

from the position of a competence approach is argued, which will become the guarantee of a full and comprehensive development of schoolchildren. The conclusion is made about the need for further changes in the content of school history education, and then the modernization of the contents of curricula and textbooks.

Key words: educational content, curriculum, history textbook, standardization of education, competence approach.

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THE IMPACT OF PERCEPTION STYLES ON THE CHOICE OF CLASSROOM ACTIVITIES IN ESL TEACHING

Today educational research in the sphere of academic acquisition has outspread to psychological learning-related issues. Among the vast amount of those existing our attention fell onto learning style that impacts performance and learning outcomes. In the present article the authors defined the perceptual learning styles among their students and described the most *efficient* and productive teaching strategies to meet the needs and peculiarities of visuals. The article presents a research aiming to explore learning styles among the students of technical specialization studying English as a second language and quantitatively represents the results of the conducted study, considers choice of educational materials and teaching strategies. The participants were 60 students, who took part in a survey which included passing the short test to define the learning style. Findings of survey revealed that the vast number of participants favored visual perception style. The questionnaire showed that the most preferable activities for the visual learners are using graphs, presentations, vocabulary cards, video etc.

Key words: learning types; motivation; auditory; visual; kinesthetic; perceptual; teaching strategies.

Nowadays, in the conditions of competitiveness the high level of foreign language proficiency is required from young specialists and it is one of the needs in today's communication and labour market. To meet the requirements of modern labour market graduates should be initiative, motivated and competent. The desire to learn English can be explained by the growing demand for professional competence and ability to use foreign language in real life and communicate confidently. In educational realm the role of a teacher is in motivating a student for the participation in the learning process as a conscious decision. The article examines the individual learning styles that apply to students with different types of perceptions. Usually people examine the world through five senses – sight, sound, touch, taste and smell, based on mentioned above each individual has its own way of perception. There are three basic learning styles: visual, auditory and kinaesthetic. Also modern physiologists distinguish one more type of perception modality: discrete, but this learning style has not been studied enough yet. Some people are visuals, they are most affected by what they see or read so this information is best perceived. We defined that in order to learn material in training, visuals can use visual information, such as illustrations, schematic drawings, flash cards, books and videos. Auditory learners focus on sounds and forms experience by hearing information, they will appreciate recordings, podcasts, audiobooks and movies. The most effective way of perception for kinaesthetic learners is to get information through feelings and touches. To memorize perceived information kinaesthetic may connect it to a certain sensation in their imagination; use various games, master classes and projects. Discrete learners perceive information on logical comprehension, clear evidence by building new information on a logical scheme. Knowing which modality of perception is prevalent among our students will help us to understand how to teach better.

The first thoughts about the peculiarities of perception were made by ancient philosophers. During the development of psychology, researchers began to conduct the experiments, which gave a clear understanding of differences in perception. The main issue for researchers was to understand the process of knowledge formation. The controversial statement of perception dependence on the experience was studied by J. Gibson and R. Gregory. They presented two opposite theories: Gibson in his bottom-up theory defines perception as an innate mechanism not requiring learning, while according to Gregory's top-down theory; perception is based on our experience and previously known information [9; 10]. Many attempts have been made to understand and define perceptual learning styles, as well as to develop approaches and instruments to meet those individual learning styles. Previous studies concerning perceptual learning styles have been conducted by J. Reid, M. Peacock, R. Oxford, D. Kolb and interpretations of student's learning styles have been proposed. H. Brown defines learning style as consistent preferences and tendencies within individuals, that differentiate one person from someone else; some students might be more visually oriented and that could be defined as style [3]. Perceptual learning style is learner's individual ability to study better through the preferred way of perception by seeing, listening, reading, etc. or of various combinations. N.D. Fleming and C. Mills supported the connection between language acquisition and the form information is presented saying that "the most realistic approach to the accommodation of learning styles in teaching programs should involve empowering students through knowledge of their own

learning style to adjust behaviour to the learning programs they encounter" [5]. Fleming defines learning style as an individual's characteristics and preferred ways of gathering, organizing, and thinking about information, proposing VARK model (visual, aural, read/write, kinaesthetic) [6]. A. Kudysheva researched learning styles and possible combination of different styles "most successful learners utilize both visual and auditory input, but slight preferences one way or the other may distinguish one learner from another" [11].

