YASTOCHKINA I. Primary consultation as a method of socio-pedagogical work.

In today's unstable realities, a large part of the population is in a situation of uncertainty, in need of professional support and assistance. In this context, counseling is designed to help a person understand, analyze and identify solutions. One of the leading areas of socio-pedagogical activity, which is rapidly developing and gaining relevance in both theoretical and practical perspectives, is counseling.

The article describes the primary consultation as a method of social work. The features of the primary consultation and the possibilities of a one-time consultation are indicated. The main tasks of the consultant and the stages of the primary consultation are disclosed. The conditions and obstacles for the successful implementation of the primary consultation conversation are examined. The professional qualities of a consultant necessary for an effective primary consultation are listed. The criteria for the positive completion of the first meeting with the client are indicated. It was noted that the consultation process is a joint work of the consultant and the client; the need to take into account and monitor the reaction of resistance on the part of the client during the operation.

In particular, the initial consultation often takes the form of a consultative conversation, reminiscent of a partnership communication focused on the client's personality. An initial consultation is conducted to establish contact; removal of excessive tension; providing information; establishing partnerships; encouraging discussion of the problem; determining the time frame for joint work; encouraging activity, client responsibility, formation of realistic expectations regarding joint work. The task of the social educator-consultant is to help the client in finding ways to solve his problem. There are several ways to solve this problem. The client must choose the path acceptable to him.

Keywords: consultation, primary consultation, one-time consultation, consultation, consultation in social and pedagogical activity, consultant, client.

Vasylyshyna N.

STUDENT-CENTRED LEARNING APPROACH USAGE IN ENGLISH LANGUAGE TEACHING AT THE HIGHER EDUCATIONAL INSTITUTION (grounded on the example of tasks complex)

The world of education including the field of English learning and teaching (ELT) has long shifted the focus of its teaching approach from mostly teacher-centered classroom atmosphere or often claimed as conventional way of teaching to a more learner-centered teaching. The main reason for this change is mainly due to a belief that the latter teaching approach can accelerate the process of knowledge and skills gain.

Thus, this paper, contributing to the process of the English language teaching individualization, identifies psychological and pedagogical conditions of the learner-centeredness, analyze current state of the foreign language teaching to students of the higher educational institution, performs the processing and analysis of the survey, proposes crucial methods to enhance foreign language teaching based on the learner-centered approach presented in the form of various communicative activities.

In the research the main purposes were as follows: to provide sufficient advantages of learner-centered teaching approach along with the descriptions as to how to teach English four skills using this

approach; to present and exemplify learner-centered task complex of collocations, idioms and conversation topics that can be implemented in the English learning process.

The research findings has claimed that learner-centered teaching tends to promote inductive learning, and, consequently, learners are not taught grammatical or other types of rules directly, but are left to discover or induce rules from their experience of using the second language. So, the learner becomes the active agent in the learning process and he or she takes charge of the learning while the teacher becomes a mere facilitator of that learning. It was noted that one of the main features of this approach is that learners' autonomy is promoted, increasing, at the same time, the efficiency of foreign language acquisition.

Keywords: learner-centered approach, foreign language, English teaching process, students, benefits, tasks complex, collocations, idioms, conversation topics.

(стаття подана мовою оригіналу)

Nowadays learner-centered approach is widely used in e-learning and distant education both at universities and secondary schools. Changing the atmosphere, which makes students passive and bored, was found necessary several decades ago. Learner-centered practice is aimed at deeper students' learning and increased sense of autonomy. The main strategies of learner-centered teaching vary from acquiring knowledge and skills to a student-teacher- or student-student interaction. It also implies focusing on transferable skills and student's awareness of what they are doing within the course [1, 2, 6, 7].

The topicality of the learner-centered approach application is supported by numerous theoretical and methodological researches of the domestic and international scholars, concerned with philosophical, psychological, linguistic, general pedagogical and methodological issues of foreign language teaching, has shown that implementation of learner-centered approach in teaching of foreign language at the higher educational institution is a complex and under-researched psychological and educational problem [8, 11].

It worth to mention that foreign language, with its multiple and complex functions, has long been considered in isolation from humans. As a result, foreign language learning does not involve the language of science as a means of communication and a factor of formation and development of personality, influence of multilingualism on the development of society, and specific features of the foreign language learning [4, 5].

