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## ACTIVE INTERACTION AND INDIVIDUALIZED WORK OF STUDENTS IN LEARNING A FOREIGN LANGUAGE

*The article is about active interaction, the vivid evidence of which should be new non-standard approaches to solving educational tasks, dictated by both the needs of the present and the personality itself. The teacher should strive to prepare highly qualified specialists through the means of a foreign language who are able to think constructively, offer creative ways to solve problems, resist the routine approach to the matter, take a direct part in solving important problems, see and evaluate reality from different angles. To achieve effective learning results, individualized work, purposefulness and creative interaction of teachers and students become extremely important. The correspondence of the content and direction of the teacher's activities to the cognitive motives and needs of students and the requirements for their future profession reveals the reserves of their creativity and deepens professional competence.*

*Therefore, the task of the teacher, who directly organizes and manages the educational process and on whose successful activity the efficiency and effectiveness completely depend, is to establish a clear system of control over the level of training of students, which plays a stimulating role, thanks to which they will be able to demonstrate their skills and abilities in in-depth study of a foreign language. This is especially true for young teachers who do not have experience in practical work and sometimes conduct classes at an insufficiently complex level of tasks, treat knowledge control formally, sometimes use tasks that are too complex or simplified for this stage.*

*Thus, the cooperation of teachers and students should develop into active interaction, the vivid evidence of which should be new non-standard approaches to solving educational tasks, dictated by both the needs of the present and the personality itself. The teacher should strive to prepare highly qualified specialists through the means of a foreign language who are able to think constructively, offer creative ways to solve problems, resist the routine approach to the matter, take a direct part in solving important problems, see and evaluate reality from different angles. To achieve effective learning results, personal activity, individualized work, purposefulness and creative interaction of teachers and students are of utmost importance.*

**Key words:** active interaction, non-standard approaches, Internet resources, creative activity, individualized work, language initiative, educational process.

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## АКТИВНА ВЗАЄМОДІЯ ТА ІНДИВІДУАЛІЗОВАНА РОБОТА СТУДЕНТІВ З ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ

*У статті йдеться про активну взаємодію, яскравим свідченням якої мають бути нові нестандартні підходи до розв'язання навчальних завдань, що диктуються як потребами сьогодення, так і самої особистості. Викладач повинен прагнути засобами іноземної мови підготувати висококваліфікованих фахівців, які здатні конструктивно мислити, пропонувати креативні шляхи вирішення проблем, чинити опір рутинному підходу до справи, брати безпосередню участь у розв'язанні важливих проблем, бачити й оцінювати дійсність під різними кутами зору. Для досягнення ефективних результатів навчання надзвичайно важливого значення набуває індивідуалізована робота, цілеспрямованість та творча взаємодія викладачів і студентів. Відповідність змісту і спрямованості діяльності викладача пізнавальним мотивам і потребам студентів та вимогам до майбутньої професії розкриває резерви їхньої творчості, поглиблює професійну компетентність.*

*Тому завдання викладача, який безпосередньо організовує та керує навчальним процесом і від успішної діяльності якого повністю залежить ефективність і результативність, полягає у встановленні чіткої системи контролю за рівнем підготовки студентів, яка відіграє стимулюючу роль, завдяки чому вони зможуть проде-*

монструвати свої вміння та навички у поглибленому вивченні іноземної мови. Особливо це стосується молодих викладачів, які не мають досвіду практичної роботи, іноді проводять заняття з недостатньо складним рівнем завдань, формально ставляться до контролю знань, іноді використовують занадто складні або спрощені для цього етапу завдання.

Отже, співпраця викладачів та студентів має перерости в активну взаємодію, яскравим свідченням чого мають стати нові нестандартні підходи до вирішення освітніх завдань, продиктовані як потребами сьогодення, так і самою особистістю. Викладач повинен прагнути підготувати засобами іноземної мови висококваліфікованих спеціалістів, здатних конструктивно мислити, пропонувати творчі шляхи вирішення проблем, протистояти рутинному підходу до справи, брати безпосередню участь у вирішенні важливих проблем, бачити й оцінювати реальність з різних сторін. Для досягнення ефективних результатів навчання вкрай важливі особиста активність, індивідуалізована робота, цілеспрямованість і творча взаємодія викладача та студента.

**Ключові слова:** активна взаємодія, нестандартні підходи, Інтернет ресурси, креативна активність, індивідуалізована робота, мовна ініціатива, освітній процес.

