

DOI 10.54596/2958-0048-2025-2-76-82

UDK 372.881.1

IRSTI 16.41.00

THE INDIVIDUAL APPROACH IN TEACHING A FOREIGN LANGUAGE**Rakhmetova Sh.S.^{1*}**^{1*}*Manash Kozybayev North Kazakhstan University NPLC, Petropavlovsk, Kazakhstan***Corresponding author: Rakhmetova_Shnar@mail.ru***Abstract**

The article considers the need for an individual approach in teaching a foreign language, taking into account the modalities of students' perception. The effectiveness of the educational process increases significantly if we rely on knowledge about the leading channel of information perception for each student. The focus is on sensory systems – visual, auditory, kinesthetic – that determine how a student receives and processes information.

The results of the study show that an individual approach to teaching a foreign language contributes to a deeper assimilation of language material, an increase in motivation, and independence of students.

Thus, taking into account the modalities of perception when teaching a foreign language makes it possible to improve the quality of education, activate the cognitive activity of students, and create conditions for more productive and conscious assimilation of language knowledge.

Keywords: individual approach, foreign language teaching, information perception, visual learners, kinesthetic learners, language competency.

ШЕТ ТІЛІН ОҚЫТУДАҒЫ ЖЕКЕ ТӘСІЛ**Рахметова Ш.С.^{1*}**^{1*}*«Манаш Қозыбаев атындағы Солтүстік Қазақстан университеті» КеАҚ**Петропавл, Қазақстан***Хат-хабар үшін автор: Rakhmetova_Shnar@mail.ru***Аңдатпа**

Мақалада студенттердің қабылдау модальділігін ескере отырып, шет тілін оқытуда жеке көзқарастың қажеттілігі қарастырылады. Әрбір студенттің ақпаратты қабылдаудың жетекші арнасы туралы білімге сүйене отырып, білім беру процесінің тиімділігі едәуір артады. Студенттің ақпаратты қалай қабылдайтынын және өңдейтінін анықтайтын сенсорлық жүйелерге – визуалды, аудиалды, кинестетикалық жүйелерге назар аударылады.

Зерттеу нәтижелері шет тілін оқытудағы жеке көзқарас тілдік материалды тереңірек игеруге, студенттердің ынтасы мен тәуелсіздігінің артуына ықпал ететінін көрсетеді.

Осылайша, шет тілін оқыту кезінде қабылдау модальділіктерін ескеру білім сапасын арттыруға, студенттердің танымдық белсенділігін арттыруға және тілдік білімді неғұрлым өнімді және саналы түрде игеруге жағдай жасауға мүмкіндік береді.

Кілт сөздер: жеке көзқарас, шет тілін оқыту, ақпаратты қабылдау, көрнекіліктер, кинестетиктер, тілдік құзыреттілік.

ИНДИВИДУАЛЬНЫЙ ПОДХОД ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ**Рахметова Ш.С.^{1*}**^{1*}*НАО «Северо-Казакстанский университет имени Манаша Козыбаева»**Петропавловск, Казахстан***Автор для корреспонденции: Rakhmetova_Shnar@mail.ru***Аннотация**

В статье рассматривается необходимость индивидуального подхода в обучении иностранному языку с учетом модальностей восприятия студентов. Эффективность образовательного процесса

значительно возрастает, если опираться на знания о ведущем канале восприятия информации у каждого студента. Основное внимание уделяется сенсорным системам – визуальной, аудиальной, кинестетической, которые определяют, как студент получает и обрабатывает информацию.

Результаты исследования показывают, что индивидуальный подход при обучении иностранному языку способствует более глубокому усвоению языкового материала, росту мотивации и самостоятельности студентов.

Таким образом, учет модальностей восприятия при обучении иностранному языку позволяет повысить качество образования, активизировать познавательную деятельность студентов и создать условия для более продуктивного и осознанного усвоения языковых знаний.

Ключевые слова: индивидуальный подход, обучение иностранному языку, восприятие информации, визуалы, кинестетики, языковая компетенция.

Introduction

The globalization of education and communication has emphasized the importance of mastering foreign languages, particularly English, which serves as an international medium for academic, professional, and social interactions [1, p. 144].

In the context of today's dynamic and adaptable social practices, the significance of individualized instruction increases markedly. It allows learners to acquire sophisticated skills in autonomous study and to take active roles in shaping their educational paths. The demands of contemporary scientific and technological progress necessitate that higher education processes take into account the wide-ranging social, professional, personal, age-related, gender-based, and psychological characteristics of students [2, p. 86].

