

СУЧАСНА ПЕДАГОГІЧНА ОСВІТА: ПРОБЛЕМИ ТА ПЕРСПЕКТИВИ

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CHILD-CENTERED APPROACH IN TEACHING STUDENTS A FOREIGN LANGUAGE

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Resume:

The article reveals the features of a child-centered approach in teaching students in foreign language lessons. It is stressed in the article that in modern Ukrainian society, a contradiction arises between the growing level of requirements for a modern person, the conditions of life in society, and the level of socio-psychological and practical readiness of a school graduate lagging behind these requirements. These contradictions manifest themselves both within the framework of the entire system of school education and in relation to the teaching of each academic subject. Since the subject "foreign language" is compulsory in the system of Ukrainian school education, many of the contradictions and problems listed above apply to it as well. The orientation of the entire system of school education towards creating conditions for the formation of a free, developed and cultured personality, able to live in a constantly changing world and change it, requires a change in the general approaches, goals, content and methods of teaching each academic subject, including foreign languages.

Key words:

child-centered approach; cognitive activity; creative activity; foreign language; school education.

Анотація:

Баранцова Ірина. Дитиноцентризований підхід до навчання школярів іноземної мови.

У статті розкрито особливості дитиноцентризованого підходу до навчання школярів на уроках іноземної мови. Показано, що в сучасному українському суспільстві наявне протиріччя між зростанням рівня вимог до сучасної людини, умовами життя в суспільстві та рівнем соціально-психологічної та практичної підготовленості випускника школи, що є нижчим за ці вимоги. Таке протиріччя виявляється як у межах усієї системи шкільної освіти, так і під час викладання кожного навчального предмета. Оскільки предмет «іноземна мова» є обов'язковим у системі української шкільної освіти, то зазначене протиріччя стосується і його. Підкреслено, що орієнтація всієї системи шкільної освіти на створення умов для формування вільної, розвиненої та культурної особистості, здатної жити в постійно мінливому світі та змінювати його, потребує нових цілей, змісту та методів навчання, а також загальних підходів до викладання кожного навчального предмета, зокрема й іноземних мов.

Ключові слова:

дитиноцентризований підхід; пізнавальна діяльність; творча активність; іноземна мова; шкільна освіта.

Аннотация:

Баранцова Ирина. Детоцентрированный подход к обучению школьников иностранному языку.

В статье раскрыты особенности детоцентрированного подхода к обучению школьников на уроках иностранного языка. Показано, что в современном украинском обществе возникает противоречие между растущим уровнем требований к современному человеку, условиями жизни в обществе и отстающим от них уровнем социально-психологической и практической подготовленности выпускника школы. Это противоречие проявляется как в рамках всей системы школьного образования, так и в отношении преподавания каждого учебного предмета. Поскольку предмет «иностраннй язык» является обязательным в системе украинского школьного образования, то указанное противоречие относится и к нему. Подчеркнуто, что ориентация всей системы школьного образования на создание условий для формирования свободной, развитой и культурной личности, способной жить в постоянно меняющемся мире и изменять его, требует новых целей, содержания и методов обучения, а также общих подходов к преподаванию каждого учебного предмета, включая иностранные языки.

Ключевые слова:

детоцентрированный подход; познавательная деятельность; творческая активность; иностранный язык; школьное образование.

Setting of the problem. In modern society, education, school and teachers are highly valued. Education is considered as one of the most important life values. However, Ukrainian schoolchildren and their parents are looking for additional opportunities to receive a new qualitatively level of education, which would allow entering the prestigious university, to get a demanded specialty.

In the normative documents on school education, the state puts a priority goal to prepare a school graduate for successful entry into society and the formation of his ability and readiness to become the subject of his whole life. A teacher is also one of the subjects of educational activity. However, he often focuses only on the results of the knowledge and skills of students expressed in USE scores.

The most important contradiction of the school education system for the teacher is the contradiction between the scientific and pedagogical theory and the educational reality, causing a misunderstanding of the value-semantic attitudes of personal-oriented learning.

