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DOI <https://doi.org/10.30525/978-9934-588-90-7-84>

## **THE MAIN FEATURES OF USING PERSONAL ORIENTED APPROACH OF TEACHING FOREIGN LANGUAGE OF CADETS IN MILITARY HIGHER EDUCATIONAL ESTABLISHMENTS**

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The system of specialists preparation of military industry takes into account all didactics in general lines principles and based on the modern approaches to the organization of professional education. One of the most effective approach is the personal oriented, that focused on the personal requirements, achievements and potential possibilities of cadets. This approach he provides the optimal selection of informative and methodological components of studies. Personal oriented studies as pedagogical problem is

studied by scientists, methodists, teachers practices (I. Bekh, V. Losova, O. Pekhota, I. Prokopenko, O. Savchenko, Ya. Chepiha). The implement personal oriented approach in military higher educational establishments must take into account the specific of preparation of specialist (considerable volumes of practical work, self tuition, mainly group forms of lesson etc.).

Such approach to the organization of educational process in military higher educational establishments gives an opportunity to define cadet's leader qualities, help in realization of potential possibilities.

According to M. Fitsula, the personal oriented approach in higher educational establishments is based on certain principles:

- the priority of individuality, self worth of student, who is the subject of the educational process;
- it is a correlation of educational technologies on all educational levels and patterns of the personality's professional becoming;
- it is a determining the content of education by the level of development of modern social, information, productive technologies and future professional activity;
- it is passing ahead character of education that provides forming of professional competence of future specialist;
- it is determining of effectiveness of educational establishment by organization of educational environment;
- it is taking into account of individual experience of student, his requirement in self-realization, self-determination, self-development [3, c. 212].

The efficiency of the personal oriented education depends on correctly structured content and has such requirements:

- educational material must provide the determining of content of student's subjective experience, and also his experience of him previous studies;
- the presentation of knowledge by a teacher (in a textbook) must be oriented not only to expansion of their amount, structuring, integration, generalization, but also on permanent transformation of the obtained subjective experience of every student;
- in the process of studies should be the permanent concordance of students' experience and scientific content of the obtained knowledge;
- the active stimulation of student to self worth activity, possibility of self-education, self-development, self-expression;
- the constructing and organization of educational material by such method, that a student chose content, kind and form at implementation of tasks, solving problems;

– defining and evaluation of the way of educational work, that is used by a student independently, constantly, productively [3, p. 211].

The personal oriented education in military higher educational establishment needs the correction of educational content, forms, and ways of its realization. The semantic component of the educational process must comprise all necessity for forming and development of the cadet's personality, forming of him professional competence.

It is considered that collective and group forms of organization of the educational process are the most effective in preparation of military specialists. Such practice conflicts with Europe approaches that envisage the dominant of individual lessons. The best way to organize educational process is using of combination of mass, group, and individual forms of studies. An important role in the personal oriented studies is taken to the dialogue lectures, discussions, special practical works, seminars-training, to the decision of problem situations etc. We will characterize priority forms of work that are included into the personal oriented approach of teaching foreign language of cadets in military higher educational establishments.

The use of interactive technologies promotes the intensity of studies, develops creative skills. Organization of the personal oriented approach of teaching foreign language means modeling of life situations, using of role-plays, common solving of problem based on analysis of circumstances and corresponding situation. Educational technology of interactive teaching is the amount of various pedagogical approaches. They encourage cadets to research creative activity, create conditions for realizing educational material, generalizing obtained knowledge. This technology prepares a new generation that is able to communicate, listen, and hear others, think. This technology is based on ideas of creative collaboration. Using this method, knowledge is mastered better, as interactive methodologies aim at not memorizing, but on the thoughtful, creative process of cognition of the world, raising of problem and its solving.

In modern time, the methodology of teaching foreign language has certain changes concerning the organization of the educational process, its structure and content, teaching methods. Nowadays, the most widespread and effective method of teaching is communicative-oriented that is the closest to real life language environment. In the practice of teaching a foreign language to the future military specialists, the necessity of search for new teaching ways is appeared. Under the influence of linguistic and socio cultural factors, a notion "teaching language" for the future military is gradually replaced by a new notion are "teaching language and culture", including cultures of interpersonal

communication of subjects who belong to the different cultures, but interesting to each other from general erudition, life experience, background knowledge.

The personal oriented approach in teaching foreign language updates such technology as portfolio. Portfolio is a folder of documents of an educational subject as a component of educational activity that is conducted by listeners at the pedagogical accompanying of teacher [1]. According to L. Tkachenko, portfolio serves for the integration of teaching and estimation, getting of the necessary information to the students and listeners, help to the listeners in the evaluation of own work; forming of the base to estimate achievements. A “portfolio” is the richest information source of a professional increase and development. Portfolio also helps to solve such important pedagogical tasks:

- to support and stimulate educational motivation those, who study;
- to encourage their activity and independence, extend possibilities of educating and self-educating;
- to develop skills of reflective and evaluative (self evaluative) activity of listeners;
- to form ability to study: to define aims, plan and organize own educational activity [2, c. 97].

The personal oriented approach supposes the realization of project method. We define it as the pedagogical technology, oriented on the integration of knowledge, obtaining new competence, creating of own intellectual product. Project method is used on lessons of a foreign language in military higher educational establishments. The aim of such projects is a deep study of theme, chosen by a cadet. The process of project method includes the development of project task, the creation of the project, and the registration of results, their presentation, and reflection. Such approach gives an opportunity to the teacher to work with every cadet individually, estimate the results of his/her achievements. Every cadet gets opportunity to fill gaps in knowledge, to turn out the individual style of work, to discuss the results of task with other participants of the educational process.

Thus, a new social order on the preparation of military specialists is presently formed. Modern society has new requirements that are related not only to the high professional level, but with the high level of intellectual, cultural, personal potential. Knowledge of a foreign language acquires an important meaning in such conditions. For this reason, the using of the personal oriented approach in the process of teaching foreign language of cadets in military higher educational establishments is very important. That gives an opportunity through the realization of modern forms of work (training, portfolio, projects, interactive technologies etc.) to get high results.

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DOI <https://doi.org/10.30525/978-9934-588-90-7-85>

**ВИКОРИСТАННЯ KEYС МЕТОДУ  
У ФОРМУВАННІ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ  
КОМПЕТЕНЦІЇ СТУДЕНТІВ МЕДИЧНИХ ЗВО**

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Інтеграція освіти України у світовий освітній простір відповідно до Болонського процесу, безперервний та інтенсивний розвиток медичної науки висувають нові цілі і завдання при підготовці фахівців-медиків, які знаходять відображення в державних стандартах вищої професійної освіти України [1]. Ці цілі і завдання стосуються не лише профільних і спеціальних медичних дисциплін, але й дисциплін базового загально-освітнього циклу, зокрема навчання іноземній мові та іноземній мові за професійним спрямуванням.

Навчання іноземній мові за професійним спрямуванням ґрунтується на урахуванні потреб студентів у вивченні іноземної мови, зумовлених характерними особливостями професії або спеціальності, які, в свою чергу, вимагають її вивчення [2]. В цьому полягає основна відмінність навчання іноземній мові за професійним спрямуванням від навчання мові для загальноосвітніх цілей і соціалізації. Метою професійно