Foreign language teaching that fails to accommodate individual learner characteristics often proves ineffective. The concept of individual perceptual models – how individuals process sensory information – suggests the presence of diverse perceptual modalities or representative systems. In psychological and physiological discourse, “modality” refers to a particular sensory system and is employed to classify or describe sensations, stimuli, signals, information, and receptors. The primary channels through which information is received are vision, hearing, touch, taste, and smell. Among these, the most significant for educational purposes are the visual, auditory, and kinesthetic modalities.

Learners are typically categorized into three types: visual learners, auditory learners, and kinesthetic learners. Internally, individuals process information through four principal representative systems: visual (images), auditory (sounds), kinesthetic (sensations), and digital (internal verbalization). A representative system, derived from the Latin representation meaning “reproduction,” enables individuals to access and reproduce internal experiences [3, pp. 341–348].

Methods

This study is grounded in a methodological framework that includes theoretical analysis of academic literature, synthesis of empirical data, practical experience in foreign language instruction, and application of S. Yefremtsev's diagnostic method “The Leading Channel of Information Perception” [4, p. 175].

Identifying the predominant perceptual channel and selecting the most appropriate instructional methods allow educators to implement more effective pedagogical strategies. A clear understanding of a student's preferred perception modality enables the teacher to significantly enhance instructional efficacy. A multisensory approach to teaching supports the design of lesson plans that actively engage each student's leading sensory channel. Although this requires additional effort from the teacher, it markedly boosts students' self-confidence, motivation, and personal development.

The Wilcoxon signed-rank test is a non-parametric rank test for statistical hypothesis testing used either to test the location of a population based on a sample of data, or to compare the locations of two populations using two matched samples [5, p. 350].

Results and Discussion

Some learners experience difficulties participating fully in group activities due to instructional strategies that are misaligned with their individual learning preferences. Such mismatches often stem from differences in dominant perceptual modalities.

American psychologists K. Rogers, Betty Lou Livet, S. Stringer, and G. Dale identified three primary perceptual learner types:

- Auditory learners;
- Visual learners;
- Kinesthetic learners [6, pp. 35–37].

Auditory learners excel when they receive verbal input and are particularly adept at processing spoken information. Visual learners comprehend material more effectively through visual observation and demonstration. Kinesthetic learners require tactile engagement, physical movement, and emotional involvement to grasp new concepts. For this group, activities such as role-playing are particularly effective in developing speaking skills.

The structure of instructional tasks has a direct influence on both the effectiveness of the learning process and the acquisition of language skills. It is therefore recommended that English language instructors employ tailored exercise sets that correspond to each student's dominant perceptual channel.

Identifying students' primary sensory modalities before engaging in language skill-building activities greatly enhances task effectiveness and the quality of learning outcomes. The individual approach, especially in the form of personalized instruction, enables teachers to match assignments with students' proficiency levels, cognitive potential, and personal attributes. These assignments encourage self-actualization and foster more efficient learning.

The individual approach should be gradually applied at all stages of learning: from presenting new material, consolidating and developing skills to analyzing, evaluating and developing research skills.

Educational practices adapted to individual needs promote student independence, unlock their potential, and significantly enhance the overall effectiveness of learning. It is important to understand the peculiarities of students' perception. The dominant sensory channel of the student directly affects the development of basic language skills such as reading and writing. Teachers can improve understanding of the material by transmitting it through all channels of perception – visual, auditory, and kinesthetic. This approach is especially effective when the teacher and learners share a common dominant modality. However, kinesthetic teachers are relatively rare.

Cognitive processes such as attention and memory retention vary considerably across perceptual types [7, p. 225].

When educators are aware of a student's perceptual orientation, they can communicate more effectively and address issues related to discipline, communication barriers, and the application of appropriate motivational and corrective strategies.

We assert that a comprehensive understanding of students' perceptual characteristics facilitates more effective differentiated instruction and underpins the development of pedagogical techniques that correspond to individual psychophysiological profiles.

Accordingly, students enrolled in the “Foreign Language: Two Foreign Languages” program participated in S. Yefremtsev's diagnostic assessment “The Leading Channel of

Information Perception.” The findings revealed that among 13 students, 7 exhibited a kinesthetic preference, while 6 demonstrated a visual preference.