**Statement of the problem.** Teaching a foreign language at the present stage requires a systematic course that provide students with the opportunity in a short time consciously develop an individualized skill, on the basis of which they could understand and produce an endless flow of speech. It is the selection of the organization of the elements of the language system that becomes one of the essential reserves of educational work in a foreign language.

The problem of forming a socially active, creative, competent personality, who is able to independently generate new ideas, make non-standard decisions, is of particular relevance. The formation of such a personality is carried out in conditions of widespread use of interactive learning technologies, the essence of which is that the educational process takes place under the condition of constant, active interaction of all participants. The ability to formulate a new question is an extremely important stage of any creative process, since it is here that it is necessary to overcome the established point of view, break the usual stereotypes. Of great importance is the ability to transfer the solution from the situation in which it was found to a wide range of similar situations, as well as the flexibility of thinking, which determines the quick and easy transition between phenomena or situations that are distant in content. Flexibility of thinking (as opposed to its inertia) also helps to abandon a solution that turned out to be inadequate.

**The purpose of the article.** The main goal of this work is to highlight current problems of learning based on active interaction, individualized work of students in the educational process for practical mastery of a foreign language.

**Analysis of research.** Analysis of scientific literature shows that the problem of organizing and optimizing the educational process, improving teaching methods has always been one of the most urgent problems of education. These issues have been discussed in the scientific works of many psychologists and teachers. The specifics of teaching foreign languages and attempts to activate the educational

process, make it more creative and individualized necessitate the use of interactive technologies. Modern teaching technologies should be oriented towards the student's personality, creating conditions for his self-expression and development, in which the desire to constantly optimize the educational process taking into account the peculiarities of the information society necessitates the need for new teaching technologies (Крилов, 2006: 3).

The use of modern interactive technologies is not an end in itself, but a means of creating an atmosphere of goodwill and understanding, eliminating feelings of fear and self-doubt, overcoming the language barrier, trying to make the student more relaxed, set him up for success, and reveal his creative abilities. The use of the project method is quite widespread, which completes the study of each conversational topic during the academic year and demonstrates not only the language skills and abilities of each student, but also the ability to think creatively. In the process of project work, the responsibility for learning falls on the student himself as an individual and as a member of the project group. The main thing is that the student himself determines what information the project will contain and in what form its presentation will take place (Гладун, Сабліна, 2018: 130).

The declared guidelines for restructuring the system of teaching foreign languages become factors in the introduction of various forms, methods and content of teaching. Problem-based, interactive methods, and cooperative learning technology are becoming widespread. A characteristic feature of all these technologies is learning based on active interaction of subjects of the educational process.

Therefore, modern linguodidactics faces the task of organizing the process of teaching foreign languages in such a way as to find opportunities to solve the above-mentioned needs. In this regard, the problem of types and forms of teaching and their place in the organization of the process of teaching foreign languages in a higher educational institution is quite relevant. In our opinion, the key to successful

teaching of foreign languages can be considered the active implementation of group learning and creative self-improvement of students.

Modern classes are characterized by four organizational forms: collective, group, pair and individual. The use of one or another form of learning depends on the stages of the lesson and the content of the educational material. All these forms of learning are based on the nature of interpersonal interaction of participants in the educational process.

It is necessary to create a system of foreign language learning that will be: “the essential components of cooperation are: positive interdependence; personal interaction that stimulates activity; individual and group accountability; interpersonal and small group communication skills; and data processing about the group’s work. The structural and systematic inclusion of these basic elements in the learning situation allows us to hope that the group will apply joint efforts and that it will be possible to implement cooperative learning in a disciplined manner – successfully and for a long time” (Пометун, Пироженко, 2006: 22).

The comprehensive introduction of innovations into the process of training highly qualified specialists requires not only the use and successful combination of the latest technologies in work, but also a radical change in the position of the teacher. This problem becomes especially relevant in the study of a foreign language during the work of students. It is the teacher who organizes, manages, teaches. As N.P. Volkova notes, “research into the general patterns of professional activity has shown a decisive influence on its effectiveness and efficiency of the “human factor” – human factor, or rather, the internal subjective position in relation to oneself. This is especially clearly manifested in the teaching profession – one of the brightest professions of the socio-economic type”. Increasing the effectiveness of learning a foreign language largely depends on his professional and personal qualities, erudition, pedagogical and methodological training (Волкова, 2007: 70).

In order to be always at the proper level, to have a sufficient arsenal of knowledge, forms and methods of working with students, a teacher needs to work constantly on himself, to improve his skills.

