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PRINCIPLES OF PERSON ORIENTED APPROACH IN TEACHING ESP

Introduction. The European language education recommendations advise to implement person oriented teaching in education, aimed at meeting students' reqirements in their social context. In training future IT specialists it is important to promote their general development by using person oriented teaching by means of multi level approach to teaching ESP.

Purpose. The purpose of this article is to present the principles of person oriented teaching experienced in practice of using multi level approach while teaching ESP for IT-students.

Methods. Observation, discussion, questionnaire, experiment, and analysis of the activity results were used in research.

Results. Organizational principles to this approach are: previous determination of psychological readiness to studying; involving all students of a group to active participation; possibility to work in microgroups; solving personal problems. Previous determination of psychological readiness to studying needs a special questionnaire, containing questions in psychology and language tests. Involving all students of a group implies doing individualized tasks. Possibility to work in microgroups means mutual doing of one category tasks. Principle of solving personal problems needs a teacher's tactful attitude to the student's personality, knowledge, age peculiarities, tendency of psychological development, and consideration their cognitive style.

Originality. It was the first time that organisational principles formed by experience were proposed.

Conclusion. Person oriented teaching on the basis of multi level approach is a real means of solving the problem of students' inequality in preparation. Upbringing impact raises students' self-esteem and encourages them to self-perfection.

Key words: *personality oriented education; multilevel approach.*

Problem. Higher education reform in Ukraine, ratification of the Bologne convention and the European language education recommendations put a task for the higher educational institutions to provide the training of specialists whose professional level would correspond to the European standards.

The basic principle of the European language education recommendations is to implement person oriented teaching methods and means in the educational process, aimed at meeting the requirements of a student in his/her social context. At the technical specialties English for Specific Purposes (ESP) should be preferred to General English [1]. The scientists T. Hutchinson and A. Waters in 1987 defined the reasons of implementation ESP in the educational process. Among them are the following: global world requirements, linguistic revolution and attention paid to a learner [2].

In training specialists in IT sphere, as A. Vasyljev considers, the problem of qualified specialists deficit "is aggravated by the fact that only one third of the higher institutions graduates correspond to the employers' initial expectations as for the future workers' all-sided development: from the knowledge of English to ability of generating fresh ideas and integrating non-standard innovative approaches and technologies. Thus, a question of raising a quality of IT-specialists is very acute for Ukraine" [3, p. 22].

In my opinion it is possible to achieve this by using person oriented teaching. The researcher N. Tychynska asserts that person oriented education is a defining feature of an efficient (innovative) teaching which "promotes practical development of a student's professional interests. The basis of the efficient teaching is individual mastering of the necessary theoretically informative teaching material, connected with the concrete practical activity" [4, p. 105].

There are other names of person oriented teaching, such as "humanistic pedagogics", "free upraising", "existentialism", "neopragmatism", "neopedocentrism", "cooperation pedagogics". The scientist N. Moiseyuk suggests to unite all these names within the limits of liberal pedagogics conception opposed to the authoritarian and technocratic one [5, p. 177].

The basis of the person oriented teaching theory is considered to be K. Roger's humanistic psychology conception. The fundamental aspects are: "a person is in the centre of the world which constantly changes; a person perceives surrounding reality through the prism of personal attitude and understanding; an individuality tends to self-cognition and self-realization; mutual understanding is provided only as a result of communication; self-perfection and development happen on the basis of cooperation with medium and other people" [6, p. 35]. These principles determine the peculiarities of the person oriented approach in education.

Person oriented approach is done by different forms, methods (differentiation, projects method, deductive games and others) as well as technologies. The scientist S. Safaryan differentiates such technologies: complete mastering technology; multi level approach; collective teaching; module teaching; developing teaching; collective creative upbringing; creating a situation of success; Maria Montessori's methods; Waldorf pedagogics; suggestive technology [7, p. 6].

Scientists give different contents of the person oriented teaching main principles. They are: individualization of teaching; maximum approximation of teaching material to the situations of the professional medium; heliciform structure of teaching material; students' constant self-assessment of their studying activity; realization of the integral teaching and upbringing process [8]; self-actualization; a principle of creativity and success; a principle of trust and support [9]; a principle of humanism; a principle of activity (personality's self-realization is done by means of activity); self-organization of complex systems; a principle of value-purpose essence of cognition proves the role of cognition not as a purpose, but as the means of a personality's development [10].

To my mind, there are a number of organizational requirements to this approach except general scientific principles (according to S. Podmasin and Yu. Vaskov) and psychological and pedagogical ones (according to Ye. Stepanov). They are: previous determination of psychological and pedagogical readiness to studying; involving all students of a certain academic group to the active participation in the teaching process; possibility to work in separate microgroups made due to one's desire and students' choice; solving of personal problems in studying. It is necessary to consider these requirements in detail.