In modern Ukrainian society, a contradiction arises between the growing level of requirements for a modern person, the conditions of life in society, and the level of socio-psychological and practical readiness of a school graduate lagging behind these requirements. These contradictions manifest themselves both within the framework of the entire system of school education and in relation to the teaching of each academic subject. Since the subject "foreign language" is compulsory in the system of Ukrainian school education, many of the

contradictions and problems listed above apply to it as well. The orientation of the entire system of school education towards creating conditions for the formation of a free, developed and cultured personality, able to live in a constantly changing world and change it, requires a change in the general approaches, goals, content and methods of teaching each academic subject.

Analysis of the research publications. A child-centered approach aimed at developing the personal potential of each student, at the full development of all aspects of his personality and subjectivity in the process of socialization, is an important approach in education.

The key provisions of child-centered education are considered in the works of V. Serikov, V. Bondarevskaya, V. Ilyin, V. Slobodchikov, R. Draver, J. Naisbitt, M. Polanyi, J. Schwab and others. Psychologists consider the active and conscious involvement of a growing person in various activities and communication, in the course of which the formation of self-awareness, the formation of the orientation of the personality, his culture and worldview, and the acquisition of cultural and historical experience are the most important conditions for the formation of personality. To become suitable for modeling in the school educational process, these conditions must be subjected to methodological interpretation.

It is necessary to take into account the specifics of the subject "foreign language" focusing on the general pedagogical conditions for the formation of a personality. We consider a child-centered approach in teaching foreign languages as one of the main approaches in the general system of a purposeful education process.

As a result of this process, we see the holistic personality of a school graduate: capable, ready and motivated for further self-determination, self-development, self-education.

In recent decades, in the methodology of teaching foreign languages, there has been a transition from a narrow consideration of the goals and content of the subject (teaching relevant communication skills and abilities) to a broad understanding of his capabilities in terms of the development of the student's personality. This problem was considered in the works of A. Leontiev, I. Zimniaya, E. Passov, E. Polat, N. Gez, V. Safonova and others. The standard in foreign languages defines a personality-oriented approach as one of the basic ones.

The ideas of child-centeredness are the basis of many pedagogical systems and scientific theories of different times. G. Vashchenko, D. Dewey, A. Disterweg, J. Comenius, V. Kremen, A. Makarenko, V. Sukhomlinsky, K. Ushinsky and others carried out a fundamental theoretical understanding of child-centeredness. In modern

domestic pedagogy, the ideas of child-centeredness are reflected in the works of A. Bondarenko, N. Derevianko, N. Epic, L. Ermolenko, N. Kravchenko, L. Medulych and others.

The aim of the article is to define the importance of a child-centered approach in teaching foreign languages at school.

The main part. Positive changes in mutually supporting systems – the developing child and the developing pedagogical system of the school – are possible under the condition of close attention to changes in the child's personality on the part of adults: teachers, classroom manager, psychologists, and parents. The system of psychological and pedagogical support for the socialization of students should help teachers understand and accept each child, help create optimal conditions for pedagogical interaction that contributes to the socialization of each student.

Positive socialization is possible only with close attention to the state of the child's mental and psychological health. One of the tasks of the school is to ensure the full development of the potential of each child, the development of his personal, individual and universal structures. This process depends on the activity of the individual, his vitality (internal factors), on the timeliness and adequacy of external forces, one of which is the psychological and pedagogical support of the student's socialization. At present, in the world of psychological and pedagogical practice, an approach to the problem of psychological health from the point of view of completeness and richness of personality development is very promising. Therefore, A. Maslow focused on two components of such health. First, it is the desire of people to self-actualize. Moreover, here it is necessary for a person to have a correct idea of himself. For this, it is important to be able to listen to the "voice of the impulse", since "most of us more often listen not to ourselves, but to the voice of the father and mother, to the voice of the state system, superiors, authorities, traditions, etc.". However, the idea of oneself is not enough. A person needs to realize what is inherent in him by nature. Here the school acts as a factor creating conditions for the self-actualization of the individual. The second component of psychological health is a person's striving for humanistic values. A self-actualizing person, according to A. Maslow (2006), is able to accept others, is autonomous, spontaneous, driven by the desire to improve humanity, is sensitive to beauty, has a sense of humor, shows inclination for creativity, an obvious altruist.

