особистості, де першорядна роль належить механізмам самооцінки і може стати важливим педагогічним засобом впливу. Естетичні аспекти самооцінки вимагають особливого образу та способу мислення, навичок аналізу та узагальнення. Цей аспект стає діалектично цінним у взаємовідношеннях двох сторін естетичної свідомості особистості: сприйнятливої чутливості і творчого прояву й передбачає подальші наукові пошуки в розробці наукових теорій проблеми творчої самореалізації та готовності до її втілення у майбутній професійній діяльності вчителів мистецького напрямку.

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IMPLEMENTATION OF THE PERSON-ORIENTED APPROACH TO TEACHING FOREIGN LENGUAGES BY MEANS OF CONTEXTUAL LEARNING

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The attempt to determine and analyze pedagogical conditions and ways of implementation of the person-centered approach in teaching foreign languages has been made in the article. The essence of using the technology of contextual learning of a foreign language is revealed, which implies creation of specific pedagogical conditions and adaptation of the forms of work with students. It is shown that realization of potential possibilities of contextual learning of a foreign language consists in expanding and deepening professional knowledge of the future specialists by means of a foreign language. The basic principles of contextual learning are named and analyzed: psychological and pedagogical provision of the student's personal inclusion in educational activities; consistent modeling of the forms and conditions of professional activity of specialists in the educational activity of students; problem character of the content of training; conformity of the forms, content of education and the purposes of organization of educational activities of students; the leading role of cooperative activity, interpersonal interaction and dialogical communication in the educational process, etc.

Key words: person-centered approach, educational and pedagogic situation, educational technology, contextual learning, principles of contextual learning, foreign language communication, communicative situation.

РЕАЛІЗАЦІЯ ОСОБИСТІСНО-ОРІЄНТОВАНОГО ПІДХОДУ ДО НАВЧАННЯ ІНОЗЕМНОЇ МОВИ ЗАСОБАМИ КОНТЕКСТНОГО НАВЧАННЯ

Т. О. Хомяковська, О. С. Матієнко

У статті зроблено спробу визначити та проаналізувати шляхи та педагогічні умови реалізації особистісно-орієнтованого підходу у навчанні іноземної мови. Розкрито суть використання технології контекстного навчання іноземної мови, яка полягає у створенні специфічних педагогічних умов і адаптації форм роботи зі студентами.

Показано, що реалізація потенційних можливостей контекстного навчання іноземної мови полягає в розширенні та поглибленні професійних знань засобами іноземної мови, актуалізації професійних здібностей. Розвиток когнітивної автономії студентів вищих навчальних закладів у викладанні іноземної мови відображає інтеграцію мовно-професійного освітнього середовища в сукупність дидактичних контекстуальних навчальних ситуацій, початкових, базових і професійних етапів розвитку досліджуваної якості. Названо та проаналізовано базові принципи контекстного навчання: психолого-педагогічну забезпеченість особистісного включення студента в навчальну діяльність; послідовне моделювання у навчальній діяльності студентів цілісного змісту форм і умов професійної діяльності фахівців; проблемність змісту навчання; адекватність форм організації навчальної діяльності студентів цілям, змісту освіти; провідна роль спільної діяльності, міжособистісної взаємодії і діалогічного спілкування в освітньому процесі та ін.. Зроблено висновок про те, що якщо ми хочемо навчити людину спілкуватися іноземною мовою, то необхідно навчати її в умовах реального мовного спілкування. Створення особистісно важливих ситуацій (ситуацій, в яких студент повинен зробити свій вибір, захистити свою точку зору тощо) на заняттях дозволить викладачеві залучити студентів до обговорення запропонованих тем.

Зазначено, що основними особливостями особистісно-орієнтованої комунікації є: цілеспрямований характер мовленнєвої діяльності учасників діалогу; наявність мотивації партнерів по спілкуванню; використання тих предметів обговорення, які дійсно важливі для студентів; використання мовних навичок та наявність певних відносин з співрозмовником, які створюють ситуацію спілкування.

Ключові слова: особистісно-орієнтований підхід, педагогічна ситуація, навчальна технологія, контекстне навчання, принципи контекстного навчання, професійне іншомовне спілкування, комунікативна ситуація.

Problem setting. The development of the system of education of the 21st century goes along with humanization and technologization of the pedagogical process.