Kapretev (2006) states that language can't be taught, you can only create conditions for its learning and if you can't learn foreign language well, then smattering and poor knowledge of it is useless [1, 3].

As noted by Brown (2000), starting point of the modern theory of learner-centered teaching is the idea of an individual as a purpose and factor of the educational process; the main objective of an educator is to create the conditions necessary for harmonious development of student's personality in the learning process [2, 6, 7].

However, according to Galskova (2008) mastering of foreign language outside the country of the target language and without immediate contact with native speakers will be efficient, if it gains all the possible characteristics of the natural process of language acquisition, and as close as possible approaches with its main parameters to the conditions of facilitated language acquisition in the natural

language environment [4, 8].

According to such scholars as Crystal (2003), Rubin (2007), White (2006) and Lin (2002), frustration and inefficiency in foreign language learning are directly related to teaching methodology [2, 6, 8].

However, according to our survey, the reasons for this dissatisfaction are more profound. They are caused by poor elaboration of the theory of foreign language teaching as an integration of knowledge in the field of linguistics, psychology and pedagogy. According Matukhin and Gorkaltseva different methods of teaching foreign languages, arising from time to time, often have some success among the creators only and don't have theoretical basis and scientific-methodological generalizations for the common use in foreign language teaching at the higher educational institution [2, 6, 7].

With regard of the problem actuality stated at the beginning of our research, we can identify the main purposes of the survey that are: the first part of the paper highlights the study background followed with the presentation of the sufficient advantages of learner-centered teaching approach along with the descrpitions as to how to teach English four skills using this approach; the findings of the second part are devoted to presenting and exemplifying learner-centered task complex that can be implemented in the English learning process [1, 9].

Initiating the first section of our research we have to mention that in a learner-centered classroom, students will become committed to improving their English and more importantly different learning styles can be accommodated and students can help each other to develop their skills. Considering the benefits that students will gain from the application of learner-centered teaching, it is no longer a choice for English teachers particularly those working in the context of English as a foreign language not to apply this approach [1, 4].

Putting it into an English language teaching setting, this approach assists in mastering skills for communication, language development and authentic expression. To add, students are expected to listen and read stories about different people, participate in conversation and discussion and write stories about their names. A learner-centered classroom benefits the development of students' communicative activity, enrichment of their vocabulary, knowledge of grammatical structures and speech patterns. Moreover this approach encourages learners' to do a research on popular names in historical aspect, using internet resources, and practicing, for example, a role-playing of a TV show [1, 4].

In the frame of our research we are going to focus on the specifics of learner-centered approach methodology.

According to Jones in *teaching reading* for example, teachers can facilitate students to comprehend reading text through discussion activities where they can help one another and share ideas. But, Jones reminds that when teaching reading, teachers are suggested to instruct learners to read the text before the start of the lesson. By doing this, much time can be saved and discussions can run more effectively and enjoyably. Then, teaching listening too needs to be directed towards learner-centered activities. While a few of listening-related activities such as

listening to the tape, as Jones asserts, can only be done as an individual activity, many can be done within the pair or group work context. In other words, individual activities should be minimized. By so doing, teachers can facilitate learners to perform active learning, for instance, through exchange of views with peers [1, 3, 6].

As for *listening, writing* can also be best learnt by learners through this learner-centered teaching approach. In Jones' views, the actual writing, such as an essay, a paragraph should take place at home or should be given as homework. The classroom activities for writing should again be carried out in the form of discussion activities. Such activities can include such things as brainstorming and mapping ideas [10, 11].

Lastly, *speaking* is the skill which takes most of English learning activities in this learner-centered environment because, as Jones noted, speaking actvitities of discussions are typical of any student-centered classroom. Such activities are, of course, not only limited to only question and answer activity, but also can include tasks like role play, problem solving, pair work and group work. Overall, teaching English should be directed to enable learners to experience active and enjoyable learning [1, 7, 9].

After theoretical analysis description comes practical section of our survey that is dealt with tasks complex base on learner-centered teaching English.

Task #1 **Common adverb-verb collocations. We have to admit that** collocations are two or more words that often go together. They are combinations that native English speakers use all the time. Here are some commmon adverb + verb collocations that can be studied by higher institutional students (Table 1) [5].

