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STUDENTS' INDIVIDUAL CHARACTERISTICS CONSIDERATION IN TEACHING ENGLISH

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The article deals with the ways of solution the problem of uniting the students with different abilities within one educational process in technical higher educational institutions. To recognize different types of students' intelligence such criterion as predominating perceptive channel or perceptive modality and such means as the multiple intelligences theory are used. According to the former, visual, auditory and kinesthetic types are determined. The latter adds verbal, logical, interpersonal, intrapersonal and naturalistic intelligences to the list of types. The peculiarities of each type are described. The methods and means of learning foreign languages appropriate to them are analyzed. For the purpose of effective implication the students of mentioned types in educational process such ways of its creation as project-based learning and problem-based learning are proposed. The former contains two following approaches: teacher centered and student centered. They are described and compared. The advantages and disadvantages of them are shown. In the field of problem-based learning the individual educational path building is considered, the role of alternative and auxiliary educative methods and forms being noted. The stages of individual educational path building corresponding to three phases of cognitive acts are discussed. Besides the methods of problem-based learning are mentioned and analyzed.

Key words: perceptive modality, project-based learning, problem-based learning, multiple intelligences theory, educational methods, predominating perceptive channel.

Introduction. In the process of education a teacher usually faces the following contradiction. On one side it is desirable to take into account the special features of each learner thereby improving the efficiency of studying. On the other side it is necessary to teach all of them in one classroom at the same time.

The purpose of the article is to outline the usage peculiarities of the multiple intelligences theory in teaching foreign languages at technical higher educational institution.

The types of students' intelligence. Howard Gardner's theory differentiates eight intelligences [5]. Meanwhile, studying is a kind of communication, with perception and assessment of partners being its unalienable component. There are following perceptive channels or perceptive modalities: visual, auditory and tactile [1, c.131]. One of them usually predominates for most of people i.e. it responds to signals of environment faster than others. Therefore perceptive modality is one of the most important personality characteristics. Thus we can mark such types of student as visual, auditory and kinesthetic. These correlate with three types of intelligence. But according to Gardner's theory there are also 5 types of mental abilities: verbal, logical, interpersonal, intrapersonal and naturalistic [2, p.125-330]. Each of them has its own strengths, areas, preferences, needs and ways of learning [4, p.32-41].

People with strengths in visual intelligence area often use words and expressions associated with images and impression, e.g. to see, to fancy etc. They notice the details of everything that can be seen, i.e. shapes, colors, outlines. So, teachers can amplify their intelligences by utilizing such visual materials as pictures, videos, maps, diagrams and art activities in particular picture dictionaries are useful. In teaching the visual contact is necessary. Besides they learn better watching somebody carry out different actions. Information to be memorized should be written or printed. Internet blogs may be used as more as possible. One of the visual learners' problems is so called audible barrier. It's difficult for them to recognize spoken texts. To dispose that disadvantage one should be involved in active practice of listening. The first step of such learning is working with audio materials in which native speakers talk slowly. The next stage is watching videos with English subtitles.

Individuals with predominating auditory channel typically belong to musical intelligence people. They learn best through reading aloud or conversations such as discussions. In speaking they pay attention to voices, intonation, timbre, rhythm and manner of speech picking them up easily. The rules to be study should be walked through inwardly. Thus vocabulary and grammar are learned in context. On listening English songs, audio lessons or podcasts it is better to repeat them trying to imitate

the speakers or singers. However, musical intelligence students usually have some spelling problems. So they ought to give special focus on corresponding exercises.

People having kinesthetic intelligence investigate their environment being in motion. They get information through the bodies sensations. They take notice of moving objects, people behavior and actions. So, in conversation they often gesticulate and use the words with the meaning of motion. To memorize a new rule they are given shining examples. When kinesthetic learners study new words, they imagine the meaning, i.e. objects, actions, properties etc. Since they enjoy physical activities, in particular moving around, it's important for them to be in motion during the process of study. Keeping a diary and describing as many events as possible is also useful. Teachers can strengthen kinesthetic intelligence through improvisation, practical activities and physical relaxation exercises.

