality of an innumerable number of properties. A teacher who simultaneously solves many teaching and educational problems cannot consider all the individual characteristics of students. Therefore, in the process of search work, we identified such individual characteristics that are most significant in teaching foreign language oral-speech communication and are available for diagnosis to the teacher (IASECHKO, SHELUKHIN, MARANOV, 2021). As a result of the analysis of the literature on psychology and methods of teaching a foreign language, it was concluded that the specified group of features are:

- a) features of the orientation of the student's personality (motives, interests, inclinations) since reliance on them allows ensuring a high level of educational and communicative motivation;
- b) sociocultural, age characteristics, communicative competence, emotionality, extroversion/introversion, student status in the study group, their self-esteem.

Taking these features into account allows creating favorable conditions for preparing a student for natural communication. The teacher can determine the named features based on questionnaires, conversations, etc.; for this, they do not need either diagnostic equipment or techniques that require special psychological knowledge for data processing.

## CONCLUSION

Practice shows that a teacher who is forced to solve many teaching and educational problems in the classroom and outside working hours needs an extremely short and visual observation scheme that allows them to determine the individual characteristics of students. As relevant for this aim, we have identified the parameters of behavior described in the literature: gaze, facial expressions, walking, sitting, ease, and speed of entering speech communication, speed of reactions, etc., and those selected by us: the frequency of raising the hand in response to a proposal to complete a communicative task, shouts from the spot, preferred teaching, and speech situations, etc. Thus, teaching a foreign language will be effective if the system of didactic and educational means used in the lesson corresponds to the aims of the activity, the real cognitive capabilities of the group, individual students.

## REFERENCES

ASANALIEV, M. K., KAI DAROVA, A. D., ISKAKOVA, A. T., BAIZAKOVA, E. M., BALABEKOVA, M. Z., DUYSENOV, D. C., & BAISALBAYEVA, K. N. Occupational orientation of student's independent work as a factor of students learning efficiency upgrading. *Life Science Journal*, 11(6 SPEC. ISSUE), 2014, 414-418. Available at: <http://dSPACE.univd.edu.ua/xmlui>. Access: March 11, 2021.

BOGOMOLOV, V.A. Review of free learning management systems. *Educational Technology & Society*, 2007, p.188. No available online.

IASECHKO, M., SHELUKHIN, O., MARANOV, A. Evaluation of The Use of Inertial Navigation Systems to Improve The Accuracy of Object Navigation. *International Journal Of Computer Science And Network Security*, 21:3, 2021, pp. 71-75. Available at: [http://paper.ijcsns.org/07\\_book/202103/20210310.pdf](http://paper.ijcsns.org/07_book/202103/20210310.pdf). Access: March 30 2021.

IASECHKO, M., IASECHKO, S., SMYRNOVA, I. Aspectos pedagógicos do autodesenvolvimento de alunos de educação a distância na Ucrânia. *Laplage Em Revista*, 7(Extra-B), 2021, p.316-323. Available at: <https://doi.org/10.24115/S2446-622020217Extra-B929p.316-323>. Access: June 11, 2021.

IMPROVEMENTS IN VERSION MOODLE 1.9 [Electronic resource]. Available at: [http://docs.moodle.org/en/Release\\_Notes#Moodle\\_1.9.1](http://docs.moodle.org/en/Release_Notes#Moodle_1.9.1). Access: March 11, 2021.

INDEX OF CODES. Available at: [http://www.ecgi.org/codes/all\\_codes.php](http://www.ecgi.org/codes/all_codes.php). Access: March 11, 2021.

METHODOLOGY FOR USING AN ELECTRONIC TEXTBOOK IN PHYSICS LESSONS Available at: <http://works.tarefer.ru/64/100534/index.html>. Access: March 11, 2021.

OECD. *Education at a Glance 2016: OECD Indicators*, OECD Publishing, 2016, Paris. Available at: <https://doi.org/10.1787/eag-2016-en>. Access: March 11, 2021.

