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**THE DEVELOPMENT OF APTITUDE FOR FOREIGN LANGUAGES  
AS A BASIS FOR INDIVIDUALIZATION  
OF FOREIGN LANGUAGE LEARNING  
(РОЗВИТОК ІНШОМОВНИХ ЗДІБНОСТЕЙ ЯК ОСНОВА  
ІНДИВІДУАЛІЗАЦІЇ НАВЧАННЯ ІНОЗЕМНИХ МОВ)**

It is known that the aptitude for foreign languages is one of the most important factors that ensure the students' success of foreign language learning.

At present, it is no longer necessary to convince teachers that each student is a person with unique individual characteristics and their own history of mental development. The concept of "individualization and differentiation of learning", it would seem, has gained ground in pedagogical theories. However, the individual approach to the student's personality is not included in the curriculum as a learning strategy, and therefore it is not provided for by the content of textbooks. But the teacher is forced to individualize the learning process, because it is almost impossible to ignore the individual diversity of students in real life.

So, what links the concept of "aptitude" and "individualization of learning"?

The results of psychological research, which are confirmed by observations, showed that under equal conditions (teaching methods, teacher's personality, etc.) positive learning motivation can not provide easy and quick mastery of educational material if the student's aptitude in this subject is insufficiently developed. Personal strong will and determination cannot add ease and fast pace to mastering in combination with high results either if the corresponding abilities are not sufficiently developed. In other words, adequate learning motivation and strong will help to achieve high learning outcomes, but do not provide ease and speed of the process of acquiring knowledge, skills and abilities.

Meanwhile, it is not only the result of educational activities that is important for the student, but also the process itself, i.e. the nature of its implementation. Some expect encouragement for diligence, a lot of time, work, intellectual effort spent on educational tasks, while others are proud to be able to cope with tasks quickly; they sometimes even boast of the ease with which they succeed in learning. As for the teachers, they often focus on the result in their assessments, while the distinction between effective and procedural aspects of the task does not attract the teachers' attention.

Therefore, the teacher does not even realize the need to develop the abilities of their students ignoring what they value.

The survey and analysis of opinions of the teachers of the Department of Foreign Languages and students of Kharkiv State University of Food Technology and Trade concerning the question what qualities of a student are the most valuable for successful mastery of a foreign language confirmed the above. The majority of teachers (70%) named such personality qualities as perseverance, responsibility, commitment, diligence, and only 15% of respondents noted the qualities of higher cognitive processes, those that essentially constitute the core of foreign language aptitude and abilities: good memory, mind of great capacity, perfect listening ability. For students, the importance of these two groups of qualities was almost equal: 45% of respondents named the qualities of personality, and 40% – the quality of higher cognitive processes.

The reason for the differences in the views of teachers and students, probably, lies in the different positions they occupy in the educational process. The main task of the teacher is to achieve a high learning outcome, which is determined, other things being equal, by the student's attitude to learning: if the student is lazy, irresponsible, disinterested in the subject, even the aptitude (abilities) will not help (because erudition, great capacity of mind, good memory, high language culture in themselves do not ensure the success of educational activities) and all efforts of the teacher to teach him or her may be in vain.

Conversely, if a student with average abilities pays a lot of attention to learning, is active, shows interest in the subject, he or she is steadily progressing and can achieve a good or at least a strong average level of foreign language proficiency. This position is not difficult to understand, because learning activities are determined not only by learning motives, but also the desire to test, to show their strengths and abilities. In addition, in the presence of a set of developed intellectual properties, learning is easy and enjoyable, brings great pleasure; the student has a lot of free time, which is so lacking for those who are forced to make a great effort in the learning process.

Differences in the views of students and teachers have revealed the need to educate young people and foster in them the notions of value: it is very important to convince students that the conditions for high achievements in any field of activity, even with certain abilities, are hard work, discipline of mind and behavior, love towards the thing they do and sense of responsibility.

At the same time, it is necessary to emphasize the importance of the teacher's work in the development of intellectual abilities of those who are taught.