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INDIVIDUALIZATION OF THE PROCESS OF FOREIGN LANGUAGE DISTANCE TEACHING ON THE BASIS OF PERCEPTION AND MEMORY CHARACTERISTICS OF STUDENTS

The article is devoted to the problem of individualization of foreign language teaching to students on the basis of information and communication technologies considering their peculiarities of perception and memorizing the material. The paper enlightens the methodical potential of modern information and communication technologies in the process of individualization of foreign language teaching as a resource that allows creating an individual trajectory of learning and influences the quality of perception and mastering the educational material.

Key words: distance education, individualization, information and communication technologies, types of perception and memory, receptive, receptive-reproductive and productive tasks.

Topicality of the research. The modern education system is under the constant influence of the total informatization of society. The methodology of foreign language teaching as part of the educational system is also developed under the inevitable impact of information and communication technologies (ICTs), the integration of which undoubtedly launches the process of modernization of approaches to foreign language teaching.

The purpose of the article is to study the possibility of differentiating students studying a foreign language in distance classes, using modern ICTs and considering the peculiarities of student perception and memory.

The main content of the article. Nowadays the problem of distance learning attracts more attention of scientists. The studies of distance learning methods for teaching foreign languages have been conducted by such innovators as A. A. Ahayan, E. I. Dmitrieva, A. V. Khutorskoy, N. M. Mekeko, E. S. Polat, N. F. Talyzin, and S. V. Titova. The issue of individualization of distance learning has been considered in the works of L. V. Gubina [1], S. K. Guchetl [2], O. N Schegoleva [3]. However, in these studies, the individualization of the learning process is applied without taking student perception and memory characteristics into account. The novelty of this work is the study of the peculiarities of perception and memorizing the material by students as a differentiating factor in the study of the problem of foreign language distance learning.

Comprehensive development of students on the basis of their inclusion in the variety of independent activities in various fields of knowledge is the strategic direction for the development of educational systems in modern society.

At the same time, three main interrelated tasks are distinguished: 1) modernization of modern education systems; 2) integration of information technology in the educational process; 3) realization of the principles of independent activity and awareness of cognition as the leading principles of learning. [4]

The effective way to realize these principles is to increase cognitive motivation through the search of effective means of individualization and differentiation of education.

Individualization is traditionally interpreted in pedagogy as the consideration of individual personalities in the process of education, their psychophysiological, age and personal qualities. Under differentiation we mean the awareness of group personalities on condition that groups are unified on the basis of the coincidence of certain individual personal characteristics.

Due to individual characteristics of perception and memorization of the studied material and for the successful completion of the course, many students need additional tasks on language and speech practice. The introduction of modern ICT in the educational process provides the opportunity to implement the individual approach to learning and optimizes the learning process.

Unique didactic properties of ICTs allow teachers to take fully different abilities, interests and cognitive needs of students into consideration. The didactic properties of ICTs include the opportunity: 1) to use multimedia and multi-level Internet resources; 2) to automate the learning process; 3) to develop student skills of independent learning activities; 4) to create a user's personal learning space and an individual learning path for every student.

The use of multimedia and multi-level Internet resources makes the learning process on the basis of modern ICTs very effective due to the possibility of activating different types of memory. Since, in the process of memorizing, a person has one dominant type of memory, the activation of different types of memory enables us to create teaching materials considering individual characteristics of perception and memorization of each student.

Currently, as the most common basis for distinguishing various types of memory, it is considered the dependence of memory characteristics on the characteristics of the activity of memorization and reproduction. In this case, separate types of memory are identified according to three main criteria [5, p. 255]: 1) by the nature of mental activity prevailing in the process, memory is divided into auditory, visual, motor, emotional, figurative and verbal-logical; 2) by the nature of the objectives of the activity - into involuntary and arbitrary; 3) on the duration of fixation and preservation of the material into short-term, long-term and operational.

However, pure memory types are not so common. As a rule, most people have mixed types. Thus, such mixed types of memory as auditory-motor, visual-motor, and visual-auditory are the most frequent types. The mixed type of memory increases the probability of rapid and long-term memorization. In addition, participation in the memory processes of several analyzers leads to a greater mobility in the use of

formed systems of neural connections. Therefore, it is advisable to help students memorize information in various ways: listening, reading, watching a video, writing and speaking, doing tasks of different receptive, receptive-reproductive and productive tasks types.

Differences in the productivity of memorization are expressed in speed, strength and accuracy of memorization, as well as in readiness to reproduce the material. It is well known that some people remember quickly, others slowly, some remember for a long time, others soon forget, some reproduce accurately, others make many mistakes, some can remember a large amount of information, others only remember a few lines.

