PERSONALITY -CENTERED APPROACH IN FOREIGN LANGUAGE TEACHING AT UNIVERSITY
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The article analyzes the concept of "personality-centered approach" in the process of teaching a foreign language at higher education institutions; considers the role of foreign language education in the context of higher vocational education; emphasizes the relevance of the personality-centered approach to teaching a foreign language for specific purposes. The main characteristics of the personality-centered approach are highlighted. In the framework of the work, the authors consider the content of the abovementioned approach: teaching activities and the role of students' independent work. The article emphasizes the possibilities, advantages and difficulties, and considers some variants of solving the problematic issues of applying the personality-centered approach in foreign language classes at university. The paper defines the principles characteristic of the personality-centered approach in the process of teaching a foreign language at university: self-actualization, individuality, choice, success and creativity. It is proposed to create the necessary conditions for the successful implementation of the personality-centered approach in teaching a foreign language for specific purposes. The article emphasizes that the application of the personality-centered approach in the process of learning a foreign language at university requires efforts from both the teacher and the student. This approach stimulates students to develop their personality, search for ways of self-determination, teaches them to acquire knowledge independently, and develops the need for constant updating and enrichment of foreign language knowledge acquired at a higher education institution.

In conclusion, the authors point out that, if the psychological and pedagogical conditions are met (pedagogical stimulation of students' work in order to increase motivation for self-study, self-analysis and self-regulation skills development; using technologies to support students' activities in performing a specific task; providing program and methodological content aimed at developing foreign language professional competence of future specialists), the effectiveness of using student-centered foreign language teaching technologies is considerably increased, benefiting the quality of foreign language teaching in the context of higher vocational education.

Keywords: personality-centered learning, pedagogical support, situation of success, foreign language, vocational education, higher education institution, pedagogical conditions, interactive learning methods.

М. Пасічник. В.Тупченко. «Особистісно-орієнтований підхід у викладанні іноземної мови в університеті»

У статті проведено змістовний аналіз поняття "особистісно орієнтований підхід" у процесі навчання іноземної мови в закладах вищої освіти; розглядається роль іншомовної освіти в контексті вищої професійної освіти; підкреслюється актуальність особистісно орієнтованого підходу при вивченні професійно-орієнтованої іноземної мови. Виокремлено основні характеристики особистісно орієнтованого підходу. У рамках роботи автори розглядають зміст вищезазначеного підходу: викладацька діяльність, роль самостійної роботи студентів. У статті підкреслюються можливості, переваги, труднощі та розглядаються деякі варіанти вирішення проблемних питань використання особистісно орієнтованого підходу на заняттях з іноземної мови в університеті. У роботі визначаються принципи, характерні для особистісно орієнтованого підходу у процесі навчання іноземної мови в ЗВО: самоактуалізації, індивідуальності, вибору, успіху і творчості. Пропонується

створення необхідних умов для успішної реалізації особистісно орієнтованого підходу в навчанні професійно-орієнтованої іноземної мови. У статті наголошується, що застосування особистісно-орієнтованого підходу в процесі вивчення іноземної мови у ЗВО вимагає зусиль як з боку викладача, так і з боку студента. Такий підхід стимулює студентів до розвитку своєї особистості, пошуку шляхів самоствердження, вчить самостійно здобувати знання, розвиває потребу в постійному оновленні та збагаченні іншомовних знань, набутих у вищому навчальному закладі.

У висновках статті автори зазначають, що при дотриманні психолого-педагогічних умов (педагогічне стимулювання роботи студентів із метою підвищення мотивації до самонавчання, самоаналізу та розвитку навичок саморегуляції; використання технологій підтримки діяльності студентів при виконанні конкретного завдання; забезпечення програмно-методичного та навчально-методичного змісту, спрямованого на розвиток іншомовної професійної компетентності майбутніх фахівців) ефективність використання студентоцентрованих технологій навчання іноземної мови значно підвищується, що дозволяє поліпшити якість викладання іноземної мови в умовах вищої професійної освіти.