Previous determination of psychological and pedagogical readiness to studying needs making a special questionnaire. It contains questions of the psychological aspect (like "Why do you learn English") as well as tests for defining a level of the language preparation. Due to the questionnaire a teacher gets data concerning students' readiness to studying. These data are used later for comparison with the results received after implementation multi level approach.

A principle of involving all the students of an academic group to studying implies doing individualized tasks by everybody in the group. The term "individualized tasks" means tasks which take into account students' possibilities on the one hand and programme requirements on the other hand. Except the necessity to pass a credit, an important factor is the credit-transfer educational system which gives an opportunity of academic mobility. Students' realization of their possibilities and programme requirements help to state one's own studying path – to choose the corresponding level (A, B, C). So for a student to correctly formulate one's possibilities means to adequately

define self-esteem, evaluate oneself in the surrounding community and to state impact factors of one's activity.

Possibility to work in microgroups means mutual doing of one category tasks. These groups can be created by A-level students, B-level students or C-level students.

Studying difficulties are caused by the students' psychological peculiarities and their different level of preparation. Psychological peculiarities are displayed in different psychic and physical development, which hinders with an equal mastering the material during certain time.

Students' different readiness level comprises: level of teachabilty English; tendency to individual work; general inclination to studying, i.e. motivation.

Certain students' high level knowledge and skills promotes to quick grasping of the material, but sometimes it can hinder with the lower levels students' understanding it.

Of course understanding and mastering the material is better perceived in homogeneous groups, i.e. collectives with approximately equal teaching abilities. Still the opposite situation often happens in practice: a teacher has to combine two uneasy tasks – to maintain stronger students' cognitive activity and simultaneously present the necessary material accessibly to the weaker ones.

A level of students' independence is an important typological feature for the division of students into groups for performing individual tasks. It is traced during doing the hometasks, in readiness to display initiative at the lessons etc. Students possess it differently. The representatives of a high level show independence everywhere: starting from the judgments concerning a certain problem to the initiatives concerning the form of doing tasks. Sometimes middle level students also display initiative, but it is not characteristic for the low level representatives. It is evidently that independence is the prerequisite of a human self-development. It is a powerful stimulus studying improvement, as "nowadays reality and premises of the future changes are a motivation for everybody to get a corresponding suitable training" [11, p. 113]. That is why it is necessary to help students in formation working skills at different difficulty levels depending on the extent of their characteristic independence.

Principle of solving personal problems needs a teacher's tactful attitude to the student's personality, knowledge, age peculiarities, tendencies of psychological development, determination and consideration a cognitive style. Among the personal problems one can name undesire to learn English, inconfidence in one's potential, weak communicative skills, lack of prospects for using it. Thus it is of vital importance to timely define and correct such problems. A special role in change of this situation belongs to a teacher's personality.

Generally success of implementation person oriented teaching is influenced by professionally essential personal features. V. Kremin divided them into four groups:

1. Person' s psychological features (a strong nervous system type; tendency to leadership; self-confidence; justice; kind-heartedness; sensitivity and accuracy).

2. Interpersonal relations (preference of democratic communication style; only constructive conflicts on principle issues; tendency to cooperation with colleagues; normal self-esteem; zero level of isolation in a collective).

3. Professional features (wide erudition; free presentation of material; ability to take into consideration students' psychological and age peculiarities; tempo of speech is 120 – 130 word per minute; general and specific literacy; respectful attitude to the alumni; instant reaction to the situation; concise formulation of the concrete purpose; ability to organize studying of the whole academic group; ability to check the degree of understanding and mastering the teaching material.

4. Factors of efficient professional activity (high efficiency of the classes; work at the high level of demands; high level of educativeness; high rating [12, p. 78–79].

Thus the leading idea of all enumerated principles is personality's consideration of wishes, interests, needs, motifs and development of his/her potential.

In general successful implementation of person oriented approach is considerably influenced by the professionally significant personal features. The personality needs should become the centre of multi level approach.

Person oriented approach requires concentration on students as individuals, who have their own aims and convictions as well as certain status in the society. Syllabus is mostly oriented on "a middle student". We'll agree with V. Spasskiy who states that a student usually leaves a studying

process (without a special motivation) when studying requirements start growing and exceeding his/her possibilities [13]. It is evidently that orientation on a middle student with neglecting principle of nature correspondence and individual peculiarities results in studying faults. Moreover some students obtain an inferiority complex after a number of undone tasks, and they develop a stable ill attitude to this subject. In the opposite case, the experience of the successful solving the task difficulty leads to personality's captivating discoveries, brings him/her a new feature – first of all confidence in oneself in difficult circumstances. The simplest and the most substantial impulse for studying a subject is the necessity to pass an exam. The low level students also expect to achieve this. Thus the multi level approach is an effective mechanism of impact in this situation.

