

Features of personalized teaching a foreign language at non-linguistic faculties of the university

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Abstract

© 2018, Springer Nature Switzerland AG. Nowadays there are qualitative changes in the Russian education related to the rapid development of foreign contacts almost in all spheres of life. In this regard, higher education is taking focus on the field of productive practical activity of future specialists. Field-oriented training of the university graduates often depends on the propensities and interests. This provision determines the development of personalized teaching as a purposeful formation of the integrative subjectivity of an individual. The purpose of this article is to study the problem of personalization in the context of the educational process of teaching foreign languages at non-linguistic faculties of the university. The article elaborates on the conceptual features of personalized teaching a foreign language; it undertakes an experimental study on the provision of conditions for personalization of a student, dwells on the components of the personalized teaching; covers the principles of personalized teaching a foreign language; examines modern technologies of personalized teaching a foreign language; showcases the capacity of implementation of the concept of personalized foreign language teaching. We came to the conclusion that the success of personalized teaching depends not so much on the content of language arts and methods of teaching languages, but on the consistent patterns of student's intellectual activity.

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Keywords

Communicative activity, Educational technology, Foreign language, Intellectual activity of a student, Non-linguistic faculty, Personalized teaching, Teaching methods

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