# 2. INDIVIDUAL APPROACH TO STUDENT'S COMPUTER-AIDED LEARNING

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It is well known that individual student's attention is an essential component of effective education. Experienced teacher focuses on individual characteristics of students, which include psychological characteristics, and seeks an individual approach to each student. But what about a computer-aided learning, where direct student-to-teacher communication is minimized? For instance, the computer-aided learning is designed for self-tuition or for distance education. There are many electronic teaching tools, that apply individual approach to

students by considering student's educational level or intelligence level (IQ). We also propose to take into account psychological factors of a person [1].

To consider of student's psychological factors in the process of developing electronic teaching aids is necessary to know psychological student's characteristics and selection of the adaptive presentation of educational material. So one way to achieve this goal is to use the model of psychological student's characteristics based on types of thinking. Four types of thinking are shown in the model, they are visual-imagery, verbal-logical, abstract-symbolic and domain-effective. Each of them require special way of educational material presentation (Table) [2].

*Table*

| **Types of thinking** | **New information is stored in the form of** | **Recommended form of** |
|---|---|---|
| Verbal-logical | Concepts | Verbal form |
| Abstract-symbolic | Structures and formulas | Logical and structural tools |
| Domain-effective | Set of actions | Interactive communication |
| Visual-imagery | Images | Visual tools and animation |

This method will help better apply individual approach to students computer-aided learning and compensate absence of direct student-to-teacher communication.

## REFERENCES:

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