Ключові слова: особистісно орієнтоване навчання, педагогічна підтримка, ситуація успіху, іноземна мова, професійна освіта, заклад вищої освіти, педагогічні умови, інтерактивні методи навчання.

Problem statement. Nowadays, Ukraine is being forced to defend its civilizational European choice and state sovereignty in the face of a full-scale Russian military offensive on the 24th of February 2022. The severe military reality poses a difficult task for Ukrainian higher professional education to find methods of teaching humanitarian disciplines adequate to the globalization challenges of the era. This didactic challenge is complicated by the distance learning aspect of teaching, the long-lasting impossibility of "face-to-face" communication between students and teachers. In addition, in this situation of extensive social stress, students are often unable to assess their potential and exercise self-control during the learning process, stick to the academic discipline, and develop critical thinking. As a result, the level of professional competencies gained by students in such circumstances has been significantly reduced. It can be improved only by strong motivation for intellectual activity of a young person, as well as by the teacher's own example, positive focus on results, erudition, and diversity of methodological principles.

The main priority of modern professional education is to form a specialist who is competitive both at the national and international level. The most professionally capable person is the one who is able to learn quickly and continuously update knowledge, and on the other hand, is ready to apply the obtained skills and abilities in practice and is prepared to change the sphere of applying their abilities. Training specialists of such level requires the development of new educational conditions and methods aimed at developing general and professional competencies of a future specialist.

Foreign language, objectively, is one of the difficult disciplines for technical university students in the process of humanitarian training. A characteristic feature of this course is the continuous nature of the learning process at university, where students with very different levels of language training are admitted. The gap in the level of students' knowledge of a foreign language is typical of non-linguistic universities. As a rule, the applicants entering a technical university have an average and low level of foreign language proficiency. This fact complicates the learning process considerably, because when the tasks are too difficult or too easy, students' motivation is reduced.

Therefore, a foreign language course in a technical university is a compulsory, standardized course, aimed at the average student without considering his/her particularities, interests, desires, having a successive character. From the mentioned above, we can notice that there are many problems in teaching foreign languages in a technical university, which are reflected in the quality of education. For this reason, there is a necessity to turn foreign language teaching towards a personality-oriented approach, in order to refocus the system of foreign language teaching on the student's personality as a subject of learning activities.

The aim of this article is to study the concept of "personality-centered learning", to determine the psychological and pedagogical conditions under which personality-centered foreign language teaching in the context of higher professional education can be implemented successfully, identify certain difficulties of this approach and ways to solve them.

Analysis of actual researches. At present, concepts and theories related to personality-oriented education are widely represented in the scientific and methodological literature. The most famous of them are the psychological and didactic concept by E. Bondarevska and the didactic model of personality-oriented education by V. Serikov, the psychological concept by I. Yakimanska, and the methodological concept by I. Tsaturova. All these ideas have in common a humanistic approach and a value-based attitude to the student, cultivating his or her personality, identity, and the need to recognize his or her experience as an individual based on personal development. In addition, all the authors of the concepts of personality-oriented education emphasize the need for the teacher to develop and use special procedures to track the direction of the student's character and skills development, the direction of his/her personality growth (R. Motschnig-Pitrik, M. Derntl, C.R. Rogers, J.H.D. Cornelius-White, A. Hoey).

However, despite scholars' and teachers' interest in the person-centered approach in the context of teaching foreign languages in higher educational institutions, a rather large percentage of universities still practice subject-oriented teaching, where the teacher takes the leading role and students are not prepared and do not have the opportunity to independently and actively influence the learning process. In addition, the analysis of the scientific and methodological literature reveals that the issues of applying a person-centered approach to foreign language learning in the context of higher professional education have not been sufficiently analyzed.

Presentation of the main material. In the transition period from mass reproductive education, where the center of the educational process used to be a teacher who informed students of ready-made undeniable facts, to individual-creative education, where attention is focused on students, the "learner-centered" approach has spread in pedagogy as a contrast to the traditional "teacher-centered" approach. However, due to the fact that social life is currently undergoing dramatic and rapid changes and national pedagogical science is returning to humanistic traditions, it is becoming more and more evident that the personality of the teacher and the personality of the student in the educational process are equally important and equivalent. The effectiveness of the educational process depends primarily on their mutually-referential and successful interaction. This has resulted in a "person-centered" approach, which implies equality, mutual respect, and co-creation of all subjects of the educational process.