A high level of professional skills involves constant study of his subject and improvement of his teaching techniques, especially in higher educational institutions where a foreign language is not a specialized subject and in this regard it is much more difficult to maintain the interest of students at the proper level. After all, the ability for professional self-development of future specialists is determined

by the need for professional self-knowledge and self-improvement.

**Presentation of the main material.** We conducted a survey of foreign language teachers at higher education institutions who worked with students. The survey results showed that: 41% of teachers enrich students’ knowledge thanks to Internet resources; 20% of teachers indicated the need to improve the control system; 7% experience difficulties in practical activities; 9% of teachers are inclined to choose modern approaches, the latest interactive technologies; 8% focused on the fact that students work at an inadequate level due to an insufficient level of school knowledge; 15% recognized psychological problems of interaction.

This indicator shows the need to take into account the psychological reserves of students as much as possible, since their mental state can directly or indirectly affect the learning outcome. After all, moral comfort is sometimes much more important than physical. Therefore, the task of the teacher is to create such conditions, to organize communication in such a way that the student can best use his intellectual potential, be confident in his abilities. A foreign language teacher, more than a teacher of any other subject, is obliged to intervene in the emotional sphere of the lesson, to monitor the possibility of students developing emotional states that will contribute to their learning activity.

Indeed, the ability to create a favorable psychological microclimate that has the following functions: cognition of the personality, exchange of information, organization of activity, exchange of roles during this activity, empathy and self-affirmation, will deepen the connection between the teacher and students, improve the process of professional and pedagogical communication.

The prognostic stage of activity, the question arises of taking into account the individual and psychological characteristics of students, the ability to see problems in perspective and imagine the demands that life will place on students in the future. The materials offered to students for independent study should be imagined by the foreign language teacher in a situation of future interaction and mentally work through as many options as possible. After all, during independent activity, students may experience various complications related to the insufficient, in their opinion, level of knowledge, lack of time, misunderstanding of the need to work on materials in a foreign language to improve knowledge in the specialty, etc.

The rapid development of technology has transformed traditional education, giving rise to

interactive learning platforms that engage students and enhance their learning experience. These innovative tools are designed to foster collaboration, creativity, and critical thinking among students. In an era where digital literacy is paramount, understanding interactive learning platforms is essential for educators and institutions seeking to improve teaching methods.

Another advantage of e-learning resources such as animations, interactive exercises or interactive workshops as part of the curriculum is that they help to teach abstract concepts or illustrate something that is difficult to understand. Students can often lose interest very quickly when they have to understand complex terms. However, with the help of direct examples, practical exercises and interactive materials, teachers can easily explain complex topics by providing moving images with creative ideas and examples at the same time.

E-learning also helps to increase students' ability to retain knowledge. Some students prefer hands-on learning, others prefer reading, and some learn visually. With animation-based learning, interaction, and interactivity, you can cater to different types of learning styles. In addition to increasing retention, animation increases motivation to learn foreign languages. If students find learning interesting and entertaining, you will have students who are more engaged in their own development.

The result of students' project work is the development of creative thinking, acquisition of skills of independent and group work, demonstration and explanation of the material. The use of interactive forms and methods of teaching is systematic and logically justified in the educational process, where role-playing games, dramatizations, group discussions, etc. – occupy a prominent place. These types of work are especially effective at the final stage of work on a certain topic. Their use enhances the personal and communicative orientation of learning, stimulates students' creativity and creates real conditions for achieving practical learning results (Гладун, Сабліна, 2018: 22).

The ability to interest students, to convey to them not only their knowledge, but also their attitude to the subject is determined by the personality and skill of the teacher. It is characterized by a significant development of special generalized skills and its essence lies in the personality of the teacher, his ability to competently manage the activities of the student team. Possession of a high technique of influence is determined by the ability to transform one's emotions, one's attitude to the subject and students into an apparatus of strong pedagogical influence. Therefore, we again draw

attention to the need for foreign language teachers to take into account such a factor as the arousal and formation of a stable interest in language learning of students due to professionally oriented tasks offered to them for work.

Interest in the subject, desire and willingness to work creatively, which are formed in higher educational institutions and are an integral part of the professional training of a young specialist, largely depends on the level of professionalism of the teacher, who knows the subject not only within the scope of the curriculum, but much more broadly, is absolutely fluent in the material, knows how to create a process if necessary, and is engaged in a scientific activities himself.

