

# ФІЛОСОФСЬКЕ ОСМИСЛЕННЯ ПРОБЛЕМ ОСВІТИ

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## INFLUENCE OF INDIVIDUAL-PSYCHOLOGICAL PECULIARITIES OF PERSONALITY ON FOREIGN LANGUAGE TRAINING

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## ВПЛИВ ІНДИВІДУАЛЬНО-ПСИХОЛОГІЧНИХ ОСОБЛИВОСТЕЙ ОСОБИСТОСТІ НА НАВЧАННЯ ІНОЗЕМНІЙ МОВИ

**Objective.** *The article defines the essence of the concept of «individual psychological features of personality» in the process of learning a foreign language, an analysis of individual strategies on various grounds is conducted. The individual-psychological peculiarities of those who study are described.*

**Methods.** *The solving of the tasks is carried out with the help of general scientific methods, such as dialectical, system-structural, classification methods.*

**Results.** *The qualities of the personality that influence the students' self-cognitive activity are determined and important aspects of the work of the teacher in the process of teaching foreign languages are revealed.*

**Key words:** *individual-psychological peculiarities, individualization, differentiation, individual strategies, foreign languages*

**Problem statement.** Taking into account individual psychological peculiarities of the individual allows to increase the efficiency of students' educational activity due to the individualization of the learning process. To do this, it is necessary to create conditions that correspond to the peculiarities of thinking of the individual, provide an opportunity to find their own optimal means of adapting to learning and are conducive to the learning of the material. In our work we will analyze the individual psychological peculiarities of the person, influencing the study, and also address the important issues in the work of the teacher in the process of teaching foreign languages.

**Analysis of recent research and publications.** The problem of the influence of the peculiarities of personal thinking was covered in such scholarly works by such outstanding scholars as S. Arkhangel'skii, V. Bibler, L. Vygotsky, A. Gebos, I. Uont, S. Rubinstein, B. Teplov and others. The concept of «individual psychological peculiarities» acquires a rather wide range of interpretations in the writings of V. Artemov, I. Zimnya, E. Ilyin, A. Ishkov, A. Leontiev, M. Lyakhovitsky, S. Nikolayev, S. Maksimenko, A. Mirol'yubov, I. Rakhmanov, M. Weisburd, N. Galskova and many other teachers.

**The objective of the article** is to provide a definition of the concept of «individual psychological peculiarities» and to analyze the process of the influence of individual psychological peculiarities of a person on learning foreign languages.

**Tick tock.** By definition, the vocabulary of methodical terms [1], «individual psychological features of the person — these are the features of mental processes, states and properties that distinguish people from each other.» From the point of view of physiology, the following individual features should be distinguished: body constitution, humoral, endocrine and nerve processes. It is these physiological processes that determine the speed of human response, how high a sensitivity threshold, the ability to remember, observe.

Despite the significant achievements in the knowledge and description of the individual psychological characteristics of the individual, there is no single view on the definition of the general term. Thus, the domestic psychologist S. Maksimenko names individually-psychological peculiarities the unique peculiarity of the psyche of each person [6]. The scientist emphasizes that the hereditary and congenital biological features of the structure and functions of the body form the basis of individual human features. Certain impulses with which a child appears to the world, in the process of development and education, form a personal psychic being.

In psychological and pedagogical literature, the concept of «individual psychological peculiarities» contains a rather diverse sense, but most often they include temperament, character, needs and motives, abilities and anxiety [4]. The problem of individual psychological peculiarities of an individual has always been and remains relevant. The most controversial issues are the nature of their innate and the degree of variability, the causes of origin (they are explained from the point of view of astrology and physiology). There is no common opinion on how many individual psychological features affect human behavior and the mutual precondition of self-cognitive activity. Some individual psychological peculiarities, in particular temperament, form the basis of personality typologies.

Since ancient times, psychological science was interested in features that are individual for each of us and at the same time unite people into groups on a certain basis. Widely known is the treatise Hippocrates «On the nature of man,» which is dedicated to human temperament. In his study, the ancient Greek scientist emphasizes that the behavior of a person depends on the predominance in the body of a certain fluid: bile, blood, lymph or black bile. According to this dependence, there are four types: choleric, sanguine, phlegmatic, melancholic. Subsequently, explanations for the reasons for such a classification have changed, but individual psychological features have remained. The temperature is investigated by testing, despite the fact that it characterizes the nervous system.

