

PROBLEMS IN ACQUIRING LANGUAGE IN AN INDIVIDUAL SETTING

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ABSTRACT

Each of us has come across such a phenomenon: some event excites one person, pushes him to speech acts, encourages him to express his opinion, but leaves the other indifferent; or: one person reads adventure literature all his life and watches only detective and entertainment films, the other is prone to historical novels or love lyrics. This is because every person is an individuality with all its inherent features. Didacts not accidentally put forward the principle of individualization and differentiation of education.

Keywords: individualization of education, teaching technology, student's personality, individual properties

The problem of individualization of education was the subject of research by many teachers (A.G. Asmolov, A.A. Budarny, M.V. Klarin, B.F. Lomov, V.S. Merlin, I.E.). In their works, they considered the possibility of creating conditions for the personal development of students in various activities. Methodists also consider the principle of an individual approach necessary. G. V. Rogova writes: "One of the most important problems of teaching technology is the search for ways to make greater use of the individual abilities of students both in conditions of collective work in the classroom and independent work outside of school hours." Communicative learning presupposes, first of all, the so-called personal individualization. "Ignoring personal individualization," writes V.P. Kuzovlev, "we do not use the richest internal reserves of the individual." The reserves are understood as the following six properties of the student's personality: worldview, life experience, context of activity, interests and inclinations, emotions and feelings, the status of the individual in the team. They are the reserves that should be used by the teacher in the classroom.

Thus, personal individualization lies in the fact that teaching methods are correlated with the personal, subjective and individual properties of the personality of each student, i.e. these properties are taken into account when performing exercises and tasks. Individual properties of students and individual individualization

Individual properties are presented in individuality in the form of certain natural properties of a person. The totality of these properties in a more general form appears in the form of temperament, inclinations, organic needs, which constitute the natural basis of individuality. In psychological science, it is now considered generally accepted that any human ability is a synthesis of innate and acquired in the process of individual development, and at the basis of abilities, as noted by S.L. Rubinshtein, "there are hereditarily fixed prerequisites for their development in the form of inclinations."

When mastering foreign language speech activity, the role of inclinations is manifested in the fact that some students are more capable of performing certain actions, while others are more capable of performing others. Psychologists believe that any human ability is a synthesis of

innate and acquired. Therefore, such important abilities for mastering a foreign language as the ability to memorize, phonemic hearing, intonation abilities, speech and thinking abilities, etc. can not only be inherited, in the form of deposits, but also developed. This means only one thing: the teacher must be able to measure, take into account and develop these abilities. This is what individualization is meant to do. The productivity of activity depends not only on abilities, but also on a certain system of techniques that characterizes the individual style of activity of each person, i.e. “an individual-peculiar combination of techniques and methods of activity that ensures its best performance by a given person” (B.C. Merlin, E.A. Klimov). For mastering foreign speaking, taking into account the subjective properties of students is important because each student has his own methods of mastering knowledge, his own learning strategy. Each student in his own way is able to tune in to a foreign language lesson, masters the pronunciation of sounds, words, reading technique, in his own way masters the ability to properly conduct a conversation, exercise self-control, organize independent work at home, work with various supports, in different modes, etc. .

The specificity of subjective individualization in mastering a foreign language is that it should include the simultaneous use of methodological materials that are different in form (for example, the presence or absence of supports), taking into account the uniqueness of the methods of the student's educational activity, but ultimately leading to the same results, if possible for equal periods of time. Arming schoolchildren with a set of rational teaching methods requires systematic and purposeful work. Consequently, along with the individual, subjective individualization is also necessary.

Very often, however, pupils show amazing passivity even when they perform feasible speech tasks (individual individualization) and when there is an indication of how to perform these tasks (subjective individualization). The reason is that personal properties of students. The paramount importance of personal individualization for mastering the ability to speak is determined by the fact that personal qualities are more closely connected with speech activity through its social function than individual and subjective ones. If the individual properties of a person constitute the natural basis of individuality, then personal qualities constitute its essential side.