It is important to understand that the leading channel of information perception does not change. Knowing the leading channel through which students perceive information, the teacher can select and adapt tasks to enhance the effectiveness of foreign language teaching.

Table 1. “The leading channel of students’ information perception”

Information perception channel	Number of students in the group	Percentage
Kinesthetic	7	54%
Visual	6	46%
Total	13	100%

It is important to understand that the leading channel of information perception remains unchanged. By identifying students’ leading channel of information perception, a teacher can select and adapt tasks to enhance the effectiveness of foreign language teaching.

The impact of exercising differentiation (based on learners’ individual differences, preferences and needs) on the educational/academic achievement of learners has long been established as a ubiquitously espoused pedagogical axiom [8, p. 75].

In this regard, we proposed a set of tasks designed by students’ leading channel of information perception to test the hypothesis that taking into account the leading channel of information perception in the process of forming language competency contributes to the effective implementation of these tasks and the acquisition of many essential skills.

To assess the effectiveness of the proposed tasks, a comparative analysis of students’ results at various stages of the experiment was carried out.

The students’ final results enrolled in the educational programme “Foreign Language: Two Foreign Languages”, based on the diagnostics of their basic level of language competency at the initial stage and the formation of language competency considering the leading channel of information perception at the control stage of the experiment, are presented in Table 2.

Table 2. The results of students’ final points

Student	Final Point (max. 100) for tasks in 4 activity types at the initial stage	Final Point (max. 100) for task performance concerning the leading channel of information perception at the control stage
1	78	80
2	95	99
3	72	75
4	90	93
5	69	72
6	90	93
7	65	70
8	75	80
9	87	90
10	97	99
11	74	77
12	91	95
13	84	87

There is no need to arrange the value series in ascending order when calculating this criterion.

Table 3. First Step in Calculating the Wilcoxon Signed-Rank Test: Subtracting Each Individual “Before” Score from the “After” Score

Before Measurement (t _{before})	After Measurement (t _{after})	Difference (t _{after} - t _{before})	Absolute Difference
78	80	2	2
95	99	4	4
72	75	3	3
90	93	3	3
69	72	3	3
90	93	3	3
65	70	5	5
75	80	5	5
87	90	3	3
97	99	2	2
74	77	3	3
91	95	4	4
84	87	3	3

Since the matrix contains tied ranks (identical rank values) in the first row, rank adjustment was performed. This re-ranking maintains the relational structure (greater, less than, or equal) without altering the rank’s importance. It is also recommended not to assign ranks higher than 1 or lower than the total number of parameters (in this case, n = 13).

Table 4. Re-Ranking of Values

Position in Ordered Series	Expert Evaluation of Factor Placement	Adjusted Ranks
1	2	1.5
2	2	1.5
3	3	6
4	3	6
5	3	6
6	3	6
7	3	6
8	3	6
9	3	6
10	4	10.5
11	4	10.5
12	5	12.5
13	5	12.5

Hypotheses

H₀: Post-experiment scores are greater than the pre-experiment scores.

H₁: Post-experiment scores are less than the pre-experiment scores.

Table 5. Hypothesis Testing

Before (t_before)	After (t_after)	Difference (t_after - t_before)	Absolute Difference	Rank of Difference
78	80	2	2	1.5
95	99	4	4	10.5
72	75	3	3	6
90	93	3	3	6
69	72	3	3	6
90	93	3	3	6
65	70	5	5	12.5
75	80	5	5	12.5
87	90	3	3	6
97	99	2	2	1.5
74	77	3	3	6
91	95	4	4	10.5
84	87	3	3	6
Total				91

The total rank sum is $\sum = 91$.

To verify the accuracy of the matrix, a control sum was calculated. Since the total and the control sum match, the ranking was performed correctly.

Now we identify the atypical (in this case, negative) directions. In the table, these directions and their corresponding ranks are marked (visually, in color). The sum of the ranks of these “rare” directions represents the empirical value of the Wilcoxon T statistic:

$$T = \sum R_i = 0$$

According to the Wilcoxon critical value table for $n = 13$, we find:

$$T_{crit} = 12 \quad (p \leq 0.01)$$

$$T_{crit} = 21 \quad (p \leq 0.05)$$

The significance zone lies to the left; indeed, if there were no “rare” (positive) directions, the sum of their ranks would be zero.