Among physiologists, the prevailing view is that the individual psychological characteristics of a person depend on the conditions in which a child lives, studies and educates. In particular, I. Pavlov in the well-known «Response of the physiologist to psychologists» emphasizes that under favorable conditions, individual psychological peculiarities of the person undergo changes, can be improved and improved due to the rather developed flexibility of higher nervous activity.

The study of individual psychological peculiarities of an individual has important practical value and use: in the process of recruiting staff, in team work (team-building) in psychodiagnostics, etc. [8]. As already mentioned earlier, there is no single approach to the study of the concept of individual psychological peculiarities of personality. We are of the opinion that this phenomenon includes the temperamental features that are due to the peculiarity of the nervous system, certain features of the character, which can not always be consciously controlled (the person receives them in the first year of life), motives, needs and anxiety. Individual-psychological features of the person also consider the properties that characterize memory, attention, thinking, communication, imagination, perception; According to this classification distinguish mnemonic, cognitive, communicative and other features.

A. Ishkov in his monograph called temperament the «set of natural qualities that determine the dynamic features of the human psyche: the intensity, speed, tempo, rhythm of mental processes and states that are equally manifested in various activities, regardless of its content, goals, motives.» Temperament does not affect motives, values, world outlook, but only «sets the form in which other features appear» [5]. However, the temperamental features may make it easier, or vice versa, to cause difficulties in the development of certain properties of the person, because temperament can significantly transform external influences, in particular, educational and educational, forming the person.

The results of the research of individual psychological peculiarities of the person are doubtful, because, firstly, the use of tests and observations is not objective methods, and secondly, the reason lies in the subjectivity and variability of the psyche, but in addition to the above mentioned methods, others are currently does not exist.

Forming an individual strategy for self-cognitive activity of students, it is necessary to find out from which individual-psyche peculiarities the achievement of the main goal depends on how to properly use the teaching and methodological material for the comprehensive development of students, their theoretical and practical training. Taking into account the fact that in the process of organization of self-cognitive activity the teacher should identify and use individual peculiarities of students, we emphasize that it is necessary to provide conditions that would contribute to the formation of positive moral qualities of the student's personality and the smoothing and «humanization» of the negative.

In the process of formation of individual strategies for self-cognitive activity, it is necessary to take into account the individual psychological differences that act as features of mental phenomena, due to which people differ from each other. Individual differences are due to factors such as social life, experience in engaging in a variety of activities and communication, and even the ability to play musical instruments. In anatomically-physiological sense, abilities are based on the ability of immature cerebral structures to be further developed in the learning process [9].

In the domestic scientific space research in the field of psychology and pedagogy proves the importance of positive motivation for learning, moreover, scientists emphasize that even at a mediating level of intellectual abilities, high motivation serves as a compensating factor. A. Gebos identified a number of conditions that activate positive motives for self-cognitive activity of students: an understanding of the purpose of learning and the practical use of knowledge, the professional orientation of self-cognitive activity, the use of problem learning in the structure of self-cognitive activity, the creation of «cognitive psychological climate in the educational group» [3]. It is evident that when all the above conditions are fulfilled, different students have different levels of success depending on their personal abilities.

All these individual psychological peculiarities of the personality are interrelated and play an important role in the process of formation of individual strategies of training and professional activity, but from the standpoint of independent cognition, the most important ones are those related to mental activity, in particular, with individual peculiarities of thinking. Psychological science distinguishes the following important individual properties that form the basis of mental activity of the individual: independence, criticality, flexibility, depth, latitude, sequence, speed.

Previously, we already turned to the concepts of «independent activity», «self-educational activity», «cognitive autonomy» and came to the conclusion that self-cognitive activity is a process of conscious acquisition of knowledge by the person, without the help of others, using their own experience, in the result of which in the human brain are displayed objects and phenomena of reality [2]. These definitions are inextricably linked with such an individual-psychological peculiarity of the individual as «independence of thinking» and

help to understand this concept more deeply. Consequently, psycho-pedagogical science calls the autonomy of thinking the ability of a person to set new tasks and solve them without the help of others. A person takes into account the knowledge and experience of other people, uses a creative approach to the knowledge of reality and is looking for new, own ways of solving cognitive or educational tasks.

Independence of personality thinking is related to the criticality of thinking [7]. This individual-psychological peculiarity is characterized by the ability of a person not to take into account the influence of others' thoughts, to analyze the positive and negative aspects of facts and phenomena, to show the true and false in them. Personality with critical thinking thoroughly analyzes own thoughts, thoroughly checks decisions, displays arguments «for» and «against», thus forming a self-critical attitude to their activities.

