

INDIVIDUALISATION OF FOREIGN LANGUAGE TEACHING IN THE DISTANCE MODE AT TECHNICAL UNIVERSITY

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Modern professional education, whose trends are humanisation and intellectualisation, treats the personality of each student as the highest social value of society and considers psychological peculiarities of the individual. Foreign language for professional purposes occupies a unique place in the educational system, as it is an integral component of profound professional training. In addition, this discipline is designed to humanise the learning process at technical universities, which cannot be achieved without implementing the principle of individualisation, which implies developing future engineers' foreign language communicative competence according to a unified programme, but taking into consideration individual psychological features of students.

Individualization of foreign language teaching is a holistic system, which should cover all aspects and stages of the educational process, as well as include consideration and purposeful development of all components in the structure of the student's psychological personality, which significantly affect the quality of foreign language learning. Modern foreign language teaching methodology distinguishes four types of individualisation: motivating, regulating, developing and shaping [1].

Since foreign language classes are communicative by nature, positive emotions play an important part in motivation students. To increase the effectiveness of the educational process, the teacher should clearly realise the role and place of a foreign language in the life and professional activity of the future engineer and help him determine for himself the purpose of language learning [2, p. 57].

So, the main task of foreign language teachers is to create a comfortable environment in the classroom, which will promote communicative and mental activities, covering the professional interests of engineering students.

World pandemic has changed all spheres of people's life including higher education. Therefore, the ESP teachers have faced new challenges. On the one hand, not to lose the results obtained in class and, on the other hand, facilitate students to improve their foreign language knowledge and skills distantly. Distance learning has forced the teaching staff of universities, including

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foreign language teachers to master new technologies. Teaching of many subjects has switched to video conferencing. Zoom or Google Meet have become the most used aids. Many teachers have created Google Classrooms to provide students with the necessary teaching/learning materials, check and evaluate homework, and provide feedback.

Zoom has added a new update which allows to share screen in the breakout rooms to facilitate interactive activities at the lesson. The teacher can regulate individualisation considering the actual level of students' foreign-language communicative competence at each stage of the learning process. For example, for students with a low level of foreign language proficiency the tasks can be temporarily simplified and partially modified, provided the required end results are achieved. At the same time the teacher can ensure the choice of speaking partners according to their language learning style; differences in the performance of tasks and different language experiences.

Knowing the individual-psychological characteristics of each student, the teacher can organise intellectual activities of students correctly and adapt them to new university environment.

Moreover, social media tools have become inseparable part of foreign language teaching. Communication on social networks greatly helps students to master and improve basic language skills, including speaking. Social networks are also beneficial for student studying autonomy as they can rely on themselves in finding interesting and appropriate information and it can be a good incentive for independent study, self-paced work, or special projects based on their interests [3].

Thus, the success of a foreign language teaching/learning process individualisation will depend on several factors: whether the tasks are properly selected and organised considering the students' foreign-language communicative competence, whether they create an internal need for communication; whether they provide useful practices for the development of language skills; whether the strategies of dialogue and monologue speech are taught; the extent to which each student gets the opportunity to speak in practice; how comfortable he feels in the classroom.

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