Thus, the goal of psychological and pedagogical support for the socialization of a student should be to create conditions that ensure the spiritual development of each child, maintain his mental comfort, which is the basis of his psychological health, and assist the student in finding the meaning

of life, in self-determination. Taking care of psychological health implies attention to the child's inner world: to his feelings and experiences, hobbies and interests, abilities and knowledge, his attitude towards himself, adults, the world around him, family and social events and life as such. Psychological health allows a person to gradually become self-sufficient, when he is more and more oriented in his behavior and relationships not only to the norms set from outside, but also to internal conscious guidelines. The task of adults – psychologists, teachers, classroom managers, parents – is to help a child, in accordance with his age, master the means of self-understanding, self-acceptance and self-development in the context of humanistic interaction with the people around him in the conditions of cultural, social, economic and environmental realities of the surrounding world.

The desired result of psychological and pedagogical support of the socialization of a student is possible only when the school adapts to its conditions the proposed methods, programs for the study and development of students, changes them (not at the expense of reducing their reliability), conducts research, since internal research work enriches the applied and practical support of the educational process. The creation of psychological and pedagogical tools and the experience of using them should be unique in a given school (Bondarenko, 2013).

The first and main object-subject of psychological and pedagogical support is a student. Depending on the level of psychological and pedagogical support, the subject-object can be:

- all students of the school (teachers and psychologists analyze, together with children, the conduct of general school affairs, psychologists, teachers analyze and diagnose the educational process, trends in its development in school, etc.);
- class students (when preparing the parent meeting, psychologists, together with classroom managers, analyze the results of psychological and pedagogical diagnostics of children and the classroom: sociometric research, determination of the level, of adaptation of children to learning, results of an intellectual marathon in subjects, etc.);
- a group of students from different classes (psychologists together with classroom managers analyze the effectiveness of classes on the development of creative thinking, out-of-class work, correctional work with a “risk group” – children, united by the presence of a similar psychological and pedagogical problem, etc.);
- a student in the versatility of individual, typical and personal characteristics (psychologists and classroom managers analyze the results of the study of readiness to learning at school, the level of intelligence, creative endowments, motivation,

interests, characteristics of personal problems) (Nikolaeva, 2001).

Joint analysis of the results of psychological and pedagogical diagnostics makes it possible to purposefully adjust the development of the educational process in order to create conditions for maintaining the psychological health of children and their successful socialization.

The subject of psychological and pedagogical support can be:

- the administration of the school (creation of an optimal schedule for classes, work of departments, etc.);
- classroom manager (seminar on the study of interpersonal relationships in the classroom, analysis of the severity of indicators of school anxiety in the classroom, etc.);
- teacher of the extended day group (aligning the strategy of relationships with the child about homework preparation, analysis of the rhythm of loads in the second half of the day in accordance with the age capabilities of children, etc.);
- subject teacher (seminar for school teachers, optimal preparation of students for Olympiads in subjects, objectification of the “professional burnout syndrome”, etc.);
- teacher of additional education (study of the dynamics of creative giftedness of children, analysis of the motivation of extracurricular activities, study of the characteristics of interpersonal interactions within an informal group, etc.);
- parent (discussion of the results of the child's research in order to adjust the strategy of intra-family relations, activities in the preparation and conduct of school-wide events, etc.);
- sociologist (a system of sociological sections of the educational process, discussion of options for using the results obtained, etc.);
- the collective subject of support – the Council of Teachers and school psychologists;
- professional consultants (psychologists, city doctors) (Ermolenko, 2002).

One of the conditions for stable development and a new qualitative breakthrough in the national education system is to ensure the restructuring and renewal of the content, forms and methods of organizing the educational process on the basis of child-centeredness.

What is special about our research? We believe that personal-oriented approach to learning begins with the way the teacher addresses the children. You need to have the courage to, despite any life troubles, enter the classroom with a smile and say such important words: “Good morning, children!”. Every minute of the lesson educates. Moreover, the teacher teaches in the lessons not only his science, but truth, justice, honesty, courage, kindness. It is necessary, first, to see the Personality in each student. A normal child, if he is not sick, responds to everything that