The purpose of the article is to investigate what the dominant learning perception style is and the effect of the following on the English teaching process. The article provides a brief review of the perception types along with the analysis of the data onto determining the most effective teaching approaches and techniques suitable for each individual type. The study presents the test results students of technical specialization who learn English as a second language and the descriptions of activities which might be applied to teach the dominant type of learners.

To discover the dominant perception type of the students the following study was conducted. For the research a simple test consisting of 30 statements was taken to analyze learning styles of our students. The participants were 60 (48 male and 12 female) first-year students of National Technical University of Ukraine "Igor Sikorsky Polytechnic Institute" with intermediate English language level. They completed questionnaire circling the answer to each statement true to them. After testing students were suggested to discuss the results and express their opinion if they agree or disagree and to discuss what kind of classroom activities might be the most productive, based on knowing the dominant learning style. Students of two faculties participated in the survey; those are the faculty of mechanic machinery engineering and the faculty of aircraft and space systems. Technical faculties were chosen for the reason that foreign language is not one of their specialties subjects, where the students study English as a second language and they have a very low motivation and desire to study foreign languages as well as any other humanitarian sciences, putting the emphasis on the technical subjects as their mains, and there should be used very powerful and sophisticated teaching approaches in order to reach the success. Furthermore, due to the lack of time students do not pay enough attention to the home assignments, and for this reason the English lesson conducted only once per week should be powerful and efficient, thus include all language learning aspects. Moreover, it should include clever integration and combination of versatile activities aimed at practicing oral and written communication skills, grammar, reading, new vocabulary items learning. Perceptual learning styles preference questionnaire we utilized was developed by J. Reid ("Perceptual Learning Styles Preference Questionnaire" J. Reid, 1984)

The calculated results of testing students learning style preferences are presented in the Table 1 below. The results from the Table 1 show that significant number of students prefer visual style (56.7%), while auditory style is represented by 21.6% and minor number of students tend to choose kinesthetic (3.4%), visual and auditory (5%), visual and kinesthetic (3.4%). The study was addressed to find out the differences in learning styles preferences for students of opposite genders, and it has been found that the half of female learners are visuals (50%), while number of male visual learners prevails by 20.8% (70.8%). There is a significant difference in quantity of auditory learners, there are only 18.75% of male students and 33.4% of females. Concerning the rest of results the situation is similar for both genders, small number of female students preferred kinesthetic style (16.6%) in comparison none of male students have the kinesthetic learning preferences, only visual mixed with kinesthetic (4.2%).

Table 1

The results of the students' learning styles preferences questionnaire

Gender	Quantity of students	Visual style	Auditory style	Kinesthetic style	Visual + auditory	Visual + kinesthetic
Questionnaire results						
Male	of 60	56.7%	15%	0	5%	3.3%
	48	70.8%	18.75%	0	6.25%	4.2%
Female	of 60	10%	6.7%	3.3%	0	0
	12	50%	33.4%	16.6%	0	0
Total	60	66.7%	21.6%	3.4%	5%	3.4%

Adjusting teaching strategies to the perceptual learning styles is an essential part of learning process. It is obvious from the results of survey that the dominant type of learners is visual (56.7%). Taking into consideration the peculiarities of visual learners, which mean apprehension of visual information, the best option of the class activities is data visualization. Friedman wrote that "main goal of data visualization is its ability to visualize data, communicating information clearly and effectively" [7].

Language specialist Claudia Pesce described five characteristics of visual learners, which also must be considered when creating or choosing classroom activities for productive ESL lessons. Those characteristics are the following "forget what they hear, but rather remember what they see; enjoy puzzles, board games, building blocks and all types of crafts materials; have a better sense of space than time; are very imaginative and may come up with lots of ideas and/or solutions to a problem, especially if they can "see" it in their mind's eye; learn words and their correct spelling more easily after seeing them written down" [13].