In this case, the empirical value T_{emp} falls within the significance zone: $T_{emp} < T_{crit}$ (0.01).

Thus, the null hypothesis H_0 is accepted. The post-experiment scores significantly exceed the pre-experiment scores.

Conclusion

The individual approach to teaching is one of the urgent problems of teaching foreign languages. The individual approach to teaching a foreign language is considered a complex pedagogical phenomenon that determines the effectiveness of teaching a foreign language and assumes an active role in the subject of educational activity.

This approach is inextricably linked with identifying each student’s strengths and weaknesses, as well as patiently overcoming emerging difficulties by relying on their personal resources and potential.

By identifying the student’s leading channel of information perception, educators can significantly improve the quality of teaching. A multisensory teaching strategy allows for the integration of various perceptual channels, ensuring inclusive access to learning for all students. When combined with varied task formats and strategies for managing attention, individualized instruction contributes to a more equitable and efficient educational environment. Naturally,

the success of such instructional innovation is contingent upon targeted professional development for educators [9].

The individual approach to teaching is one of the urgent problems of teaching foreign languages. The individual approach to teaching a foreign language is considered a complex pedagogical phenomenon that determines the effectiveness of teaching a foreign language and assumes an active role in the subject of educational activity. The main condition for the implementation of an individual approach is differentiation, which is expressed in assessing the student's initial language training, setting goals that are personally significant for him/her. In addition, the individual approach to teaching a foreign language not only promotes academic success, but also supports each student's holistic development.

This approach recognizes the need for diversity in education, allowing for the adaptation of instruction to these variables and thereby optimizing learning outcomes. Implementing the individual approach to teaching a foreign language requires a systematic review of educational priorities based on evidence, and a commitment to continuous improvement in teaching practice.

References:

1. D. Sherov. Increasing the efficiency of foreign language teaching based on a personalized approach // *Educator Insights: A Journal of Teaching Theory and Practice* - 2025, Volume 01, Issue 02.
2. H. Douglas Brown. *Principles of language learning and teaching*. 5th edition – New York, 2000. – 400 p.
3. Chibisova E.Ju. Obuchenie inostrannomu jazyku s uchetom modal'nostej vosprijatija studentov // *Sovremennye metody i modeli v prepodavanii inostrannyh jazykov i kul'tur*. – 2023. – №4. – S. 341–348.
4. Fetiskin N.P., Kozlov V.V., Manujlov G.M. *Social'no-psihologicheskaja diagnostika razvitija lichnosti i malyh grupp*. - M.: Izdatel'stvo instituta Psihoterapii, 2002. – 490 s.
5. Conover, W.J. *Practical nonparametric statistics* (3rd ed.). John Wiley & Sons, Inc. ISBN 0-471-16068-7. – 1999. – 584 p.
6. Gutfrant M.Ju. Uchet individual'nyh osobennostej vosprijatija na uroke anglijskogo jazyka // *Inostrannye jazyki v shkole*. – 2009. - № 6. – s. 35–37.
7. Nebylicyn V.D. *Psihofiziologicheskie issledovanija individual'nyh razlichij*. - M., 1976. - 336 s.
8. P. Alavinia The impact of differentiated task-based instruction via heeding learning styles on EFL learners' feasible proficiency gains // *The Southeast Asian Journal of English Language Studies*. – 2013. – Vol 19(1): P. 75 – 91.
9. Vasilyeva, Alsou A. & Potapova, Irina N. 2018. Diagnostirovanie vedushchego kanala vospriyatija informacii u studentov agrarnogo vuza v processe obuchenija nemeckomu yazyku (Diagnosing the leading channel of perception of information of students of an agricultural university in the process of studying the German language). *Elektronnyj nauchnyj zhurnal "Mir nauki"* (Electronic scientific journal "World of science"). Vol. 6, 5. 2–5. [Online] Available from: <https://cyberleninka.ru/article/n/diagnostirovanie-vedushchego-kanala-vospriyatija-informatsii-u-studentov-agrarnogo-vuza-v-protsesseobuchenija-nemeckomu-yazyku/viewer>. (Accessed: 08.05.2025).

Information about the author:

Rakhmetova Sh.S. – corresponding author, senior teacher of the Department of “Germanic and Romance Philology”, master of Pedagogical Sciences, Kozybayev University, Petropavlovsk, Kazakhstan; e-mail: Rakhmetova_Shnar@mail.ru.