Although it is not always immediately apparent, everything we do in the classroom is underpinned by beliefs about the nature of language and about language learning. In recent years there have been done some dramatic shifts in attitude both language and learning. This has sometimes resulted in contradictory messages to the teaching profession which, in turn, has led to confusion. Among other things, it has been accepted that language is more than simply a system of rules. Language is now generally seen as dynamic resource for the creation of meaning. In terms of learning, it is generally accepted that we need to distinguish between «learning that» and «knowing how». In other words, we need to distinguish between knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating (Nunan, 1989: 12).

Of great importance, based on the survey results, is the ability of teachers to stimulate students' initiative to search for new knowledge, the high level of intelligence of the teacher, his ability to create favorable conditions for creativity, self-realization of future specialists. The correct psychological influence on the group team by the teacher also helps to create favorable conditions for activating the creative and cognitive activity of students.

It is advisable to highlight the motivational and creative activity and orientation of the personality. The motivational sphere is the basis of the creative activity of both students and teachers. A higher education teacher for young intellectuals is always an example of a seeker of truth. His role in the educational process is to make the work of students purposeful, to facilitate their path to master the material. In particular, the teacher must solve a rather important pedagogical problem: to improve the management of students' educational activities by providing appropriate feedback in the process of its implementation.

Management of students' independent work involves its correct and timely control, which is aimed at identifying, comparing knowledge, skills and abilities and bringing them into line with the result that was planned earlier. After all, uncontrolled educational material will lead to a number of problems, namely: students may irregularly perform the tasks proposed to them, which will cause certain gaps in knowledge; an insufficient level of knowledge may cause difficulty or even the impossibility of performing the following ones; unsystematic work will lead to a reluctance to work independently. And from here, the interest in learning the language in general will gradually disappear.

In order to ensure the comprehensive development of all types of speech activity, it is important to constantly monitor the effectiveness of the organization and conduct of the educational process. Control is a necessary component of the pedagogical process. And one of the necessary types of control is assessment. It is important not to forget that assessment should not be formal in nature. It is necessary to involve students in the process of assessment activities, thus forming in them the ability to self-assess and stimulate them to better master the educational material.

Typically, assessment becomes a means of determining the level of development of a particular skill, the zone of lagging behind and the nearest development, as well as a tool for organizing educational and cognitive activity. Assessment should stimulate students to active creative activity, be an indicator of the real quality of knowledge. Only in this case will the creative potential of the individual be fully revealed, and the life aspirations of a young person be maximally realized. It will help to educate students in thinking free from stereotypes, who are able to make independent decisions to solve problems of a professional level.

Therefore, the task of the teacher, who directly organizes and manages the educational process and on whose successful activity the efficiency and effectiveness completely depend, is to establish a clear system of control over the level of training of students, which plays a stimulating role, thanks to which they will be able to demonstrate their skills and abilities in in-depth study of a foreign language. This is especially true for young teachers who do not have experience in practical work and sometimes conduct classes at an insufficiently complex level of tasks, treat knowledge control formally, sometimes

use tasks that are too complex or simplified for this stage.

Sometimes it is unusual for teachers to be creators, leaders and organizers of students' activities, they are not able, using effective forms and methods of work, to teach students to perceive new ideas, to communicate actively, to express their thoughts meaningfully. Novice teachers, not having sufficient methodological training, quite often use outdated methods and techniques in classes. Control over the assimilation of knowledge is mainly reduced to passive reproduction of the material, therefore there is no creativity in their work, students do not show interest in learning a foreign language.

Performing the function of initiator, "conductor" of individualized activity of students, the teacher will be able to successfully manage and direct it, using modern effective types of control that are aimed at the result. Thus, students will be able to see from their own experience that the effectiveness and quality of their work depends not only on the level of complexity of the material offered for mastering, but also on rational methods of learning the language.

**Conclusions.** Thus, the cooperation of teachers and students should develop into active interaction, the vivid evidence of which should be new non-standard approaches to solving educational tasks, dictated by both the needs of the present and the personality itself. The teacher should strive to prepare highly qualified specialists through the means of a foreign language who are able to think constructively, offer creative ways to solve problems, resist the routine approach to the matter, take a direct part in solving important problems, see and evaluate reality from different angles. To achieve effective learning results, personal activity, individualized work, purposefulness and creative interaction of teachers and students are of utmost importance.

The effectiveness of foreign language learning, and therefore the result of their activity, depends on the personal qualities of the teacher, the ability to create a friendly psychological microclimate, to choose rational forms, means and methods of work taking into account favorable factors, to plan, organize and successfully manage the independent activities of students. The correspondence of the content and direction of teachers' activities to the cognitive motives and needs of students and the requirements for the future profession reveals the reserves of their creativity, deepens professional competence.

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