

ПСИХОЛОГО-ДИДАКТИЧНІ ПРОБЛЕМИ ОРГАНІЗАЦІЇ ОСВІТНЬОГО ПРОЦЕСУ В УМОВАХ ІНФОРМАЦІЙНОГО СУСПІЛЬСТВА

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PERSONALISATION OF FOREIGN LANGUAGE TEACHING AS PSYCHOLOGICAL AND PEDAGOGICAL PROBLEM

In the field of foreign language teaching, one concept that has gained increasing attention in recent years is personalisation. This approach represents a shift from traditional methods of language instruction, emphasising the individual learner's needs and preferences. Personalisation in foreign language teaching is not only a pedagogical innovation but also a psychological and pedagogical challenge. The work explores the notion of personalisation as a whole, how it is viewed from both psychological and pedagogical perspectives, and considers the benefits and challenges associated with personalisation and its impact on language learners.

Personalisation in foreign language teaching refers to the practice of tailoring language instruction to meet the individual needs and interests of each learner. Unlike traditional, one-size-fits-all approaches, personalisation recognises that learners are unique, and their language learning experiences should reflect that diversity. This approach encompasses various aspects, including content, pace, and teaching strategies. By providing opportunities for students to connect language learning with their personal lives, personalisation aims to create a more engaging and effective learning environment.

In the context of the research problem, N. Aristova's opinion that personality is one of the main concepts used to explain the driving forces and direction of activities and behaviour of future specialists is noteworthy (Aristova, 2016, 20).

From a psychological perspective, personalisation is closely linked to learner motivation and engagement (Rohova et al., 2012). When students see a direct connection between their own interests, goals, and the content they are learning, they are more likely to be motivated to invest time and effort into their language studies. This motivation, in turn, can lead to increased language proficiency. Moreover, the sense of personal relevance can make the learning process more enjoyable and sustainable. Personalisation also promotes learner autonomy and self-determination. Allowing students to make choices about what and how they learn empowers them to take ownership of their language education. This sense of control not only boosts self-esteem but also nurtures vital life skills like decision-making and problem-solving. Psychologically, personalisation contributes to a positive self-concept, fostering a sense of achievement and confidence in language learners.

Cognitively, personalisation aligns with the idea that meaningful learning is deep learning. When students find connections between language content and their personal experiences, these connections can facilitate memory retention and comprehension. This personalised approach taps into prior knowledge and helps to bridge new concepts with familiar ones, enhancing the overall learning process.

Pedagogically, personalisation can take the form of individualised instruction. This approach tailors lesson plans, materials, and assessments to the specific needs and abilities of each student.

Educators may use diagnostic assessments to identify students' strengths and weaknesses, enabling them to create a personalised learning path. This highly customised approach can be resource-intensive but can yield significant benefits in terms of student achievement.

The concept of an individual learning path is associated with the personalisation of the way a student realises his or her personal potential, which is formed taking into account his or her abilities, interests, needs, motivation, capabilities and experience (Alieksieieva, 2021; Malykhin et al., 2023).

Another pedagogical aspect of personalisation is providing students with choices and flexibility in their learning. This can involve letting learners select topics of interest, choose projects, or decide how they demonstrate their language proficiency. Teachers can design a range of activities and assessments to cater to different learning styles and preferences. This approach fosters student engagement and motivation. The autonomy in self-directed learning inspires your students and enhances their self-driven determination to excel, ultimately fostering a greater enthusiasm for further learning (Ravchyna, 2015).

Personalisation aligns with constructivist pedagogy, which emphasises the active role of learners in building their understanding. According to T. Ravchyna, the theory of constructivism substantiates the nature of the learning process as a cognitive activity in which the student performs the functions of an active subject and builds his or her own knowledge through interaction with the environment (Ravchyna, 2015, 131). Through personalisation, students are encouraged to construct their own knowledge and meaning, using language as a tool for expression and communication (Kugai, 2023). This approach is in stark contrast to the traditional transmission model of education, which often treats students as passive recipients of knowledge.

Considering the benefits of personalisation, we can note the following:

(1) personalisation improves motivation: as discussed, it enhances learner motivation, making language learning a more enjoyable and sustainable endeavor;

(2) personalisation enhances engagement: it keeps students engaged and interested, leading to better retention of language content;

(3) personalisation tailors the educational content to learners' preferences: it ensures that language instruction is tailored to meet individual learners' needs, optimising their progress;

(4) personalisation promotes learners' autonomy and empowerment: it provides learners with a sense of autonomy, self-determination, and accomplishment.

Literature analysis clearly demonstrates that the challenges which are related to personalisation include:

(1) resource constraints: implementing personalisation can be resource-intensive, requiring more time and effort from educators and potentially additional materials and technologies;

(2) classroom management: balancing personalisation with classroom management can be challenging, as it may require more individualised attention;

(3) standardised testing: personalisation may conflict with standardised testing, which often evaluates all students according to the same criteria;

(4) varied learning styles: meeting the diverse needs of learners with different learning styles can be demanding for teachers.

Personalisation in foreign language teaching represents a dynamic shift in pedagogy, aiming to create a more engaging and effective learning environment. Psychological and pedagogical perspectives on personalisation highlight its potential to enhance motivation, engagement, autonomy, and cognitive development among language learners. While there are challenges associated with implementing personalisation, the benefits of this approach are substantial, making it a valuable consideration for educators and learners alike. As the field of foreign language teaching continues to evolve, personalisation will likely play an increasingly important role in shaping the future of language education.

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MENTAL HEALTH IN DISTANCE EDUCATION

Distance learning is a form of education that is conducted primarily through technology and the Internet. This way of learning allows students to access courses and educational materials without having to physically be in an educational institution. This type of education can be used at different levels of education, from primary and secondary schools to higher education. Some key aspects of distance learning are:

- Online platforms: Educational institutions and instructors often use online platforms or learning management systems (LMS) to deliver courses and learning materials. These platforms provide a virtual environment where students can access lessons, resources, tests and exercises.

- Flexibility: One of the main advantages of distance learning is flexibility. Students can learn at their own pace and choose when and where to study. This makes distance learning suitable for those who work or have other obligations.

- Online Communication: Students and faculty communicate primarily online using email, instant messaging, discussion forums, and video conferencing. These communication methods facilitate academic discussion and collaboration.

- Assessment and feedback: Assessment can be done through online tests, projects, assignments and other activities. Teachers provide feedback through online platforms.