"Person-centered" or personality-oriented education involves a means of mastering the educational content by the student, which allows for a certain " removing" the objective meaning of the material and revealing the subjective meaning of personally affirming values in it. Complex forms of intellectual activity cover intermediate decision-making processes based on mental orientation in conditions of uncertainty, in the context of unavailable criteria for evaluating decisions and the need for students to independently determine the strategy for searching and applying information. In this case, the criterion of education is not the reproduction of knowledge in the format of standard solutions, but the phenomenon of intellectual initiative as a continuation of the solution beyond the specified requirements and depending on the level of the person's understanding the problem situation. Consequently, there is a displacement of traditional pedagogical values towards the process, dialogue, communication and self-expression [3].

Personality-oriented education does not develop a personality with predefined characteristics, but rather creates conditions for the full manifestation and development of personal characteristics of the subjects of the educational process. The personal aspect of any activity is defined as its subjective beginning, the study of the situation to determine its content and significance. The incentive for these activities is determined only by the interaction of subjects that are mutually referential and mutually significant for each other.

The personal approach as a way of implementing higher professional education is carried out on the basis of the general conceptual model of personality-oriented communicative pedagogical teaching technologies, representing a didactic model of student's personality development, the essence of which is the application of communicative techniques and situations encouraging students to actively search for the personal meaning, the value of communicative experience for the development of a person as a personal being. The strategy and ways of implementing the personal approach in higher professional education are the theoretical foundations of the process of teaching students at higher educational institutions [7].

The main purpose of the discipline "Foreign Language" in professional higher educational institutions is the gradual development of students' communicative professional competence,

mastering the skills of reading and processing foreign-language information, translation techniques of highly professional texts, improving creative abilities and linguistic and educational activity. In the learning process, it is a subject subordinated to profile disciplines and is a resource for accumulating specialized knowledge within the professional educational program, providing students with great opportunities to learn about foreign experience in the field of their chosen specialty. Using the humanitarian potential of the foreign language discipline, including it in the target setting and in the content of teaching foreign language knowledge will allow students to master the realities of another national culture, broaden their personal horizons, which also contributes to an increased interest in the language being studied and sustainable motivation. The principal goal of a foreign language course at a higher educational institution is to provide students with intercultural, professional and personality-oriented communication skills.

In the process of learning a foreign language in the classroom, the necessary conditions are created for interaction in the student-student, student-teacher, and teacher-group formats, as dialogic speech, imitation of communicative situations, and role-playing games are important components of a modern classroom. The practical orientation of a foreign language course in a higher educational institution allows involving all students in the group in the discussion of foreign language content, teaches them to clearly formulate their own thoughts, justify their point of view, and have a dialogue in such a way that it is not limited to questions and answers, but highlights the speaker's personality.

Thus, personality-oriented content can be designed on the basis of communicative situation models actualizing collisions in the educational process that require the manifestation of the student's personal characteristics. This is a specific aspect of personality-oriented content. The learning situation is a key procedural characteristic of personality-oriented learning, actualizing and making the students' personal characteristics in demand [4]. Foreign language classes provide the best opportunities for the implementation of personally oriented learning, because it involves the most effective using its benefits compared to traditional education

For a long time, the educational process at a high school was based on the creation of the same educational conditions for all students, under which each of them achieved the expected results.

Under these conditions teaching foreign language at higher educational institutions failed to achieve the expected results. In order to achieve a positive result to fulfill the tasks of personality-oriented orientation in teaching foreign languages to university students, we propose the following ways of their realization:

- developing an integrated strategy in the professional training of university students by means of foreign languages;
- to revise the available syllabuses and curricula of the "Foreign languages" discipline for non-language specialties;
- providing educational and methodical literature for classroom and independent training of students;
- using in the process of teaching foreign-orientation and interactive tools: all possible tests, communicative situations, business games, role-playing games, presentations, round tables, dialogues, interactive games, monologues with the topics of the specialty chosen.