Personal individualization takes into account:

- a) the context of the student's activity;
- b) life experience of students (their experience as readers, athletes, travelers, etc.);
- c) sphere of interests, desires, inclinations, spiritual needs;
- d) worldview (views on life);
- e) the emotional-sensory sphere (when “provoking” students to statements in defense of their favorite team, actor, book, profession);
- f) the status of the individual in the team: the student's popularity among comrades, mutual sympathy for finding speech partners, the appointment of a leader in speech groups, etc.

Personal properties are included in individuality as the most important component and constitute its essence. It seems justified and methodologically expedient to single out a separate type of individualization, specially designed to take into account the personal properties of the student - personal individualization. The leading role of personal individualization is confirmed from the point of view of various sciences (philosophy, psychology, etc.). A person perceives and

assimilates what is vital for activity. The importance of personal individualization is also confirmed from the point of view of the theory of values. Value is the value of objects that they acquire for a person on the basis of practical activity, satisfying his needs. Public, generally significant values, in order to become incentives for action, must be recognized by the individual as her own.

The expediency of personal individualization is also confirmed by the need to take into account the emotional factor in the learning process. Speech, feelings and thinking are united and interdependent. The extent to which emotions can be used in the process of learning is determined by the nature of individual needs. This factor seems to be very important, since personal individualization makes it possible to take into account and, to a certain extent, predict the emotional state of students, as well as to form, to a certain extent, the student's attitude to learning, which increases the intensity of assimilation. However, the whole system of individualization should not be reduced to the use of one personal individualization.

So, we can say that understanding the ideas of individualization opens up a wide field of activity: opportunities are created for the development of a creative, purposeful personality who is aware of the ultimate goal and specific tasks of learning; the motivation of learning increases, a new progressive pedagogical thinking is formed. Individualization in teaching is based on the teacher's good knowledge of the students, what are the natural data of the students, what each of them can do, what he has a special interest in, with whom each of them is friends. The need for individualization of education is caused by various reasons, the main ones being: the different level of knowledge of students when entering the university, the different educational needs of students, as well as the achievement of one of the most important tasks of education - the personal development of students.

It is quite obvious that the most difficult questions that a teacher faces, an individual approach to teaching a foreign language, are questions about what criteria to highlight the characteristics of a student, how to determine the initial, starting level of development, from which it is necessary to build on the organization of the learning process, as well as which areas of work with certain children will be most important. As you know, a foreign language is objectively a social value. And it is precisely in this value of a foreign language that students are convinced. But subjectively, for most of them, a foreign language is a potential value, not a real one. Students are very poorly aware, almost do not feel and do not see what the process of mastering a foreign language gives (can give) to them personally. Teaching in such "anti-motivational" conditions is ineffective and immoral. This contradiction deprives the process of education of the main thing - the meaning of the student's activity, his personal focus on the goal, which alone can allow him to answer the question "why teach?" After all, personal meaning is "the relationship of motive to goal" (A.N. Leontiev). But if the goal is set by someone from the outside, and the motive does not arise for various reasons, then there is no point. In such conditions, instead of a student-subject of learning activity, a student-object appears, which is "undergoing learning".

It is necessary to clearly understand what each student will receive as an individual if both the methodology and the teacher are at their best. The student will feel that the whole system of work is focused on his personality and is built in such a way that the student's direct activity, his experience, worldview, educational and extracurricular interests and inclinations, his

feelings do not go unnoticed, but are taken into account when organizing communication in the lesson. After all, with communicative foreign language education, the content is not based on “passing educational topics”, studying ready-made texts, but on discussing current life problems. At the same time, students get the opportunity to discuss their own deeds and actions, current events from their lives, the life of the city, the country, they learn to express their attitude to what is happening, to substantiate and defend their own opinion. The communicative technology offered by teachers has special means of taking into account and using all aspects of the student's individuality, which he cannot but see and feel. The student will feel that all communication is not only focused on the individual, but is also based on respect for her. Since the problems as such do not have an unambiguous solution, the participants in their discussion - the teacher and students - as speech partners are equal: the opinion of the student is just as respected as the opinion of the teacher. Freedom of expression of this opinion, respect for it, lack of imposition and free choice of position have a beneficial effect first on the psychological climate in general and on the comfort of everyone, and then on the formation of democratic relations as a value.

The study of the personal characteristics of students at different levels of education in connection with the individual-typical characteristics of the assimilation of a foreign language.

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