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## **INDIVIDUAL APPROACH TO TEACHING FOREIGN LANGUAGES IN MILITARY INSTITUTIONS**

Modern processes of Ukrainian state development, globalization of the society and information technologies development require high-quality solutions to existing problems and search of ways of effective development in all spheres of life. Among the tasks identified as a priority is the implementation of individual approach to learning and implementation of information and communications technologies (ICT) in the educational process. These problems are particularly relevant for the development of the Armed forces of Ukraine. They provide the defense and territorial integrity of the Ukrainian state, therefore, must meet all modern requirements, in particular in the field of information technologies and modern technologies usage.

The new informational stage of society development is especially actual problem of effective use of ICT in the training of highly qualified officers. However, the current state of implementation of ICT in the educational process of higher military educational establishments, especially in the process of teaching humanitarian disciplines, including foreign language, proves its backlog of needs. The introduction and effective application of ICT is the subject of many theoretical and experimental studies of both domestic and foreign authors. In particular, use of means of new information technologies in education revealed in the works of famous scientists such as V. Y. Bykov, G. S. Gurevich, K. Dowling, P. I. Serdyukov, D. Sperling. Individual, differentiated, learner-centered approaches to learning were considered by V. M. Volodko, M. P. Krivko, I. S. Yakimanska and others.

The objectives of individual approach to the learning process are filling the gaps in the initial level of foreign language training, elimination of the new lag that appears; development of intellectual horizon of mental processes and qualities of a cadet, which play a leading role in the mastery of foreign language; formation of individual style of foreign language mastering, which includes the ability of independent work; intensification of the educational process in a foreign language training; stimulation of cadets'

educational activity; promotion of foreign language speech activity; creating a positive emotional background of educational process.

We share the views of those researchers, who believe that individual approach to training should be based on the subject of the learner's activity that can learn in the framework of a specific curriculum, which will facilitate the integration and development of his personal qualities. The differentiation of learning can be regarded not only as one of the types or ways of individual learning, but also as a separate educational system. Under the learner-centered education we understand such an organization of educational process that creates conditions for keeping and development of individual-typological peculiarities of each cadet, his creative, intellectual, communicative and other abilities, allows him to move his own educational trajectory and makes it possible to present and realize his potential cognitive abilities and individual qualities in the process of foreign languages learning.

Practical implementation of learner-centered learning is focused on the humanization of relations between participants of educational process, based on teaching and learning specific academic subjects, the peculiarities of future officers life and is aimed on the development of individual cadets for their successful implementation in educational and professional activity. We consider information and telecommunications technologies in education as a set of fundamentally new means and methods of data processing that are integral to technological systems that ensure collection, storage, processing, transfer and presentation of information necessary for the teaching process by means of computer and telecommunications technology, local and global information networks. The analysis of innovations in educational theory and practice gives reasons to believe that the possibilities of ICT (multimedia, hypertext, hypermedia, virtual reality, Internet technology, etc.) are such that allow you to implement individual approach to foreign language training in institutes.

Thus, we have identified that to improve the effectiveness of training in institutes by means of ICT, it is necessary to use the basic factors of education intensification comprehensively: to increase focus, motivation and interest in educational activities, increase informative capacity of classes and complexity of tasks, accelerate the pace of educational actions, intensify educational-cognitive activity of cadets, improve the forms of educational activities organization, develop skills of self-education and self-evaluation, intensify training activities of the teacher.

### **Список використаних джерел**

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