Despite there are three perception channels, an individual can process data in four ways. The forth one is of logical or digital nature. It is an inner monologue associated with words and numbers. People with the ability to collect, organize and analyze information to predict and conclude are characterized by logical or mathematical intelligence. They are considered to be a specific and uncommon character type although such persons are often met among the students of technical educational institutions. Researches, scientists, programmers and famous chess players often belong to this type. They rarely express emotions, feelings. This type is oriented to reasoning, sense and functionality. Such people seem to be unfeeling but knowing a lot. They tend to comprehend and unscramble all necessary information. However, actually they are sensitive. Their vocabulary includes the words associated with logic, e.g. to analyze, to conclude, to exclude etc.

When the students are strong in mathematical intelligence and conceive the world due to logical understanding, the teacher ought to communicate with them with the help of logical arguments. The progress in this area of intelligence can be encouraged using critical thinking activities. Cognitive stretch exercises, logical puzzles and sequential presentation of subject would be helpful. For example, grammar rules should be introduced in the form of formulas.

The ability to operate and understand languages is connected with verbal or linguistic intelligence. It is peculiar to everyone at some level. It contains different kinds of verbal communication, for example writing and speaking. This ability is very important for scientists because they must take part in conferences and write scientific tractates. Like people having kinesthetic intelligence, linguistic intelligence learners should keep a diary. Besides, they need to practice debates and discussions because rhetorical and oratory skills are important for scientists. Various word games are also helpful.

Individuals with strong empathy for other individuals are said to possess interpersonal intelligence. It means that they easily recognize and get back to moods, feelings and emotions of other people. Naturally it results in fine communication and interaction skills. So, these students would be good at group work including games, discussions, interviews etc. Teachers ought to encourage their taking part in speaking clubs and community events.

Unlike the previous one, the intrapersonal intelligence is inherent to people who understand oneself including their feelings and emotions. They also know their own advantages and disadvantages and must set reasonable goals. So, they prefer working independently and learn best through writing articles, essays, keeping journals or blogs to express own feelings and ideas. The feature of this intelligence is to embrace the use of all others since it is necessary to strengthen individual abilities.

Naturalistic intelligence means ability of recognizing and classifying, especially the objects of nature, i.e. plants, animals and minerals. The advantage of this kind of students is deep understanding of nature. So, teacher can boost the effectiveness of learning by encouraging their interest. The education process for such learners must include classifying, comparing and ordering exercises dealing with the relationships among different objects of nature.

There is another type of intelligence whose existence is under consideration. It refers to people who think over the concepts of life and death. It goes without saying, those people enjoy philosophy. They are rarely met in technical educational institutions.

The approaches to the problem solution. The educators of different countries propose various ways of implementation the theory of multiple intelligences in the process of education. One of them belongs to the area of project-based learning. It means that a common task is assigned to a group of students. They work together to create a resulting product. In this case each of them can exhibit the strengths and reduce the weaknesses. For example, students are involved in a certain scientific investigation or art supplies creating.

There are two methods to introduce the multiple intelligences theory into an educational process [5]. One of them is teacher centered. It means that materials and activities of lesson are designed for different intelligences. The disadvantage of this approach is limitation the number of intelligences to three. Another method is known as student centered. In this case students compose different materials to demonstrate their mastering the subject. Project-based and collaborative learning would be an asset. No need for students to do all the exercises because activities for all intelligences are optional. Both methods put on the job all intelligences. All activities presented in teacher-centered lesson unite the multiple intelligences to teach the subject of lesson. Educators present verbal material and ask questions to students with linguistics intelligence.

Taking into account different intelligences is also possible in the area of problem-based learning. In particular it lies at the root of such way of learning as individual educational path building [3, p.16-24]. The essence of problem-based pedagogy is the new material presented through creation of problem situation.

Thus the process of learning takes place in the form of solving the complex of tasks prepared by the teacher. As the students achieve the purpose they obtain the skills, knowledge and experience helping them to became active creative independent persons.

Problem-based learning is put into practice in various ways, e. g. depending on the degree of students' independence the following are developed: the explanatory and illustrative, reproductive, heuristic, investigatory, problematic presentation methods. At the explanatory and illustrative method of learning the teacher gives

ready-made information to students explaining and illustrating it. In case of the reproductive method, students carry out the actions following the model given. The problematic presentation method refers to the format of lessons in which the teacher states the problem and shows how to solve it and the learners follow the logic of solution. The heuristic method is to divide the problem into subproblems. Solving them the students gradually move to the goal. Finally at the introductory method the students define educational problems and solve it by means of research and creative activity.

