

ABSTRACTS

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THE STRUCTURE OF THE DIDACTIC MODEL OF STUDENTS' INDIVIDUAL STRATEGIES IN FOREIGN LANGUAGE TEACHING PROCESS

The purpose of the article is to justify the necessity of didactic model application in students' individual strategy formation and to analyze the features of its implementation.

The independent-cognitive activity is primarily self-learning which is formed in consciousness. The student becomes a creative person who clearly understands the motive, purpose, methods and techniques of gaining knowledge. The individual strategies are the pivot around which all kinds of cognitive activities are concentrated. In the article the main stages of developing didactic models of individual strategy formation are analyzed, the structural and functional components of a didactic model are revealed, and some relevant content of its categories such as functions, features, and aspects of didactic model are clarified.

Individual strategies are multifaceted and very effective for the students' independent-cognitive activity creation. They act as the interconnection (sequence) of operations and actions (intellectual and practical) aimed at implementing the outcome of independent-cognitive activities of students. The didactic model application develops the ability to plan properly individual strategies of students' independent-cognitive activity in the foreign language teaching process.

Key words: didactic model, structural and functional components, structuring principles, individual strategies, foreign languages.