The processes of memorization are not the same. At present, it is distinguished two main groups of individual differences in memory: the first group includes differences in the productivity of memorization, the second group includes differences in the memory types.

In order to develop a methodological scheme for the remote foreign language teaching, considering the individual characteristics of students' perception and memorization, first of all, it is necessary to determine the types of memory of each student. One of the ways to determine memory types is testing. Different variants of testing are proposed in the books by A.E. Polskoy «How to improve your memory» [6] and by O.A. Kuznetsov «The technique of rapid reading» [7]. These books also offer methods for improving memory, which must be taken into account and, if possible, applied during the educational process.

The next step is the development of tasks based on the results of the testing conducted to determine the student's dominant mixed memory type: visual-motor, motor-auditory and visual-auditory.

From our point of view, the durability and short-duration, arbitrariness and involuntariness of memory are more or less characteristic of any student, as well as the memory for numbers and words. Thus, students could be divided into three groups: 1) students with a good memory, 2) with a medium memory and 3) with a bad memory. If the student has most of the test scores low – they are enrolled into the

third group; if the scores are high, then to the first, and if the student has an equal number of high and low indicators, they join the second group. It should be noted that this distribution is conditional, but it is necessary to pay attention to these high and low indicators which are revealed during testing in the future work with students.

Teaching a distance course on a foreign language, we should consider the distribution of students into three groups. The following tasks for the distance course should be developed in three versions, taking into account the perception and the memory characteristics of students, the mode of study and the lesson type:

1) receptive and receptive-reproductive tasks (for the third and second groups);

2) receptive-reproductive and productive tasks (for the first and second groups).

During the classroom instruction in a foreign language, students can be divided into two rather than three groups (with a low and medium memory, and with a medium and high memory) in order to better assimilate the material. In this case, students with an average memory are the link between the first and third groups of students, and can be joined any subgroup without focusing on the shortcomings of the memory of some students and the merits of others.

If the teaching takes place in a distance form, then our assumption is correct – students must be strictly divided into three groups and various versions of tasks should be posted on the website. The submission of material for these classes should be different for each group of students, depending on the characteristics of their perception and memory.

On the basis of the conducted analysis and taking into account the individual characteristics of the perception and memory of students, an approximate algorithm for preparing for the first lesson in a foreign language has been developed. It is necessary to:

1) conduct tests to identify the perception and memory characteristics of students;

2) distribute students into three groups: students with a good memory, with a medium memory and with a bad memory;

3) memorize the memory weaknesses of students;

4) determine the mode and type of a lesson;

5) choose the methods and equipment for conducting the lesson;

6) develop materials for the lesson considering the peculiarities of students' memory;

7) develop individual assignments for each group of students;

8) give a lesson.

For subsequent lessons, the teaching algorithm, taking into consideration individual perception and memory characteristics, must be repeated starting from the fourth point.

Conclusions. Thus, in the distance foreign language teaching, it is necessary to pay special attention to the selection of materials and the development of a teaching methodology based on modern ICTs, which, thanks to their unique didactic properties, make it possible to implement an individual, person-oriented approach to teaching a foreign language. Also, distance foreign language teaching should be based on preliminary testing not only of student language knowledge, but also include testing of their peculiarities of perception and memory, and the subsequent compilation in accordance with preliminary results of the optimal teaching scheme for two or three components.

The prospect of the study is the extension of the experiment's boundaries to the field of correspondence foreign language instruction; the development of a unified system for testing the memory of full-time and part-time students; the search, study and application of new ways of individualizing the learning process.

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ІНДИВІДУАЛІЗАЦІЯ ПРОЦЕСУ ДИСТАНЦІЙНОГО НАВЧАННЯ ІНОЗЕМНОЇ МОВИ З УРАХУВАННЯМ ОСОБЛИВОСТЕЙ СПРИЙНЯТТЯ І ПАМ'ЯТІ СТУДЕНТІВ

Стаття присвячена проблемі індивідуалізації процесу навчання іноземної мови студентів на основі інформаційних і комунікативних технологій з урахуванням їх особливостей сприйняття і запам'ятовування матеріалу. В роботі висвітлюється методичний потенціал сучасних інформаційних і комунікативних технологій в процесі індивідуалізації навчання іноземної мови і культури, як ресурс, що дозволяє студенту створити власну траєкторію навчання і впливає на якість сприйняття і засвоєння навчального матеріалу.

Ключові слова: дистанційне навчання, індивідуалізація, інформаційні та комунікаційні технології, типи сприйняття і пам'яті, рецептивні, рецептивно-репродуктивні і продуктивні завдання.