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INDIVIDUALIZATION AS A PRINCIPLE OF
TEACHING GERMAN AS A SECOND FOREIGN
LANGUAGE IN A HETEROGENEOUS
UNIVERSITY STUDENT GROUP

РЕАЛИЗАЦИЯ ПРИНЦИПА
ИНДИВИДУАЛИЗАЦИИ В ОБУЧЕНИИ
НЕМЕЦКОМУ ЯЗЫКУ КАК ВТОРОМУ
ИНОСТРАННОМУ В РАЗНОУРОВНЕВОЙ
СТУДЕНЧЕСКОЙ ГРУППЕ В ВУЗЕ

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Abstract. The study addresses the problem that is often encountered by university teachers: how to organize foreign language teaching in a heterogeneous group of students. Heterogeneity concerns different aspects, the foremost of which is different levels of foreign language competences. To achieve demanded educational results one should implement adequate teaching tools oriented not only to the level of the language competence, but to the interests, experience, and goals of the students, which implies an individual approach in teaching. Relevance of this study is determined by the necessity to actualize individualization as a didactic principle under the condition of a group format of teaching, which finds its way in instructing separate students on the basis of their own track taking into consideration their personal characteristics and fostering them in modeling their own trajectory in the second foreign language learning. The study object is teaching German as a second foreign language in a heterogeneous university student group. The study subject is ways and techniques of individualization in teaching German as a second foreign language in a heterogeneous university student group.

Аннотация. В исследовании рассматривается проблема, с которой часто сталкиваются преподаватели вузов: как организовать обучение иностранному языку в гетерогенной группе студентов. Гетерогенность касается разных аспектов, главным из которых является разный уровень

владения иностранным языком. Для достижения требуемых образовательных результатов необходимо реализовать адекватные средства обучения, ориентированные не только на уровень языковой компетенции, но и на интересы, опыт и цели обучающихся, что предполагает индивидуальный подход в обучении. Актуальность исследования определяется необходимостью реализации индивидуализации как дидактического принципа в условиях группового формата обучения, который находит свое отражение в обучении отдельных учащихся на основе собственного направления с учетом их личностных особенностей и их воспитании, в моделировании собственной траектории изучения второго иностранного языка. Объект исследования – преподавание немецкого языка как второго иностранного в гетерогенной студенческой группе университета. Предметом исследования являются пути и приемы индивидуализации обучения немецкому языку как второму иностранному в гетерогенной студенческой группе вуза.

The concept of individualization in teaching

One of the most important aspects of individualization is taking into account individual styles of cognitive activity. There is no doubt that all students are capable of learning and mastering knowledge, skills, abilities, and developing their abilities. In this case, we want to refer to the statement of Betty Lou Leaver, an American psychologist and children's writer, who in her book "Teaching the Whole Class", which highlights the problem of individualization of learning, expressed a very important thought: "... all students, without any exception, can learn. The only thing they may not be able to do is to learn as prescribed by a particular program, textbook, or teacher"[3].

It seems interesting to us that the implementation of individualization should be accompanied by systematization on the part of the teacher, in other words, to have a conscious organized learning process, which includes content, methods, forms and means, focused on the assimilation of the teacher, and then the students, ways and techniques of individualization implementation in a foreign language class.

Principle of individualization in foreign language teaching

Today, the principle of individualization in foreign language teaching is given a lot of attention, including in relation to the teaching of a second foreign language. Undoubtedly, the individualized approach in aspects of foreign language teaching methodology, including the second language, is the main one.

At the same time, we should not forget about differentiation, which helps in case of difficulties in the formation of study groups in the class to fulfill the set tasks. Often differentiation in German language teaching is also based only on individual problems in knowledge and not on individual characteristics of students.

It is known that students in the same group learn the material in different ways. Some students can memorize vocabulary easily and without serious efforts, others have well-developed listening comprehension, so these students successfully perform listening tasks. It seems important to us that the application of individualized learning, especially in mastering foreign language communicative competence, students have the final result, which is the same for all students, even if students at the beginning of training had different personalized goals. Achievement of personalized goals goes through the assimilation of various methodological and didactic materials, playing situations close to real life, where students perform speech activity according to the support, scheme or without additional means.