In the process of studying at a higher education institution, a student becomes a subject of education, actively mastering its content, building and evaluating the means of his or her activity, and analyzing its results. Subjectivity as the main property of the personality can be seen in the ability to choose and be responsible for the made choice, to show their individuality and regulate their behavior. At each stage of the personality-oriented foreign language teaching technology implementation at a higher educational institution, it is necessary to take into consideration the coordination condition. The selection of learning content, methods, and tools should be coordinated with students.

The strategy of student-centered foreign language teaching involves not only knowledge of linguistic, semantic and psychological components necessary for understanding a foreign speaking colleague and communicating process, but also the realization of a personal behavioral program, cognitive activity, and competent linguistic skills to solve various communication problems. In this regard, it is advisable to introduce active and interactive forms of foreign language teaching. Active developmental learning enables students to form their own creative thinking, to be ready to find solutions to problems related to their career and self-development. For this purpose, it is advisable to apply the following learning methods during practical classes: individual, pair, mini-group, and group work (conversation, discussion, essay, reflection, literary translation, cluster

modeling, creative exercises, etc.) Active learning methods are mainly based on dialog, involving a free exchange of opinions on solving a particular problem. They are characterized by a high level of student engagement. It is important that each method is active by the one using it. In other words, improving the effectiveness of foreign language classes is possible only if creative, searching activities of students prevail over performing, reproductive ones at all stages of the learning process.

Interactive learning activities include using individual computer programs and multimedia courses, presentations with an interactive whiteboard, watching educational films, analyzing specific situations, case studies, etc. Effective computer tools and technologies allow students to choose how to interact, develop skills, and express their own ideas, and help teachers provide individualized assignments and opportunities for students to manage their own learning process [2]. An inclusive, person-centered, computer-based learning environment helps each student gain the confidence necessary for successful learning and development. Practical classes are also organized in the format of role-playing and business games in various problematic situations related to cultural, every day and professionally oriented topics. Using the above-mentioned forms of education and work organization are aimed at gaining experience in modeling standard and non-standard situations, developing students' personal creativity, imagination, reasoning, extraordinary thinking, emotional memory, attention, fantasy, and inspiration. Active and interactive forms of foreign language teaching have proven to be the most effective not only in developing new foreign language learning content, the ability to use and transform previously learned skills, but also in the context of person-centered methods in the process of teaching foreign languages. Based on the above-mentioned work forms, an innovative process of searching and processing information, gaining new knowledge and developing new students' skills is being implemented.

It should also be emphasized that an important pedagogical condition for a person-centered approach is to support the process of learning a foreign language at a higher educational institution by creating a situation of success. The experience of success gives students confidence in their own abilities and strengths. The feeling of success becomes a catalyst for foreign language communicative process. Students have a great motivation to achieve high

results again, stay calm and relaxed, and this has a positive effect on the internal motivation development and, consequently, on the foreign language learning process. In the academic process, the type of interaction between the teacher and the student, the relationship between them, determines the students' personal development, such as activity, independence, and cognitive interests. The relationship between a student and a teacher has an impact on the quality of the activity, and the student's learning success depends on it. Building a person-centered technology for teaching a foreign language is possible only if there is a subject-subject relationship between the teacher and the student. An important factor in teaching foreign language speaking activities in this approach is pedagogical assistance and support. Individualized pedagogical support involves diagnosing personal problems and tracking students' developmental issues. Pedagogical support is aimed at developing students' optimal regimen of intellectual, emotional, and physical activity, finding a way to respond to adversity and success, mutually gentle relationships with people, and building an individual style of activity specific to each student. The teacher needs to master the means and methods of individual support, creating the emotional atmosphere of friendliness, mutual understanding and cooperation necessary for students, a situation of success, conditions for self-realization, raising the student's status, the importance of his or her personal contribution to solving common problems. Teaching foreign language speaking activities in the context of a person-centered approach involves differentiating the level and nature of pedagogical assistance and support provided in the learning process.