The importance of survey results of different styles is that knowing our student's preferences and perception peculiarities it is easier for the teachers to search for appropriate activities and approaches and incorporate them into teaching. Based on presented above characteristics the following ideas drew our attention to be applied for the practice. Tasks on listening should always be supported by visual aids with strict timings for each activity visualized. Visual learners are typically imaginative, they enjoy games, and thus it is essential to apply additional learning handouts and other types of tools and scaffolding. Visualization of data for them is of primary importance so activities might include games, presentations, video, cards and infographics. It means that during the lesson there should be used as much of visual aids as possible. In order to make students active and learn better the following tasks can be effective for visual learners: mind maps, color codes, words stylization, infographic charts, vocabulary games, video based tasks, presentations. Let's consider each of the teaching strategies in more details in order to understand them better and choose most motivating. One of the activities we used with our students is mind map, also called associative map. We assigned students the following tasks: draw on the board a mind map on the theme of lesson "computer". An alternative to the previous one is to assign students to draw a circle in which they can write the word "computer" and draw lines of the concept word. The lines could be just associations people have when they hear this word, or the map might have more complicated structure, like lines of different categories and sub-categories. Moreover, it would be excellent to use some specific terminology connected to the concept word (e.g. mouse, motherboard, cloud, desktop, laptop etc.). Such method is an exceptional option to train vocabulary items and to provoke critical thinking. Although this task may work to elevate cooperation within the group. In case of cooperation, the perfect idea is to draw a mind map on the board, in competition students create individual maps on the separate pieces of paper, then they compare and contrast their ideas, and finally students analyze and evaluate other works in order to decide on the most interesting and comprehensive map in the class.

Another teaching strategy to utilize learning styles in classroom is using words stylization and color codes. While making notes during lessons the students can be suggested using different inks' colors, bookmarks, stickers etc. The same refers to words stylization. When learning any complicated word or word combination, students use different styles or fonts while writing. Furthermore, students were offered to draw pictures which they associate with the new term or decorate letters. This helps student's brain to create strong connections to the visual image and remember the correct spelling of the words. Visual learners as usual claim to have good photographic memory, and for this reason color cod might be helpful maybe not to memorize the piece of information, but at least to remember its location, which is essential while using lesson notes.

One of the activities we tried with our visual students is creating and using infographic charts. There are the two alternatives of how to use infographics. The first one is to create infographic file for the students and ask them to understand, analyze and evaluate the data. Another way of applying infographics may be additional to the previous one or as individual task, which requires higher level of comprehension when students train to implement data and design an infographic chart. Infographic charts proved to be very useful in learning different grammar aspects; in particular it refers to technical specialties students, who perceive the information better through the formulae and logical structures. Infographics are beneficial and efficient in many ways, as they encourage discussion, are readable and allow individual creativity.

For organizing lesson adjusted to students' learning preferences we also used vocabulary game, the following are guessing, searching, matching, information gap, labeling, exchanging and collecting, board games, role-play games, picture cards, puzzles and crosswords etc. Vocabulary games are powerful and sophisticated tools for memorizing and learning words due to their motivating potential that helps students to learn in natural way. Practice showed that games are the most favorite activities, especially for the big groups of students as they help to capture attention on even indifferent students, provoking collaboration.

We consider video based activity to be favorable and effective as it is suitable for our visual and auditory learners as well. Nowadays there are many possibilities of working with the video files. It is possible to choose any video in the internet which would be appropriate for the particular topic, interesting and educative for the students. The work over the video files consists of pre-watching, while watching and post-watching activities. Pre-watching activities are very important, because at this stage one can get students prepared to listen carefully, concentrate on the information they hear, provoke interest. Before offering any video, it is a very great idea to have the students' background knowledge checked. Such activities include discussion, vocabulary check, analyzing some pictures connected to the topic of the video. While watching activities students fill gaps, mark true/false, put sentences in correct order etc. Post watching activities are aimed to discuss the outcomes, to check if the students were attentive, if they liked or disliked the piece of information on the video, what new they discovered. Such activities include answering questions, creating mind maps and infographics that is visualizing what they had seen, playing different vocabulary games.