Organization of distance learning using modern ICT. Available at: [http://uotashtagol.3dn.ru/doc/PDF/Dist\\_Obuch/metodicheskie\\_rekomendacii\\_dlja\\_pedagogov\\_obrazova.pdf](http://uotashtagol.3dn.ru/doc/PDF/Dist_Obuch/metodicheskie_rekomendacii_dlja_pedagogov_obrazova.pdf). Access: March 11, 2021.

STUKALENKO, N. M. Individual Approach In Teaching Process. *European Journal of Natural History*, (6), 2016, 103-107. Available at: <https://world-science.ru/en/article/view?id=33682>. Access: March 11, 2021.

TECHNOLOGY OF CREATION OF ELECTRONIC TEACHING AIDS [Electronic resource]. - Available at: [www.ido.rudn.ru/nfpk/tech/t1.html](http://www.ido.rudn.ru/nfpk/tech/t1.html). Access: March 11, 2021.

WHAT IS DISTANCE LEARNING. Available at: <http://ra-kurs.spb.ru/2/0/8/1/?id=28>. Access: March 11, 2021.

YACHINA, N. P., PETROVA, T. N., KHARITONOV, M. G., NIKITIN, G. A., & ZHUMATAEVA, E. O. The method of the content selection for formation of technological culture among students based on ethnological values. *International Electronic Journal of Mathematics Education*, 11(1), 2016, 211-219. Available at: <https://www.iejme.com/download/the-method-of-the-content-selection-for-formation-of-technological-culture-among-students-based-on.pdf>. Access: March 11, 2021.

## Theoretical fundamentals of studying a foreign language in the formation of an individual trajectory of higher education

Fundamentos teóricos do estudo de uma língua estrangeira na formação de uma trajetória individual de ensino superior

Fundamentos teóricos del estudio de una lengua extranjera en la formación de una trayectoria individual de educación superior

### Resumo

O objetivo deste artigo é determinar a trajetória individual da organização do ensino de inglês, considerando as diferenças individuais dos alunos e o nível de desenvolvimento de sua capacidade de aprender. Este estudo bibliográfico e reflexivo utilizou a literatura especializada como suporte e argumentos reforçados para comprovar a sua hipótese como resultado final: "o ensino de uma língua estrangeira será eficaz se o sistema de meios didáticos e pedagógicos utilizado na aula corresponder aos objetivos do atividade, as reais capacidades cognitivas do grupo, alunos individuais, grupos de alunos".

**Palavras-chave:** Língua estrangeira. Ensino inovador. Ensino superior. Tecnologia de ensino.

### Abstract

The aim this paper is to determine the individual trajectory of the organization of teaching English, considering the individual differences of students and the level of development of their ability to learn. This bibliographical and reflective study used the specialized literature as support and reinforced arguments to prove its hypothesis as the final result: "to teach a foreign language will be effective if the system of didactic and educational means used in the lesson corresponds to the aims of the activity, the real cognitive capabilities of the group, individual students, groups of students".

**Keywords:** Foreign language. Innovative teaching. Higher education. Teaching technology.

### Resumen

El objetivo de este trabajo es determinar la trayectoria individual de la organización de la enseñanza del inglés, considerando las diferencias individuales de los estudiantes y el nivel de desarrollo de su capacidad de aprendizaje. Este estudio bibliográfico y reflexivo utilizó la literatura especializada como soporte y argumentos reforçados para probar su hipótesis como resultado: "enseñar una lengua extranjera será eficaz si el sistema de medios didáticos y educativos utilizados en la lección se corresponde con los fines de la lección. actividad, las capacidades cognitivas reales del grupo, estudiantes individuales, grupos de estudiantes".

**Palabras-clave:** Idioma extranjero. Enseñanza innovadora. Educación Superior. Enseñanza de la tecnología.