The next important condition for the effective application of person-centered foreign language teaching technology in higher professional education is the development of students' internal motivation to learn a foreign language. Motivation is an important and limited part of person-centered learning; motive is the main characteristic of students' activities. Students who are motivated to succeed prefer challenging tasks. As a rule, they are confident in their abilities, in successful results, they can take responsibility, they are characterized by persistence, striving to improve results, and being dissatisfied by what they have achieved. These personality traits also have a direct impact on future professional career. Developing a sustainable motivation for foreign language

knowledge can only be achieved if students' individual and typological characteristics are taken into consideration, as well as their development in the process of using certain forms of foreign language teaching, that is the basis for developing a model and technology of personality-oriented foreign language teaching at higher educational institutions.

The main types of language activities are listening, reading, writing, and answering questions. In everyday life we use these forms not in isolation from each other, but in interrelation, unlike in language learning classes at university. Thus, foreign language is somewhat disconnected from practical purposes. As a result, the student speaks and performs tasks only for the teacher to check the level of language proficiency. He has to wait until the graduation to be able to practically apply his knowledge and skills. In order to learn a foreign language as a form of daily activity, it is necessary that the student spontaneously communicate in the language being studied in the classroom. In order to create such an opportunity to pay attention to the age psychology, that is, to identify the main issues of interest to a particular age group, and make them in the curriculum. In this way the program will include not only traditional topics, but also those issues which will be of student's interest. For example, if the program focuses more on discussing important issues of the future profession than on memorizing complex technical texts, the result will be more noticeable.

Therefore, the person-centered approach in teaching foreign languages has an effect on the technology of teaching. In particular, it almost does not involve forms of teaching not characterized by communicativeness. The teacher uses group work, when students complete it together according to their abilities, rather than reading a professional text and retelling it to each other or the teacher. For example, students working on the same text in a group divide their responsibilities. One student reads the text, another writes out unknown words, another looks them up in the dictionary, and the fourth translates the whole text. This work form allows the students to cooperate and connect, because they need to exchange information and gather opinions in order to perform the work. Such work should be able to organize properly, so that there was an opportunity not only for the demonstration of verbal initiative, but also to improve knowledge. It is important to emphasize that this work will have a more practical orientation, because students simultaneously acquire foreign language skills, as well as learn to interact with each other, helping them in their future professional career. For example, it will support the processes of self-knowledge, self-realization and, of course, help to develop a unique personality. To achieve a positive result, the teacher should create the right emotional mood, be able to apply their knowledge, choose an appropriate working form, learn students' opinions in discussions, rationally organize their work, including their homework.

However, while using all of these conditions, the teacher should understand that some students have different capabilities and abilities, as well as plans for the future. For example, someone is aimed at achieving the general education level, and someone is focused on a higher profile level, which is oriented to the future profession. In this regard, we can say that the person-centered approach also has an effect on learning outcomes. Consequently, a personality-oriented approach should develop and maintain each student's interest in learning foreign languages. The teacher should move beyond the traditional system. Not only to explain a new topic, ask, correct mistakes, assign homework, but to allow students to be involved in the discussion of new material, to put forward their ideas, to feel more freely in the classroom. Eventually, it will overcome the isolation, speechlessness, increase communication skills, bring to the forefront the using foreign language in everyday life. In addition, under these conditions it is possible to apply a variety of exercises, focused on the students' communication, in other words, considering their interests.

Based on the above, we can identify some of the principles that are typical of the person-centered approach to teaching a foreign language:

- the principle of individuality, characterized by the fact that the teacher takes into consideration the students' individual abilities, such as psychological, as well as their motivation in learning the language;

- the principle of self-actualization, characterized by the fact that the teacher motivates students, supports their initiatives, contributes to their natural skills and abilities demonstration;

- the principle of choice, representing the student's ability to independently regulate his or her activity when performing a task, i.e., to perform his or her role depending on the skills, knowledge, and abilities already available;

- the principle of success and creativity, helping students to express themselves, makes them think and reflect. In addition, it involves providing control and proper assessment of the

results achieved by the student. This aspect is very important, because the student's stimulation for further training also depends on it. In addition, in this system of principles is of great importance that the material taught in a foreign language is not only to enhance the students' knowledge, to generalize them, but also to transform each student's personal experience.

