

На основі проведеного аналізу наукової психолого-педагогічної літератури можна стверджувати, що поняття індивідуалізації навчання для вищої школи доцільно розкрити як навчальний процес, який відбувається з урахуванням індивідуальних здібностей студента, відповідає рівню навчальної підготовки, природним можливостям кожного та надає ефективний кінцевий результат. Оскільки навчання – двосторонній процес, то з боку викладача індивідуалізація навчання потребує вивчення індивідуальних особливостей, духовного світу; сприяє розвитку пізнавальних здібностей студента, враховуючи його інтереси та нахили.

### Література

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## PSYCHOLOGICAL FACTORS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Human motivation is regarded as basic physiological needs to conscious goal directed behavior influenced by learned motives. Motives, particularly secondary ones like achievement need and social motivation which are culturally determined, can be changed and the new ones can be

learned. In every field of human learning, including second language learning, motivation is the crucial factor which determines whether learners are focused on a task, how much energy they devote, and how long they are goal-oriented [1; 2].

The new wave of interest in foreign language learning led many linguists and socio-psycholinguists to study the notion of motivation and carry out different studies to define its aspects and see its impact on various language learning skills. Gardner [3], Smyth [3], Lambert, Bernaus [4], Littlewood [5] put forward the beginnings of the now prevailing theory. They believe that developing real competence in a new language needs different motivations than the need for achievement or fear of failure. So they mark two types of motivation that account for the existence of certain aims the learner has planned to achieve: integrative and instrumental. These two notions are known as orientations because they refer to reasons that push individuals towards the goal of learning a foreign language.

Integrative orientation involves the learner's desire to associate with members of the second language group, share part of their culture, and be accepted as a member of their community. Learners with integrative motivation have a genuine interest in the second language community; they want to learn its language in order to communicate with its members freely and gain closer contact with them and their culture. Learners tend to adapt their linguistic and nonlinguistic behaviors to fit the new culture. Therefore, acquiring a new language involves more than acquiring a new set of verbal habits; it involves adopting appropriate features of behavior which characterize members of the other linguistic community [3].

The contrasting form of orientation is referred to as instrumental orientation. It is characterized by a desire to gain social recognition, economic advantages, or career advancement through knowing a foreign language. Thus, such a learner of a second language is pushed towards practical goals or benefits of a noninterpersonal sort. Therefore, there is no interest in the second language nor in the second language culture, but in gaining a necessary qualification, improving employment prospects, reading original publications rather than translations, for trade or travel purposes. Many studies have been held to investigate the role of each and to find out which is more related to success in second language learning. Gardner and Wilson concluded that learning a foreign language can take various forms; sociological factors do influence the learners because their attitudes, views of foreign people and cultures, and orientation toward the learning process may very well determine their progress or competence in learning the foreign language. Such a perspective caused the study of language acquisition to shift from the typical educational context to the social psychological field [4].

In general, during the past two decades, research in second language learning increased as a result of advance in the areas of general linguistics, psycholinguistics, and cognitive psychology. It is now clear that psychological and sociological factors occupy a major role in second language learning. The cognitive approach is important but not sufficient; it has to be accompanied with an affective approach. It was Gardner who first indicated that studies held to predict achievement in a second language lacked the incorporation of personal characteristics such as interest, motivation and effort. He suggested the idea of launching studies which account for the ignored motivational variables and test whether these are independent of the aptitude factors. Brown talks of a need to establish second language acquisition theories and methods based on both cognitive and affective principles. Gardner even proposed that achievement in a second language depends on two individual difference variables: cognitive and affective abilities [3].

The learners' motivation is affected by three factors. The first is the nature of incentives and their relation to their actual situation. For example, learners with a low level of incentive, who assess their academic potentials as low and who has been forced to learn a language by methods they dislike, will probably not attempt to learn. The second is the learners' assessment both as a result of the social environment and consequent on the personal experiences. For example, in a society where it is normal for everyone to know two languages, a learner will be acquiring the language. The third factor is the learners' experiences in the learning situation [3; 4]. William Littlewood focuses on two aspects of motivation which are crucial for second language learning, namely communicative need and attitudes towards the second language community. If a person perceives a clear communicative need for learning a second language, he will be drawn towards it. Such a need depends on the nature of the social community the learner lives in. In bilingual or multilingual communities, for example, the need is apparent and also reinforced by the cultural assumptions with which people grow up, thus a second language is a normal and necessary extension of their communicative repertoire. However, in a monolingual community, it is a process similar to the acquisition of different styles of speaking to suit the different types of situations. This means that the second language has no established functions inside the learner's community but will be mainly used for communicating with outsiders [5].

Thus, people are less likely to be sharply or constantly aware of a communicative need for it. However, this general view is not sufficient; some communities are more likely to produce large numbers of learners motivated by perceived communicative need. Inside any community, there is wide variation between individuals. For example, there might be members in

a linguistic minority with less desire than others for contact with the wider society, thus achieve limited proficiency in the second language. The second aspect for learning a second language is attitudes towards the second language community. There are two main reasons for a speaker to benefit from his motivation if he is favorably disposed towards the speakers of the language; first, whether he wishes for more intensive contact with the second language group, and second, the extent to which a learner is willing to give up markers of his own identity in the process of adopting new speech patterns. Where learners do not have sufficient experience of the second language community to form any attitude, for or against, attitudes will probably relate more to the learning experience in the classroom where the learner derives an image of that community from the teacher and materials.

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## ГУМАНІСТИЧНИЙ ЗМІСТ НАРОДНО-МУЗИЧНОЇ ТВОРЧОСТІ

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Лейтмотивом народного виховання завжди було вдосконалення людини. За народними традиціями людина є найвище і найпрекрасніше творіння. У численних творах народної творчості людям приписується багато рис, що розкривають неповторність, неабиякі можливості людської особистості. На основі багатого життєвого досвіду людей та їх здібностей створені народна філософія, мораль, етика, естетика, педагогіка, народне мистецтво та ін. Кожна з цих галузей