To choose the educational path it is necessary for the teacher and the student to work together. The united actions are directed to the students' development the skills of independent studying including task assignment, choice of methods, forms, means and content of education. Problem-oriented learning includes three stages corresponding to three phases of a cognitive act: understanding the problem, its solution and conclusion. Thus students' motivation and task assignment serve as the first stage. The process of learning itself accords with the phase of solution the problem. Finally students assess their results.

In teaching English in technical educational institutions the elements of all approaches mentioned above are used. In particular the author often practices role plays implementing visual, audial, logical and interpersonal intelligences. The example of student centered lesson is different excursions followed by the discussion. Students having verbal intelligence make introductory reports. Then during the excursion all perceptive modalities are involved. In discussion students with strengths in interpersonal and intrapersonal intelligences have the opportunity to manifest themselves. As for individual educational path it is unalienable part of educational process in any educational institution because students have not only different intelligences but also different levels of competence.

Conclusion. The theory of multiple intelligences implementation into educational process is promotive of effective learning. However not all intelligences can be utilized in equal measures.

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Н.Е. Доронкина, О.В. Ивасюк. Учет индивидуальных особенностей студентов при преподавании английского языка.

Статья посвящена путям решения проблемы объединения студентов с различными способностями в одном учебном процессе. В соответствии с доминирующим каналом получения информации или перцептивной модальностью и теорией множественного интеллекта выделено восемь видов интеллекта студентов. Описаны особенности каждого вида интеллекта и методы обучения, которые им подходят. В целях эффективного

вовлечения названных видов интеллекта в учебный процесс, предложены такие пути его построения как проектно-ориентированное обучение и проблемно-ориентированное обучение. В первом случае рассмотрены два подхода, а именно: уроки, в центре которых находится преподаватель и уроки, в центре которых находится студент. Также описаны методы проблемно-ориентированного обучения в разных классификациях. В рамках решения поставленной задачи для максимального учета способностей студентов описан метод построения индивидуальной образовательной траектории.

Ключевые слова: перцептивная модальность, проектно-ориентированное обучение, проблемно-ориентированное обучение, теория множественного интеллекта, методы обучения, доминирующий канал восприятия информации.

Н.Є. Доронкіна, О.В. Івасюк. Врахування індивідуальних особливостей студентів при викладанні англійської мови.

Стаття присвячена шляхам вирішення проблеми об'єднання студентів з різними здібностями в одному учбовому процесі навчання іноземної мови в вищому учбовому закладі технічного спрямування. Для того, щоб виділити різні типи інтелекту студентів використовується теорія множинного інтелекту Гарднера. У якості критерію такого розподілу розглядається домінуючий перцептивний канал або перцептивна модальність, відповідно до якого розрізняють візуалів, аудіалів та кінестетиків, що співпадає з трьома видами інтелекту. Теорія множинного інтелекту додає до цього списку такі типи, як: вербальний, логічний, інтерперсональний або внутрішньо особистісний, інтраперсональний або міжособистісний та натуралістичний. Описано особливості кожного з типів та методи навчання, які їм підходять. З метою ефективного залучення названих типів студентів в учбовий процес запропоновано такі шляхи його побудови, як проектно-орієнтовне навчання та проблемно-орієнтоване навчання. У першому випадку розглянуто два підходи,а саме: уроки, у центрі яких знаходиться викладач та уроки, у центрі яких знаходиться студент. З точки зору проблемно-орієнтованого навчання розглянуто метод побудови індивідуальної освітньої траєкторії та метод занурення студентів у штучно створену проблемну ситуацію. Також згадано та порівняно методи проблемно-орієнтованого навчання у різних класифікаціях. Обговорено три стадії побудови індивідуальної освітньої траєкторії, які відповідають трьом фазам когнітивного акту. Висвітлено елементи згаданих вище підходів, які широко використовуються викладачами іноземної мови у сучасний вищих учбових закладах.

Ключові слова: перцептивна модальність, проектно-орієнтоване навчання, проблемно-орієнтоване навчання, теорія множинного інтелекту, методи навчання, домінуючий канал сприйняття інформації.