Table 1

Common Adverb-Verb Collocations

badly damage	The hurricane badly damaged the whole area.
badly hurt/injure	Two children were badly injured in the accident.
badly need	Most of the refugees badly needed food and medicine.
closely examine	The police officer closely examined the footprints.
completely forget	Jack completely forgot his wife's birthday.
completely destroy	The bomb completely destroyed the airport.
deeply regret	Later on she deeply regretted her words.
distinctly remember	Eva distinctly remembers leaving the key at the reception.
firmly believe	Dad firmly believes in the benefits of a healthy diet.
firmly reject	The authorities firmly rejected any suggestion of fraud in the elections.
flatly refuse	The passenger flatly refused to change seats.

Task #2. English Idioms and Idiomatic Expressions. We have to define that *idioms* are words, phrases or expressions which are commonly used in everyday conversation by native speakers of English. Learning the most well-known idioms will help make your English sound more fluent. Idioms are often metaphorical and make the language more colourful. People use them to express something more vividly and often more briefly. They serve as an image or mental picture (Table 2) [5, 10].

Table 2

List of Well-Known English Idioms "Business. Work"
Used in Everyday Conversations, with their Meaning

ace up your sleeve	If you have an ace up your sleeve, you have something in reserve with which you can gain an advantage. «*Our new product is an ace up our sleeve*».
ambulance chaser	A lawyer who finds work by persuading people injured in accidents to claim money from the person who caused the accident is called an 'ambulance chaser'. «*Peterson and Scott are well-known ambulance chasers – that's how they make their money!*»
back to the salt mines	Saying that you have to go back to the sale mines is a humorous way of talking about returning to work, usually with some reluctance. «*We get two days off at Christmas and then it's back to the salt mines!*»
blamestorming	A discussion among a group of people who try to determine who or what is to blame for a particular mistake, failure or wrongdoing, is called 'blamestorming'. «*A blamestorming session took place following the unfavourable reviews in the press.*»
boil the ocean	To "boil the ocean" means to waste time on a task or project that is unnecessary, not worth doing or impossible to achieve. «*I expect you to do the job well but don't try to boil the ocean!*»
break your back	If you work extremely hard, or put a lot of effort into achieving something, you break your back to do it. «*If you want the job done well, you should accept to pay more. He's not going to break his back for such a low price!*»

Task #3. Conversation topics "Business English". Learning effective conversation skills ranks as one of the most significant social abilities. The challenges include talking too much, not taking turns, talking when other can't listen, dwelling on inappropriate topics, and not responding to communication. Incorporating conversation topics into English learning process can develop good language speaking skills and give mutual enjoyment. It's a good idea to pre-teach essential vocabulary before beginning a discussion. This will help students feel more comfortable and encourage them to participate. List of discursive questions

are presented in the table 3 [5, 8].

To conclude, the present study examines a learner-centered approach into an English classroom at a vocational higher institution. We have vividly demonstrated that student-centered learning, also known as learner-centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. The teacher still has an authoritative role, but the students and the teachers play an equally active part in the learning process. The primary goal of the teacher is to coach and facilitate students' learning and comprehension of the subject material.

Table 3

Do You Agree or Disagree with the Following Statements?

It doesn't matter whether you enjoy your job or not as long as it's a well-paid job.
Self-employment is more stimulating than working for a large organisation.
Social networks have rapidly become communication tools for many companies. They will be further developed for business in the future.
Innovation is different from invention.
In the future most companies will be online companies. There will be fewer offices and more call centres.
Anyone who has contact with a customer is a salesperson – and that includes the person who answers the phone!
Small companies can adapt more quickly to changes in the market place than large corporations.
Companies become more efficient as they grow in size.
More time is wasted during meetings than during any other business activity.
It is impossible to have a successful career and a happy family life. You have to choose one or the other.

Thus, *the key outcomes of our survey* have witnessed the following learner-centered approach advantages: classes focus more on skills that students can use in real-life, because classes that don't have real-life application hardly ever motivate students to engage in meaningful learning; students complete some assignments; students can think about ways to introduce a topic that involves them in the speaking process; receptive skills are the ones necessary to learn new things; listening to others is crucial for the successful repetition of new vocabulary; it boosts engagement and motivation.

The future areas of research can be directed into investigating all possible assignments which can facilitate students' foreign communication operations.

