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## **HUMANISTIC EDUCATIONAL TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES**

In the context of interpretation of cultures and international cooperation in all spheres of human activity, there is an increase of the role of media communication, one of which is language. Therefore, the acquaintance with the foreign language starts with the pre – school age, and then improves during the completely conscious life. Learning foreign languages – an important psychological, pedagogical and methodological problem. There is a very urgent problem of “adaptability” of training, which provides guaranteed high results. One of the aspects of modernization of education is humanizing of learning process.

For the first time Humanistic Educational Technologies appeared in the 60s of the 20th century and were connected with the American and West-European educations’ reformation. The Western system of education uses different pedagogical technologies: group technologies; problem-solving and developmental technologies; cooperative pedagogy; self-developing education; cross-cultural dialogue.

The head representatives of the Western Humanistic psychology A. Maslow and C. Rogers state the following principles of the effective pedagogical psychology: individualization, differentiation in the process of education; development and self development of the students’ abilities; acknowledgement of the students’ inner motivation as a key factor in educational process’s stimulation; respect to the students’ personality; students’ active involvement in educational process.

Actualization of the technological approach is connected to the changes in the role of a teacher. Most of the Russian researchers support the opinion that using technologies will let to increase educators’ labor efficiency and will provide the right conditions to fully open up their creative potential. Therefore, Humanistic educational technologies are technologies based on the principles of cooperation, activation and intensification of the students’ performance. The educational process is aimed at development of the personal abilities, personal individuality, as well as formation of the humane relations among all the participants of this educational process.

Y.A. Comenius (1982) most fully and precisely treated the problem of learning foreign languages in the context of humanism. In his opinion, language learning should include not only learning grammatical rules, but also practice.

The study showed that the most successful all-round personality development of students occurs in condition of using the humanistic pedagogical techniques of foreign language teaching. Student becomes more independent, learns to think outside the box, and takes into consideration the real circumstances and work successfully in-group, ably combining theoretical knowledge with practical results. Moreover, the motivation of students increases. The use of diverse, problem methods, taking into account the personal oriented and individual learning style of student, significantly increases its interest in training activity, and promotes the development of skills and the desire to learn throughout life.

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