Personality has become a subject of socio-philosophical study. This has been repeatedly emphasized not only by philosophers, but also by sociologists and representatives of fundamental sciences. They believe that the concept of personality is a social, not a psychological category, what does not exclude its study by various fundamental sciences in specific relationships and links. Socio-philosophical theory of personality is a methodological basis for all other sciences engaged in research of personality. Personality from a theoretical point of view is considered as a general, special and individual phenomenon.

In a human-oriented educational process, the learning process, as a necessary condition of normal process of self-development of the individual, is considered at the same time as its result. There is a shift of traditional pedagogical values towards the process itself: dialogue, communication and self-expression.

Analysis of recent researches and publications. Theoretical and methodological basis of the study consists in the theory of contextual learning of A.B. Brushlinsky, A.O. Verbitsky, L.S. Vygotsky. Actual problems of teaching a foreign language are investigated in the works of B.V. Belyaieva, I.L Bim, M.A. Davydova, G.A. Kitaygorodskaya, V.A. Kondratieva, N.S. Sakharova and others. Researches of English scholars Donna Brandes and Paul Ginnis (A Guide to Student-Centered Learning, 1986), Jill Headfill (Classroom Dynamics, Oxford University Press, 1992), A Person-Centered Approach: How far can we go?") proved: personal approach in education contributes to creating conditions for holistic self-development and self-realization of the individual as a subject of educational process.

The aim of the study. Having agreed with the statement of G. Kitaygorodskaya that "the main value is a person, who needs to be seen, heard, felt and believed" [14], we made an attempt to explore pedagogical conditions necessary for the implementation of a person-centered approach in teaching a foreign language.

Presentation of the main material of the study. In teaching, focused on a person, and hence on the moral consciousness of a person, the function of the motive is changed radically. The humanistic orientation of education shifts the emphasis in understanding of the structure of education, especially of the place of scientific knowledge in this structure.

The interest in education that puts the person's free creative development higher than political, ideological and other values, is quite natural for a society that is tired of the constant neglect of human lives for the sake of mythical models of the future, state, party and other ideals. The attitude to the person in the educational practice corresponds to the paradigm dominant in the society: subjectivity, creativity, criticism and other personal qualities are becomming more and more valuable.

According to Philip Krause, a personal-centered approach to learning opens the path to self-development for all the participants of educational process, as they stay in a mutually dependent position: without progress in self-development of the educator there are no changes in development of the pupils. As a result of a peculiar individual goal "for me", the leading role belongs to the one who learns.

When we speak about emotional contact between the pupils and the educator, we always mean a certain dialogue, interaction between them. The main thing in establishing a dialogue is to direct it to the achievement of common goals, to develop a general approach to the perception of different situations, a single direction of joint action. We are not talking about the stringent coincidence of views and evaluations. Very often the viewpoint of the educator and the pupils is different, what is justified by the difference in experience. However, the fact of the

dialogue itself, which is directed to solving the common problem, is most important. The pupil must always understand what the teacher is guided by in communicating with him.

According to I. Bech [1], person-centered education involves the goal of formation and development the subject's personal values. Due to their essential indicators, they can fulfill the function of the higher criterion for the orientation of the individual in the world and the support for personal self-determination.

One of the conditions for the implementation of a new educational paradigm is the transformation of traditional internal management into a person-centered, where the center of activity is not a person as such, but the personality – a system of socially important (but not all) qualities.

With the goal of realizing a personality-centered approach to teaching, we proceed from the subjectivity of the student, who is the equal subject of this process, that is, determines the direction (vector) of his personal development (learning should only correct this development) and from recognition of the student's right for self-determination and self-realization in the process of cognition through mastering the ways of studying, which help to acquire knowledge, skills and apply them in situations not specified by studying. The method of educational work is not just a method of adoption of knowledge, but a personal entity, which combines motivational, emotional and operational components. Learning is a subjectively meaningful cognition of the world, filled with the student's personal meanings, values or relationships, fixed in his subjective experience. The content of this experience should be expanded, used as much as possible, enriched with scientific content and, if necessary, transformed during the educational process. Therefore, as one of the criteria for the effectiveness of personally oriented study of a foreign language, we consider the system of student attitudes to the learning process in general and the study of a foreign language, in particular, as a student who learns the language and to himself as a person.

One of the significant indicators of the changes in the student's personality is the level of subjective control (LSC). Detection of it at the students, studying a foreign language, showed that LSC is one of the most important characteristics of the individual. It reveals the degree of human's activity in achieving goals, the degree of independence of his behavior, the level of development of a sense of personal responsibility for the events that occur with him. Therefore, the criteria of implementing a person-centered approach and assessing the effectiveness of the work done by the teacher are the following:

1. Changes in the attitude of the students to the educational process in general, to learning a foreign language, to the teacher of a foreign language, to native speakers, to themselves as students who learn the language, to themselves as persons.