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ВАСИЛИШИНА Н. М. Використання особистісно-зорієнтованого навчання у процесі оволодіння англійською мовою у закладах вищої освіти (на прикладі комплексу завдань).

Освіта, включаючи сфери навчання та викладання англійської мови, вже давно змістила фокус викладацького підходу із атмосфери класу, орієнтованої переважно на вчителя, інакше кажучи традиційного способу викладання на особистісно-орієнтоване та індивідуалізоване навчання. Основна причина цієї зміни головним чином пов'язана з тим, що сучасний підхід до навчання може удосконалити процес набуття знань, вмінь та навичок студентами.

Таким чином, ця стаття, сприяючи процесу індивідуалізації навчання англійської мови, визначає психолого-педагогічні умови індивідуальної зорієнтованості навчального процесу, аналізує сучасний стан викладання іноземної мови для студентів вищого навчального закладу, надає результати теоретичного аналізу джерельної бази, пропонує методи викладання

іноземних мов на основі особистісно-зорієнтованого підходу, представленого у формі різних комунікативних завдань.

Основними цілями дослідження були: описати важливі переваги особистісно-орієнтованого підходу, а також проаналізувати особливості навчання чотирьом вмінням англійської мови, використовуючи цей підхід; представити приклади комплексу завдань, орієнтованих на студента у вигляді стійких фраз, ідіом та розмовних тем дискусійного характеру, які можна використовувати в процесі навчання англійської мови.

Результати досліджень стверджують, що особистісно-зорієнтований підхід сприяє індуктивному навчанню, у процесі якого студентів не навчають граматичним чи іншим правилам безпосередньо, а вони мають самостійно зробити умовиводи, спираючись на власний досвід використання іноземної мови. Таким чином, студент вузу стає активним учасником у навчальному процесі, одночасно приймаючи на себе відповідальність за навчання, тоді як вчитель стає простим фасілітатором цього навчання. Було відмічено, що однією з головних особливостей такого підходу є те, що автономія студентів сприяє підвищенню рівня оволодіння іноземною мовою.

Ключові слова: *особистісно-зорієнтований підхід, іноземна мова, процес оволодіння англійською мовою, студенти, переваги, комплекс завдань, стійкі вирази, ідіоми, комунікативні теми дискусійного характеру.*

ВАСИЛИШИНА Н. М. Использование личностно-ориентированного обучения в процессе овладения английским языком в учреждениях высшего образования (на примере комплекса заданий).

Мир образования, включая сферу изучения и преподавания английского языка, уже давно сместил акцент своего подхода с атмосферы в основном ориентированной на преподавателя, или, другими словами, традиционного способа преподавания на преподавание индивидуальное, более ориентированное на учащихся. Основная причина этого изменения в основном связана с убеждением, что современный подход к обучению может ускорить процесс приобретения знаний, умений и навыков.

Таким образом, в данной статье, способствующей процессу индивидуализации обучения английскому языку, выявляются психолого-педагогические условия ориентированности на учащихся, анализируется современное состояние обучения иностранному языку студентов вуза, представлены результаты анализа научных источников, предлагаются методы улучшения преподавания иностранных языков, основанные на подходе, ориентированном на учащихся, который представлен в форме различных коммуникативных заданий.

Основными целями исследования были: описать важные преимущества личностно-ориентированного подхода, а также проанализировать особенности обучения четырем умением английского языка, используя этот подход; представить примеры комплекса заданий, ориентированных на студента в виде устойчивых фраз, идиом и разговорных тем дискуссионного характера, которые можно использовать в процессе обучения английскому языку.

Результаты исследований утверждают, что личностно-ориентированный подход способствует индуктивному образовательному процессу, в ходе которого студентов не учат грамматическим или иным правилам непосредственно, а они должны самостоятельно сделать умозаключения, опираясь на собственный опыт использования иностранного языка. Таким образом, студент вуза становится активным участником в учебном процессе, одновременно принимая на себя ответственность за обучение, тогда как преподаватель становится простым фасилитатором этого обучения. Было отмечено, что одной из главных особенностей такого подхода является то, что автономия студентов способствует повышению уровня овладения иностранным языком.

Ключевые слова: *личностно-ориентированный подход, иностранный язык, процесс овладения английским языком, студенты, преимущества, комплекс задач, устойчивые выражения, идиомы, коммуникативные темы дискуссионного характера.*