Another powerful tool for visualizing information and organizing it in the logical order is presentation. Multimedia presentations are useful to be created both ways: by teachers and students. In the classroom we use presentations instead of the lesson notes, including lesson plan, key words, multimedia files like videos, grammar topics, grammar examples, vocabulary and useful phrases etc. On the lesson during watching one slide, students produce as many sentences as possible to illustrate each case. Multimedia presentations are certainly convenient

not only to discuss the grammar issues, it has many other useful application, in particular to study new vocabulary items. Alternatively, teacher can assign students to create presentation addressing different ways of interaction (individual, pair work and group work). It is very helpful for students to learn new vocabulary, especially complicated terminology if they create a picture vocabulary after every topic. This can work as a mini project, the purpose of which is analysis, processing and as a result transferring lexical units into active vocabulary. Presentation is valuable tool for students to learn how to process big amounts of data, analyze and evaluate it, choosing the most important and appropriate, to build data blocks, to structure the report coherently and to deliver the information in a succinct, logical way. Before assigning students task, teacher should give detailed instructions and provide scaffolding, inform on the structure, the number of slides, etc.

The study has investigated learning style preferences (visual, auditory, kinesthetic) and its primary importance of students learning ESL and effect of these preferences for the level of language acquisition. Taking into account the survey results we may conclude that dominant quantity of learners is of visual type. If we consider learner's preferences, we can facilitate learning process motivating and implementing appropriate activities. Integrating individual learning preferences to ESL curriculum has a number of advantages. It reinforces communicative skills, enhances comprehension and maximizes efficiency of studying target language.

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Нипадимка А. С., Писарчик О. Л. Вплив стилів сприйняття на вибір навчальних матеріалів у викладанні англійської мови як іноземної

Сучасні дослідження в сфері набуття академічних знань все більше поширюються на питання, пов'язані з психологією. Стаття розглядає типи сприйняття студентів та їх вплив на вибір навчальних матеріалів та стратегій. Дослідження визначає існування різних стилів сприйняття, візуального, аудіального і кінестетичного, які впливають на продуктивність і результати навчання. У статті представлено дослідження, спрямоване на вивчення домінуючого стилю навчання серед 60 студентів технічної спеціалізації, і кількісне представлення підсумків проведеного дослідження. Результати опитування показали, що більшість учасників мають візуальний стиль сприйняття. Спираючись на результати дослідження, було визначено, що для вивчення іноземної мови найкраще використовувати матеріали, які наповнені візуальними ефектами, зокрема ілюстраціями, схематичними малюнками, діаграмами, презентаціями та відео.

Ключові слова: типи сприйняття; мотивація; аудіальний; візуальний; кінестетичний; перцептивний; стратегії навчання.

Нипадимка А. С., Писарчик Е. Л. Влияние стилей восприятия на выбор учебных материалов для преподавания английского языка как иностранного

Современные исследования в области приобретения академических знаний все больше распространяются на вопросы, связанные с психологией. Исследование демонстрирует существование различных стилей восприятия, визуального, слухового и кинестетического, которые влияют на производительность и результаты обучения. В статье представлено исследование, направленное на изучение доминирующего стиля обучения среди 60 студентов технической специализации и количественное представление итогов проведенного исследования. Результаты опроса показали, что большинство участников имеют визуальный стиль восприятия. Исходя из результатов исследования, было установлено, что для изучения иностранного языка лучше всего использовать материалы, которые наполнены визуальными эффектами: иллюстрациями, схематическими рисунками, диаграммами, презентациями и видео.

Ключевые слова: типы восприятия; мотивация; аудіальний; візуальний; кінестетический; перцептивний; стратегии обучения.