THE ROLE OF INDIVIDUAL LEARNING PATHS AT UNIVERSITY

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The relevance of using an individual learning paths in the process of teaching a foreign language to university students, its role in the formation of self-education and goal-setting skills, as well as the possibility of increasing students' motivation to learn a foreign language are considered.

Key words: self-educational activity, student, individual educational route, foreign language.

РОЛЬ ИНДИВИДУАЛЬНОЙ ТРАЕКТОРИИ ОБУЧЕНИЯ В ВУЗЕ

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Рассматривается актуальность использования индивидуальной траектории обучения иностранному языку студентов вуза, ее роль в формировании навыков самообразования и целеполагания, а также возможность повышения мотивации студентов к изучению иностранного языка.

Ключевые слова: самообразовательная деятельность, студент, индивидуальный образовательный маршрут, иностранный язык.

The next step of Russia, as a participant in the Bologna process, which envisages the creation of a global educational space in Europe, are changes in the legislation in the field of higher education, according to which the domestic higher school should transfer to a new – "tier" – system of higher professional education and new – "federal" – state educational standards [4, p. 203-204], [16, p. 306-312], [12, p. 160-168]. This step is also aimed at harmonizing the goals and results of education with the real needs of students, graduates of universities, employers and society.

On the other hand, employers put forward new requirements for specialists: knowledge needs to be updated and the employee who can do it on his own will benefit [9, p. 365-367]. The ability and desire to independently receive the necessary information – this is the requirement for the graduate of an educational institution of any level. Orientation to the requirements of the labor market, the development of the Bologna process, the adoption of new educational standards have led higher education to the need to pay more attention to students' self-educational activities and

formation of different types of competences [6, p. 269-271], [10, p. 220-222], [15, p.271-276, [17, p. 240-244].

In connection with the foregoing, the problem of finding new ideas in the development of students' ability to receive education on their own, through self-education is becoming ever more acute for higher education [7, p. 330-333].

However, with the transition of society to the informational stage of development, in many universities the use of textbooks and lecture notes remains the only way to build a self-educational process. The inevitability of fundamental changes in traditional educational processes predetermines the need for searching for new approaches to the development of skills in students' self-educational activities. It becomes more and more obvious that the educational process built in the traditional way cannot fully satisfy the needs of the individual in self-educational activities. It is necessary to master more productive ways of operating the information received, as well as creating conditions under which the information need will be maximally satisfied [8, p.162-163]. Consequently, against the background of a decrease in the importance of formalized knowledge, the following should become especially demanded: the ability to learn, increase one's own responsibility and activity in the acquisition and transfer of knowledge. The achievement of this goal can be facilitated by the individualization of the educational process, namely, the individual learning path which is widely discussed by scientists in the framework of the student-centered approach [11, p. 365-369], [13, p. 263-267], [14, p. 297-300], [18, p. 111-126]. An individual learning path allows the learner to form and develop creative personality and value orientations on the basis of regulated self-esteem.

The problem of implementation and using an individual learning path in the educational process has become more and more relevant recently in the field of higher education. This is due to the growing difference in the level of applicants' knowledge, with different target settings for higher education.

This problem is especially acute, in our opinion, in the process of teaching students a foreign language. One of the main tasks of teaching a foreign language is the development of students' communicative competence. Upon completion of the study of the discipline "Foreign Language", students must master the relevant linguistic material in four types of speech activity: speaking, listening, reading and writing. However, the programs of the discipline and rating plans reflect only the theoretical and practical content of the studied course, which should be learned by students during the period determined by the curriculum, regardless of the level of knowledge of individual students. In addition, students must master the huge amount of material provided for by the program requirements in a very limited number of hours. All this causes certain difficulties for the teacher: how to optimize the learning process considering the level of foreign language proficiency of all students in the group; how to organize extracurricular work of students; how to increase their motivation to learn a foreign language. Some teachers follow the least effective, in our opinion, paths – they are limited to dividing groups by the level of foreign language proficiency based on lexical and grammar testing, and training takes place with an orientation toward the "average student".

However, if at the end of the course of a discipline we want to get a mature personality and specialist who is competitive not only in the Russian, but also in the global labor market, the development of individual educational routes, at least for those students who stand out sharply in the group according to the foreign language proficiency level (with the lowest and/or highest level). In addition, the implementation of a foreign language into the learning process would, in our opinion, solve the problem of recruiting students for an optional course in learning a foreign language. As a rule, the difficulty in recruiting in such groups is that senior students often do not have time to attend classes due to the fact that many are already working. In addition, very often "weak" students are afraid that they will not be able to cope with the optional course program. Since the design of an individual learning path includes such stages as goal-setting and motivating, students with fairly poor knowledge will be able to decide for themselves what they want to achieve in the process of mastering the discipline, that is, they will set a goal for themselves, as well as they will determine the stages of studying various aspects and control points, which means that they will have a motive to achieve their goals. The student's individual learning path itself can become a motivating factor [5, p. 223-229], since it implies a greater number of hours allocated for independent, rather than classroom work, which is a convenient form of training for students who have already been employed.

Thus, the design of individual learning path for university students should, in our opinion, help students to fully master the topics studied, gaining knowledge in the process of independent work, which, in turn, will ensure that they will be successful in the acquisition of the "Foreign Language" discipline.

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