2. Level of formation of a foreign language communicative competence of the students.

3. Changes in the level of subjective control of students.

4. The presence of personal reasons to overcome the language barrier, tolerance, a more conscious moral attitude to the outside world, the ability to reflection, self-respect, deliverance of complexes in relation to himself and relationships with other people.

In order to meet these criteria and to achieve the result it is necessary to create person-oriented educational and pedagogical situations. Educational and pedagogical situation is the situation purposefully created by the teacher, the aim of which is to involve students in solving certain educational and life problems, what is achieved through the exchange of thoughts, ideas and proposals. In the search for ways to solve the problems, students not only form their moral attitude to reality, but also learn to make decisions and be responsible for them.

Situational nature of learning requires from everything that happens in the classroom to be related in a certain way to the subjects of the educational process – the student and the teacher, a given student and other students, their relationship.

In learning a foreign language situational character is a vital condition for teaching to speak, as situation is the incentive for speaking. Educational and pedagogical situation is created by the teacher for adoption of a certain educational material and provoke students to express their thoughts, to identify their preferences, to evaluate actions and to express attitudes towards other people, objects of the surrounding world and towards themselves [5].

Proceeding from the fact that the main procedural characteristic of personality-centered education is the educational situation that actualizes the personal functions of those who are studying, the teachers have developed and offered a large number of person-oriented educational situations, constructed according to the concentric principle. They cover all the spheres of person's attitude towards other people, to objects of the outside world and to himself.

Educational situation gives the teacher the opportunity to put the student in the position of any of the characters of the studied work of fiction and to observe his attitude towards other characters, his reaction to the occurring events. Observing the behavior of students in the given situations allows the teacher to better know the students and to predict their subsequent behavior. For the students the educational-pedagogical situation is an opportunity to reveal their knowledge, share thoughts, to feel himself at the place of another person. Educational-pedagogical situations allow to simulate real life situations and model of behavior in them.

Creating personally significant situations at the lessons allows the teacher to involve students in discussing the proposed problems. Under personally significant we mean situations, in which the student must make his choice, defend his point of view.

Also, within the framework of a person-centered approach, we consider the technology of context learning, proposed by A.Verbitsky. According to him: "The study, in which, through the whole system of didactic forms, methods and means, the subject and social content of the future professional activity of a specialist is modelling, and the assimilation of abstract knowledge as sign systems is imposed on the basis of this activity, we call the sign-contextual, or simply contextual learning" [2]. This technology is designed to improve the efficiency of training at higher educational establishments and implies training in specially modeled professional situations. The term "context" is defined as a relatively complete text or speech segment, in which content and meaning of the thesentences are revealed.

Many scholars are engaged in the study of context and contextual learning. In particular, the psychologist O. Tikhomirov considered the differences between contextual content and situational content. He believed that work with the context contributed to manifestation of creative thinking and gave the context a significant role in the processes of a person's processing of information. E. Panov was engaged in the relationship of the situation, context and content of action. Problems of influence of the context on the processes of anticipation are found in the works of B. Lomov, E. Surkova. Also, such well-known psychologists as M. Bakhtin, L. Vygovsky, A. Luria, A. Leontiev were interested in the conception of context and context situations. Among the foreign scholars, Jack C. Richards, Amy B. M. Tsui studied this issue.

Contextual learning involves subject and social modeling of the future professional activity of the specialist and assimilation of the abstract knowledge of the profession. The most common are active forms and methods of training: analysis of specific situations, solving professional tasks, problem methods, business and role games, research work, internships.

Contextual learning is a great tool for integrating the specifics of the subject into the teaching of a foreign language. The use of this method in teaching a foreign language facilitates the combination of the use of methods aimed at fulfilling a certain task and problem methods of teaching, since students face a specific (authentic) problem that must be solved by analyzing a material presented in the language being studied. Authentic character of the situations and the material has extremely positive influence on student's motivation and stimulates him to study the language better.

The main purpose of using this method is to improve the teaching of a foreign language through the use of special tasks based on the context learning technology.

The aims of using this technology are:

1) To increase the motivation of students studying a foreign language.

2) To create new, accessible curricula for foreign language teachers, which will be introduced in the process of teaching and will improve professional development.