happens in the classroom – to remarks, to jokes, to interesting information. Absolute silence in the classroom is far from an ideal learning condition. This is well known to physiologists and psychologists. Child-centered approach requires the teacher to create an atmosphere of good mood in the classroom. Any doctor will say that a good mood, smile, laughter is the best medicine. It is not normal when the student experiences fear, anxiety, and depression when answering. Without a good attitude of the teacher to the student, without encouragement, communication will not be born in the lesson, and without communication, there is no education. V. Sukhomlinsky (1985) said: “The most important thing, dear friends, is to see a living person in your student. The mental work of a child, his successes and failures in learning – this is his spiritual life, his inner world, ignoring which can lead to sad results. My heart is in pain when I see a pupil who cannot understand what is being explained to him in class and gets a bad mark. The teacher who gave him a bad mark seems to him the most unfair person in the world”. The child-centered approach requires the teacher to choose methods of pedagogical support as priority methods of activity in the lesson, to encourage students to implement the collective and individual type, the type of task, the form of its implementation. We develop in children creative activity, curiosity, initiative, and independence, encourage the desire to know, faith in their abilities and memory, will and mind. As a means of encouragement, we actively use praise. It awakens self-confidence even among the weakest students. The attentive attitude of the teacher to the victories of students means a lot. A kind word, praise can and even should be written in a notebook.

Praise inspires students, inspires new strength. Creating a situation of success in the classroom is one of the priorities of child-centered learning. Unleash the indefatigable energy of the student, strengthen his faith in his own strength, direct them in the right direction – and the ranks of the underachievers will thin out.

We recommend dividing students in the lesson into groups of 4 people. This division occurs not according to the level of education (“excellent student”, “good student”, “bad student”), but according to the individual (intellectual, emotional, motivational) characteristics of the student, his temperament, the nature of the perception of educational material, according to the type of memory. This technique ensures the high-quality transmission of educational information by the teacher and the conscious perception of it by students.

In our lessons, we widely use such methods as discussion, debate, the problem situation method, various role-playing games, the method of creative self-expression, projects, etc.

The project activity of students is one of the areas of child-centered learning. A teacher should teach children to “get” knowledge, because it is the “obtained” knowledge that is much more firmly fixed in the mind and this develops the cognitive interest of students. V. Kuzovlev proposes to complete the project at the end of each section (Unit), i.e., in fact, on each topic of the educational material.

The personality-oriented system of education, based on the fact that a personality is a unity of mental properties that make up individuality, implements an important psychological and pedagogical principle of an individual approach, according to which the individual characteristics of each student are taken into account in educational work with children. At the same time, in our opinion, optimal conditions are created that contribute to the development of the student's personality through age-related leading educational activities. Therefore, a child-centered learning system stimulates the student to commit conscious actions by providing constant conditions for self-knowledge, self-improvement, self-education. Being engaged in a child-centered learning system, a student:

- gets the opportunity to look at himself from the inside and from the outside, comparing himself with other students in order to assess their actions and behavior;
- learns to overcome their own emotional barriers;
- learns to manage himself through constant influences on educational and life situations;
- learns productive communication and foreign language culture, etc (Omelchenko, 2002).

Conclusion. Child-centered learning is understood as learning that reveals the characteristics of the student - the subject, recognizing the originality and intrinsic value of the child's subjective experience, building pedagogical influences based on the student's subjective experience. So what is the difference between traditional learning and child-centered learning?

Child-centered education differs from traditional education in that it implies a mandatory reliance on the internal structure of students' cognitive activity: knowledge of how students solve problems, perform creative work, if they are able to check the correctness of their own work, correct it, what mental operations they must perform for this, etc.

Child-centered education in the framework of teaching foreign languages allows setting and solving multiple goals. Getting involved in content communication, reflection, cognition, interaction with cultural objects through the use of a foreign language, each student, subject to a number of conditions, forms his own ideas; masters new ways and strategies of action in various activities, solving real problems; is determined in one's own position, relationships, values that make up the orientation of the personality; expands the range of tools used in

activities. The student uses a foreign language as a means of meaningful communication with peers; as a means of communication with oneself (in inner speech in the mode of internal dialogue); masters the ways of critical thinking in solving various problems. The nature, content and level of possession of these

features determine the features and properties of personality, subjectivity of the student, his worldview and life position, are manifested in the action of the mechanisms of self-determination and self-regulation in activities performed both in a foreign language and in their native language.

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