Besides, multi level approach lets people achieve necessary teaching purposes and promotes to forming students' personal characteristics. We put three groups of concrete purposes before organizing a teaching process in ESP on the basis of multi level approach. They are socio cultural, pedagogical and psychological groups.

1. Socio cultural purposes involve: humanistic direction of the educational process (upbringing a harmonious personality, nationally conscious citizen of Ukraine), economic appropriateness (training specialists).

2. Pedagogical purposes include: mastering teaching material at the general, sufficient and higher levels, making a positive contact with students, support of high level students' cognitive activity, natural studying competence of the received knowledge.

3. Psychological purposes comprise: increase of the low level students' self-esteem, objective estimation, tendency to self-perfection, confidence in the reality of doing teaching requirements.

The general aim of teaching ESP of the future engineers-programmers is to master English as the means of communication in the combination with formation foreign language readiness, aimed at successful performing activity.

The factors of multi level approach choice became the following: freshens' unequal general education preparation; impossibility to provide differentiated approach with the stream division due to inflexible time-table; lack of academic hours on mastering the course "ESP"; necessity of involving all the students during the given time by doing individual tasks.

During teaching we make a conditional division of students according to their knowledge level. Using multi level approach a teacher takes into consideration everybody's studying abilities to involve all the students. Offered technology implies three levels of mastering a syllabus: A – high (complicated), B – middle (sufficient), C – low (easy).

So there is no necessity to skip or learn incomprehensible material. The main idea is to define one's level and do accessible tasks according to it.

There is a principle difference between the differentiated and multi level approach to teaching. The differentiated approach requires division of students into streams according to their knowledge level on the basis of done tests. The multi level approach is performed within the limits of one group, however the teaching is provided by means of multi level tasks. Earlier multi level approach was used mostly in school teaching, not in the higher education institutions.

We'll give an example of multi level approach while working with a dialogue. We take three groups as the basis: level A – high (complicated, perfect), level B – middle (basic, sufficient) and level C – low (easy, elementary).

These levels correlate with the levels of a foreign text mastering: reproductive (word-by-word reproduction of the read material), constructive (part reproduction and continuation, change, paraphrasing) and creative (using the received information for creation original composition in a form of narration, dialogue, description, presentation etc.).

Thus we give the easiest task for the C level students: to read, translate and learn the dialogue (reproductive level). It is possible to prepare double language dialogue for the students of the level B, where they should translate one cue into English or finish the incomplete dialogue, which requires finishing (constructive level). As for the third group (level A), their task is to make up their own dialogue on the given topic following the necessary rules (creative level).

Advantages of multi level approach can be observed in students' activity: their individual choice; possibility to transfer for changing the level according to the knowledge without any harm to studying; increase of self-esteem on the account of success while doing easy tasks. One more

positive factor is collectivism i.e. cooperation with group-mates while working in microgroups. One can notice interest increase among the C level students, as they find tasks which can be done individually.

As for a lecturer person oriented teaching on the basis of multi level approach has a lot of positive aspects. A teacher can concentrate on the levels A and B without wasting time while trying to train everybody at the middle level. Doing this the C level students are also paid attention. There appears psychological work satisfaction, because every student can master the necessary material on the accessible level. Meanwhile a teacher's objectivity is out of the question. Finally in case of bad preparation a teacher can offer doing tasks at different levels B and C (at least at the very beginning of learning English). Mastering of the material is provided simultaneously, thus there is no necessity in explanation of the previously learnt themes. If a student is not sure in the knowledge, he/she takes easier task. It saves time for better preparation.

While using the multi level approach students do not feel psychological discomfort because of different level of general school education, individual cognitive styles etc. That is why this approach to teaching ESP is an efficient tool of achieving educational and upbringing purpose – formation of a qualified specialist's readiness, which does not only possesses professional knowledge, skills and abilities, but also has a psychological readiness to use them.

Results. Together with teaching we provide upbringing impact of a person that raises students' self-esteem and encourages them to self-perfection. Implementation of person oriented teaching is positive both for students and teachers.

Besides, person oriented teaching promotes humanization of the educational process, namely empathy, tolerance, cooperation and mutual understanding.

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ПРИНЦИПИ ОСОБИСТІСНО ОРІЄНТОВАНОГОНАВЧАННЯ У ВИКЛАДАННІ ІНОЗЕМНОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

У статті йдеться про організаційні принципи особистісно орієнтованого навчання на основі різнорівневого підходу. Наголошено також на позитивах застосування зазначеного підходу як для викладачів, так і для студентів.

Ключові слова: особистісно орієнтоване навчання; різнорівневий підхід.