The student becomes the main subject and participant in the educational process under the person-centered approach, since he or she has a significant impact on it and has the opportunity to rebuild it. The teacher has a different role. He/she should coordinate the language learning process, determine the educational goal and trajectory, organize the relevant work and provide resources. The students, on the other hand, must acquire knowledge and understand how the educational process has been constructed, how it can be applied in real life, that is, how they can acquire the necessary skills on their own, without the teacher's help. In this regard, the teacher should develop the students' ability to independently search for information and analyze it. Under such conditions we can talk about critical thinking and students' creative activity. Thus, the teacher should cooperate with the students. This will allow to create more favorable environment for their freedom and initiative.

As mentioned earlier, the teacher should pay attention to each student's personal characteristics and, depending on this, define his or her learning trajectory. However, there are also difficulties in this area, because university groups have a lot of students (15-20). The teacher simply does not have the opportunity to study and pay attention to all of them. Under such conditions, it is certainly extremely difficult to fully implement a person-centered approach to foreign language teaching. In addition, there may be students with different personality types. In particular, there are those who are difficult to provoke a conversation among a large number of people - introverts (these students should be given the written assignments, so that they can realize themselves outside of a stressful situation, gradually expanding opportunities). But there are others - extroverts, who always want to talk, are offended if they are not asked (they should be given the opportunity to work together actively). Groups should have both types of people in order to involve all students in the speaking activity. However, it is very difficult to implement these activities in large groups. Ultimately, this will result to the situation where a certain part of the group will participate in learning process, the others will passively attend classes, get marks, but, more than likely, the foreign language knowledge after the course will be insufficient. Solving these problems will create the necessary conditions and opportunities for the full implementation of a person-centered approach to learning a professionally-oriented foreign language. This approach has a great importance and provides great opportunities for students, contributes not only to acquiring foreign language knowledge, but also develops personality, which is an important goal of modern life. It is essential for personality development to acquire the skills, abilities, and knowledge to realize themselves in their future profession. A specialist who knows a foreign language, is more highly rated and has more opportunities for career advancement, he is more mobile. Students become more academically prepared, independent, and capable of thinking while studying. Even if he lacks certain knowledge in some issues, he will be able to respond quickly and flexibly and eliminate shortcomings, because he will be able to independently acquire knowledge, search for and analyze information. And it will not create any serious problems and stressful situations for him/her. This is what the person-centered approach is aimed at after all - to become a highly qualified specialist.

Conclusions. Following the consistent organization of students' educational activities on the basis of a person-centered approach in the context of foreign language teaching, in accordance with all norms, tasks and goals, allows us to formulate the following conclusions about the criteria for its effectiveness:

- implementation depending on the context and on the basis of integrating the content and teaching methods of the discipline "Foreign languages" at a higher educational institution;

- realization of subject-subject relations, involving cooperative activities of the teacher and the student, and being the most important characteristic of interpersonal communication;

- pedagogical stimulation of students' work in order to increase motivation for self-study, self-reflection and development of self-regulation skills, which contributes to mastering the means and methods of personality-oriented foreign language teaching;

- using technology to support students' activities in performing a specific task, when active and interactive forms of learning can be used, increasing the level of independence, responsibility, students' initiative, forming personal creativity, cognitive activity of future specialists;

- providing programmatic, methodological, and educational content aimed at developing the foreign language professional competencies of future specialists.

Applying a person-centered approach in the process of learning a foreign language requires efforts from both the teacher and the student. This approach stimulates students to develop their personality, find ways to assert themselves, teaches them to acquire knowledge independently,

develops the need for constant updating and enrichment of foreign language knowledge acquired at a higher educational institution. Therefore, if the abovementioned psychological and pedagogical conditions are met, the effectiveness of using student-centered foreign language teaching technologies is significantly increased, allowing to improve the quality of foreign language teaching in the context of higher professional education.

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