The concept of multilevel group in the context of learning German as a second foreign language

It is known that the educational context of foreign language teaching is characterized by such didactic feature as teaching in a group with different levels of foreign language proficiency.

M.Y. Bukharkina in her article "Technologies of multilevel learning" explores the concept of multilevel learning. The author emphasizes that multilevel teaching is a methodical organization of the learning process, which implies a completely different level of mastering of the studied material [11].

According to T.A. Rodionova, one of the probable ways out of this situation is the organization of personality-oriented learning, which, in relation to the process of teaching a foreign language to university students, is understood as such a system of learning, which takes into account the individual-psychological characteristics of each student and provides each student with a real opportunity to act as a subject of learning. For example, in reading, students work with different paragraphs of the same text or with different micro-texts in alternating pairs in which they find the main idea and key words of the paragraph or micro-text together, select a possible title, and then use the key words to convey the content of the paragraphs.

According to E.V. Klassen, the teacher has to balance between the requirements of the program and the real level of the student, so some "relaxations" for poorly prepared students should be compensated by the intensity of their learning [8]. For example, for such students it is possible to increase the units of learning content, setting the task of mastering "from scratch" a large amount of material, but at a reproductive level. The implementation of personality-oriented learning in the conditions of individualization of the learning process can be carried out through the use of group interaction technologies.

As L.V. Frolova wrote, the group form of educational work at a foreign language lesson gives a lot: it develops the ability to learn, provides better conditions for the ability to speak, provides the exchange of knowledge, promotes the growth of motivation for learning, teaches to understand each other

better [9]. An important factor of the need to use group forms of work in classes is a positive attitude to them on the part of students themselves, which is reflected in the positive dynamics of mastering the material. According to S.S. Rabunsky, students see the most attractive side of the group form of training in the possibility of joint activity and communication in the classroom.

As for such methods as interchange of tasks, performance of exercises in pairs or groups, mutual dictation, they make it possible to unite a group heterogeneous in terms of language proficiency level and go ahead of the existing level of students, as well as to purposefully form the skills of creative speech and thinking activity. It is worth noting that in this case game technologies (debates, discussions, compilation and presentation of syncweins, crossword puzzles, mind maps, role-playing and business games), technologies of active and problem-based learning (brainstorming), as well as the project method come to the aid of the students.

Conclusion

Undoubtedly, methodologists and pedagogues of our time advocate individualized teaching of a foreign language in general and a second foreign language in particular. It seems to us to be important, and the present graduate work is devoted to this issue.

It is worth noting that any teacher should have a so-called "student's personal map" to record the individual characteristics, abilities to master a foreign language of each student and be able to use it to create a situation of success in the classroom.

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COMPARATIVE ANALYSIS OF PROVERBS AND SAYINGS OF THE THEMATIC GROUP "FRIENDSHIP" (BASED ON THE MATERIAL OF ENGLISH, FRENCH AND RUSSIAN)

СРАВНИТЕЛЬНО-СОПОСТАВИТЕЛЬНЫЙ АНАЛИЗ ПОСЛОВИЦ И ПОГОВОРОК ТЕМАТИЧЕСКОЙ ГРУППЫ «ДРУЖБА» (НА МАТЕРИАЛЕ АНГЛИЙСКОГО, ФРАНЦУЗСКОГО И РУССКОГО ЯЗЫКОВ)

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Ключевые слова: пословицы и поговорки, паремиология, тематическая классификация, частичный эквивалент, полный эквивалент, безэквивалентная пословица.

Abstract. This article is devoted to the comparative analysis of proverbs and sayings of the thematic group "Friendship" in English, French and Russian in order to identify the peculiarities of the national reflection of the concept of "Friendship" in the listed languages and to establish their similarities and