Particular attention deserves the flexibility of thinking, which directly affects the choice or rapid change in individual strategies for self-cognitive activity. It is the flexibility of thinking that when changing the situation, immediately switching from one method of solving tasks to another, despite the usual algorithm of previous experience, to adjust to rapidly changing conditions, to activate new methods not used earlier, to solve educational problems.

Let's consider such features that affect learning as the depth and breadth of thinking. Deep thinking involves penetration into the essence of the problem, disclosure of causes, prediction of consequences. A person with deep thinking can identify aspects of the problem that others see and suggest a non-standard solution. In turn, the breadth of thinking characterizes the person's ability to capture and synthesize individual facts and combine them into a common picture. The general vision of certain subjects and phenomena, which is erudition and versatile personality.

The success of self-cognitive activity depends to a large extent on the sequence of thinking, which demonstrates the ability of the individual to follow logical continuity when discussing certain concepts [10]. In the process of forming individual training strategies in general, and self-cognitive activity in particular, the very sequence of thinking ensures adherence to the topic without deviations and unnecessary indents, helps to avoid the waste of time and forces from irregular transitions from one thought to another, to not make mistakes and to reach a logical statement information. There are certain rules and principles for dealing with issues and planning that characterize the consistency of thinking.

No less important feature of the person, influencing learning, is the speed of thinking [11]. It is characterized by a personality's quality to quickly respond to the problem and find the right solution. The speed of thinking is determined not only by the previous experience of previous occupations, but also by the mobility of the nervous processes and the influence of the personality traits mentioned earlier. The concept of «speed of thinking» is sometimes misplacedly replaced by «noisiness» and «impudence». In this sense, the speed of thinking does not take into account depth, width and consistency, and therefore has negative consequences.

The outlined qualities of personality change during a lifetime under the influence of external factors. The learner has the ability to develop one or another skill and skill in the learning process, and thus achieve the goal of self-cognitive activity.

On the basis of the analysis of the above-mentioned concepts, we formulate our own definitions. Hence, individualization is the consideration of individual psychological peculiarities of the individual with the use of various forms, methods and means of learning. Differentiation, in its turn, is the consideration of the individual psychological characteristics of students in certain groups, which are formed on the basis of certain qualities of the individual and are trained in different curricula and programs. From the standpoint of individual

strategies, differentiation is based on the peculiarities of the individual and his individual qualities, but this notion can be used in the broader sense when we talk about the content of education and the organization of educational work, differentiation takes place according to age, sexual, regional and other characteristics

**Conclusions.** An important factor in the effective organization of self-cognitive activities of students is individualization, which involves taking into account the individual psychological characteristics of the individual. In addition to temperament, character and motives important are the individual properties that form the basis of mental activity of the individual: independence, criticality, flexibility, depth, latitude, consistency and speed of thinking. To increase the level of self-cognitive activity, it is necessary to train general mental activities and use various types of mental activity, stimulate learning motivation, use both traditional and modern innovative technologies to optimize individual learning strategies.

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**Мета.** У статті визначено сутність поняття «індивідуально-психологічні особливості особистості» в процесі навчання іноземної мови, проведено аналіз індивідуальних стратегій за різними ознаками. Охарактеризовані індивідуально-психологічні особливості учнів.

**Методи.** Рішення поставлених завдань здійснювалося за допомогою загально-наукових методів, таких як діалектичний, системно-структурний, класифікаційний методи.

**Результати.** Визначено якості особистості, що впливають на самостійно-пізнавальну діяльність студентів і розкриті важливі аспекти роботи педагога в процесі викладання іноземних мов.

**Ключові слова:** індивідуально-психологічні особливості, індивідуалізація, диференціація, індивідуальні стратегії, іноземні мови.

**Цель.** В статье определена сущность понятия «индивидуально-психологические особенности личности» в процессе обучения иностранному языку, проведен анализ индивидуальных стратегий по различным признакам. Охарактеризованы индивидуально-психологические особенности учащихся.

**Методы.** Решение поставленных задач осуществлялось с помощью общенаучных методов, такие как диалектический, системно-структурный, классификационный методы.

**Результаты.** Определены качества личности, влияющие на самостоятельную познавательную деятельность студентов и раскрыты важные аспекты работы педагога в процессе преподавания иностранных языков.

**Ключевые слова:** индивидуально-психологические особенности, индивидуализация, дифференциация, индивидуальные стратегии, иностранные языки.