Contextual learning has long been used in the educational process at higher schools, but it still remains an innovative method in teaching foreign languages. The use of contextual learning in studying foreign languages has a positive effect on the development of active and passive language skills. It also affects the development of skills of making presentations, problem solving and teamwork.

Not all the tasks in contextual learning are identical, they depend on the level of students' knowledge of the language and the purpose to be achieved. After all, the main purpose of the teacher of a foreign language is not just teaching the material, but improving student's professional communication skills during language practice. Different textbooks offer different options for using contextual learning: in some of them clearly defined situations are suggested, others offer mini-situations at the end of each semantic part of the material or subject. Two types of contextual learning can also be distinguished: the first one provides the student with the ultimate goal of practicing specific skills (negotiation, interviewing, problem solving, decision making), the second one is free from conditions and limitations and allows the teacher to choose the strategy of conducting the lesson at his own discretion.

The basic principles of contextual education include: psychological and pedagogical provision of the student's personal inclusion in educational activities; consistent modeling in the educational activity of students of the holistic content of the forms and conditions of professional activity of specialists; problem content of training; the adequacy of the forms of organization of educational activities of students for the purposes, content of education; the leading role of joint activity, interpersonal interaction and dialogical communication in the educational process; pedagogically grounded combination of new and traditional pedagogical technologies; openness to use to achieve the specific learning objectives and perceptions of any pedagogical technology offered in the framework of other theories and approaches; accounting of cultural, family, national, religious and other learning contexts; the unity of education and upbringing.

Implementation of context-based learning helps to overcome the contradictions inherent in the existing system of training specialists in higher education institutions: between the goals, content and conditions of the student's

educational activity and professional activity of the specialist; between the systematic use of knowledge in the pursuit of professional activity and the "dissipation" of their learning in a number of academic disciplines; between cognitive motivation of educational activity and professional motivation of practical activity; between the role of the student being the subject of the teacher's management and the role of the specialist who is the subject of professional activity; between the individual character of training and team work specialist [3, pp. 39-40].

The concept of contextual education distinguishes between three basic forms of activity and a number of intermediate. The basic ones are the actual training (for example, lecture, seminar), quasi-professional (analysis of specific situations, business game and other forms of play), and vocational (research work, practice, preparation of a diploma project) activity. In the forms of educational activities carried out, mainly, the transfer and assimilation of information; in forms of quasi-professional – simulated integral fragments of future professional activity, its socio-role and substantive content; in forms of educational and professional activity, students carry out actions and actions that meet the norms of future professional activities.

Traditionally a foreign language lesson involves the assimilation of a certain linguistic material (grammar, lexical, phonetic, syntactic, spelling, orthoepic, ethnographic) through performing certain tasks. Traditional approaches to teaching a foreign language do not provide a deep synthesis of linguistic material and professional orientation. This leads to a low level of students' knowledge not only on the subject, but also reduces learning-cognitive motivation. Unlike the traditional approach, using contextual learning technology improves the student's knowledge of special subjects and allows to improve speaking and language practice in a foreign language, provides development of such thinking operations as analysis, synthesis, comparison, abstraction, specification, develops educational cognitive motivation.

The peculiarity of controlling the process of professional foreign language communication of students in context-based learning is the application of tasks of quasi-professional character, the valuability of which is the approximation of educational to professional activity, namely, the tasks of professional communication activities with a greater concentration of attention on the possibilities of practical use of the acquired knowledge, language skills for the purpose of adequate application and functioning in the simulated (and in the future – real) professional situation activities [7, p.192].

Conclusions. Since it is known that the conditions of education should be adequate to the conditions for future activities, we can conclude: if we want to teach a person to communicate in a foreign language, then it is necessary to teach this in conditions that are as close as possible to real foreign language communication. The main features of person-oriented communication are:

- purposeful character of the speech activity of the participants of the dialogue;
- presence of motive (motivation) of communication partners;
- use of those subjects of discussion and those that are really important for a student of a student's age;
- use of language skills that create a situation of communication;
- the presence of certain relationships with the interlocutor, which create a situation of communication.

Realization of potential opportunities of contextual teaching of a foreign language consists in expanding and deepening of professional knowledge by means of foreign language, updating of professional abilities. The development of cognitive autonomy of students of higher educational institutions in the teaching of a foreign language reflects the integration of the linguistic-professional educational environment in the totality of didactic contextual learning situations, the initial, basic and professional stages of the development of the investigated quality.

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