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## КОМПЕТЕНТНОСТНЫЙ ПОДХОД В ИНОЯЗЫЧНОМ ОБАЗОВАНИИ

УДК 376.1

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### DIVERSITY IN CLASSROOMS: LEARNING STYLES

Learning style is a popular concept in education and is intended to identify how people learn best. It is often recognized that there are differences in the ways individuals learn. The idea underpinning learning styles is that individuals all have particular approach or style of learning. The theory is that learning will therefore be more effective or more efficient if pupils are taught using the specific style or approach that has been identified as their learning style.

Learning styles can be defined as the characteristics and preferred way which a person uses to gather, identify and process information. For A. Kolb, an American educational theorist, learning style is the process in which a person receives new information and skills.

It's recognized that each person prefers different learning styles and techniques. And a learning style is a person's preferred way of learning. This is the basis of the study of the learning styles. Some researchers believe that learners show a preference for using different senses to learn. The term "Learning styles" refers to the concept that individuals differ in regard to what mode of instruction

or study is most effective for them. Each of us has a dominant style of learning with far less use of the other styles.

Taking into consideration that people have preferred various ways of learning, much research has gone into discovering the different styles. Over the years several theories and types of Learning Style Models have been developed. Since the 1970-s researchers have theorized models to describe individual differences in learning. Everyone has a mix of preferred learning styles. These preferences guide the way we learn. They determine the way an individual mentally represents and recalls information. Research shows that different learning styles involve different parts of the brain. Unfortunately, there is no universally accepted model of learning styles. Rather there are dozens of competing models. There are many different ways of categorizing learning styles. The following most widely used models are recognized:

Neil Fleming's VARK Model [1];

David Kolb's Model of Learning Styles [2];

The "Seven Learning Styles" [3].

*Neil Fleming's VARK Model* is one of the most common and widely used categorizations of learning styles. According to this Model most people fall into four main categories of learners. These four categories are:

V – Visual;

A – Aural;

R – Read/Write;

K – Kinesthetic.

As their names suggest, Visual Learners learn best by seeing, Aural Learners learn best through their listening, Read/Write Learners learn best by reading texts and exercising writing, and Kinesthetic Learners learn best when they can touch and feel or do things they are taught. These four categories of learners have certain characteristics specific to them.

*Auditory learners* prefer to receive ideas and information by hearing them. They like lectures, tapes, discussions. They often benefit from discussion-based classes and the opportunity to give oral presentations.

*Visual learners* prefer to receive information by seeing it. Outlines, graphs, maps and pictures are useful in helping these students learn.

*Read/Write learners* enjoy reading and writing.

*Kinesthetic learners* tend to learn best via movement and touch. Because they like movement, they may take many notes and learn best when allowed to explore and experience their environment. They prefer active exploration of the world such as science projects, building models, and active experiments.

Learners can also learn through a combination of two, three or even four learning styles.

Despite the criticism and lack of empirical support, the VARK model remains fairly popular among both students and educators.

*David Kolb's Model of Learning Styles* is one of the best-known and widely used learning styles theories. Kolb's learning theory sets out four distinct learning styles (or preferences) which are based on a four-stage learning cycle. This model classifies students as to how they take information in, through concrete experience or abstract conceptualization, and by how they internalize information, through active experimentation or reflective observation. Thus, the four types of learners in Kolb's Learning Styles Model are:

Type 1 – Concrete-Reflective

Type 2 – Abstract-Reflective

Type 3 – Abstract-Active

Type 4 – Concrete-Active

*Type 1 – Concrete-Reflective*

Typically asks “Why?”;

Responds well to explanations of how course material relates to their experience, their interests and their future careers;

To be successful with Type 1, the instructor should act as a motivator.

*Type 2 – Abstract-Reflective*

Typically asks “What?”;

Responds well to information that is presented in an organized, logical fashion and benefits when given some time to reflect upon the material;

To be most effective for a Type 2 learner, the instructor should function as an expert.

*Type 3 – Abstract-Active*

Typically asks “How?”;

Responds well to working actively on well-defined tasks by trial-and-error in an environment that allows him to make mistakes safely;

The instructor should function as a coach by providing guided practice and feedback.

*Type 4 – Concrete-Active*

Typically asks “What if?”;

Prefers to apply course material in new situations to solve real problems;

The instructor should stay out of the way to let students discover things on their own.

The last mentioned above learning style is *The “Seven Learning Styles”*. It is the most commonly accepted model. The learning styles are as follows:

Visual;

Aural;

Verbal;

Physical (or kinesthetic);

Solitary;

Social;

Logical (or mathematical).

*Visual learners* have an ability to perceive and learn best by seeing. They prefer to learn through pictures, diagrams and images. They create vivid mental images to remember information and enjoy viewing pictures, maps and charts.

*Aural (Auditory/Musical) learners* learn best through their listening. They tend to think in rhythms and patterns and are particularly sensitive to sounds in the immediate environment. They like lectures, discussions and tapes.

*Verbal learners.* Words are their strong point. They prefer to use words both in speech and writing.

*Physical (or kinesthetic) learners* use hands, body and sense of touch to help in learning. They must act things out.

*Solitary learners* like to work alone. They use self-study and prefer their own company when learning.

*Social learners* like to learn new things being a part of a group. Explaining their understanding to a group helps them to learn.

*Logical (Mathematical) learners* use logic reasoning systems and sequences to learn. These learners also seek to understand the “why” behind each new concept and like to experiment.

The validity of learning styles theory has been questioned and criticized extensively. Many articles on learning styles presume the validity of the concept. It is believed that understanding learning styles and awareness of learning style differences can help instructors teach in a manner that effectively reaches most students. The “learning style” idea has snowballed – as late as 2014 – more than 90% of teachers in various countries believe it. The popularity of this concept grew dramatically during the 1970s and 1980s despite the evidence suggesting that personal learning preferences have little to no actual influence of learning results. There has been recent controversy regarding the subject of learning styles. Many education psychologists and others involved in researching educational theories are highly critical that students possess fixed learning styles, which teachers must address so that the students can learn. They believe that the idea of different learning styles isn’t supported by existing research. The evidence for the lack of impact of using learning styles approaches has been shown in a number of studies. There is evidence that it is unhelpful to assign learners to groups or categories on the basis of a supposed learning style. The lack of impact of learning styles has been documented at all stages of education, but it is particularly important not to label primary age pupils or for them to believe that their lack of success is due to their learning style. And yet many in legal education think of the existence of learning styles as being settled fact. While the existing research has

found that matching teaching methods to learning styles has no influence on educational outcomes, the concept of learning styles remains extremely popular.

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#### **АУДИОВИЗУАЛЬНЫЕ МАТЕРИАЛЫ ДЛЯ СОЗДАНИЯ ЯЗЫКОВОЙ СРЕДЫ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА**

«Аудиовизуальные технологии обучения – это образовательная деятельность, основанная на использовании аудиовизуальных (технических) средств обучения при работе с учебной информацией» – поясняет Шкрабо О. Н. Благодаря современным технологиям использование на занятиях по иностранному языку аудиовизуальных материалов упрощает процесс обучения. Использование аудиовизуальных материалов предоставляет возможность просмотра специализированных учебных фильмов, учебных видеопрограмм, использование различных аудио пособий, а также игровых сценариев. Аудиовизуальные материалы помогают не только услышать элементы речи (паузы, изменения интонации, междометия и т. д.), но и позволяют наблюдать за визуальными элементами (жесты, мимика лица и т. д.). Экспериментально доказано, что информация, полученная одновременно с помощью зрения и слуха, способствует лучшему пониманию и запоминанию. Информация, полученная