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DALTON PLAN TEACHING TECHNOLOGY IN FOREIGN LANGUAGE CLASSES

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The Dalton Plan teaching technology, authored by humanist educator H. Parkhurst, accumulated original ideas of pragmatic pedagogy by J. Dewey. It was given the analysis of conceptual and categorical apparatus of the Dalton Plan as "the teaching technology", while the scholars' definitions of Dalton Plan vary. The Dalton Plan teaching technology, which is based on the principle of individualization in education focuses on the development of imagination, talent, creativity and analysis.

Scholars agree that the Dalton Plan is an organization of the educational process based on three principles: freedom (intellectual; freedom of movement, without restrictions on academic time; freedom to choose sources of information), cooperation (interaction in small groups and individual student work and teacher, which allows both teachers and students to participate in the co-construction of curriculum knowledge in the target language) and independence (student's choice of the level of independence of cognitive activity and the trajectory of their development, independence of action in decision-making and responsibility for their choice).

It was studied that the organization of the educational process in foreign language classes according to the Dalton Plan teaching technology requires the following conditions: adequate material support (organization of educational environment suitable for free communication of students in groups and individual work; constant access to information and library; unimpeded access to specially equipped classrooms to provide audio, video support, necessary for auditing while delivering the foreign language class, a large array of various didactic materials) and the willingness of the teacher to change their functions.

Key words: Dalton Plan, technology, foreign language.



Дальтонпланівська педагогічна технологія, автором якої є педагог-гуманіст Х. Паркхерст, акумулювала оригінальні ідеї прагматичної педагогіки Дж. Дьюї. Представлено аналіз концептуально-категоріального апарату Дальтон - плану, а саме як «педагогічної технології», тоді як визначення вчених стосовно Дальтон плану різняться. Дальтонпланівська педагогічна технологія заснована на принципі індивідуалізації навчання. Ця педагогічна технологія спрямована на розвиток уяви, таланту, творчості та аналізу.

Вчені сходяться на думці, що Дальтон-план – це організація навчального процесу, що заснована на трьох принципах: свободи (інтелектуальна свобода; свобода пересування, оскільки немає обмежень навчальним часом та приміщенням; свобода вибору джерел інформації), співпраці (взаємодія в малих групах та індивідуальна робота студентів та викладача, що дозволяє і викладачу, і студентам брати участь у спільній побудові індивідуальної навчальної траєкторії знань з цільової мови) та самостійності (вибір учнем рівня самостійності пізнавальної діяльності та траєкторії свого розвитку, самостійність дій у прийнятті рішень та відповідальність за свій вибір).

Досліджено, що організація навчального процесу на заняттях іноземної мови за педагогічною технологією Дальтон - плану потребує таких умов: належного матеріального забезпечення (організація навчального середовища, придатного для вільного спілкування студентів у групах та індивідуальної роботи); постійний доступ до інформаційних джерел, зокрема в бібліотеці; безперешкодний доступ до спеціально обладнаних аудиторій для забезпечення аудіо-, відеопідтримки, необхідної для аудіювання під час проведення уроку іноземної мови, великого набору різноманітних дидактичних матеріалів та бажання викладача змінити свої функції на посередника та консультанта.

Ключові слова: Дальтон-план, технологія, іноземна мова.

Introduction. Despite significant advances in computers, quantum, DNA technology, robotics, and digitalization, which cover all areas of human life, working conditions, commerce, and welfare, the core that will remain and will not change in the future is the intellectual capital (Kaku, 2000). The future consists of intellectual capital, which means the ability to joke, write scripts for cinematographic movies, and do research. Everything that our brains produce, but robots cannot. These include imagination, talent, creativity, analysis, and human values (Kaku, 2011, 2020).

From the point of view of socialization, teaching according to Dalton's philosophy (if the educational process under the Dalton Plan is applied to the whole educational establishment) is focused on meeting the requirements of a democratic society. As a result, we receive a citizen with formed social consciousness. He is trained to act effectively as an independent unit and in the context of the community (Wenke, 2018). According to Galbraith, the citizen should be "guided by a sense of responsibility to society, because the nature of the economy, the direction of its development may be dictated not by the market but by the dominant value system, uniting society" (Galbraith, 1969).

In our opinion, the Dalton Plan teaching technology, based on the principle of individual development of students, is innovative. After all, the skills acquired by the



Dalton students include the desire for self-realization, the ability to act independently, generate new ideas, and use various sources to search and process information. The difference between Dalton students and students of traditional educational institutions is that they are constantly motivated to study and learn new things. They are independently guided by themselves in their study. After entering the university, they do not need to restructure their educational process without a mentor or tutor. The Dalton students also differ in expanding their perspectives and understanding of self, others, and the world.

Moreover, the school graduates of traditional educational institutions used to be guided in each step of their academic activity by the teacher, waiting for the new task to be done. Therefore, they do not have the whole vision of their educational path in learning the course. It results in the fact that most first-year students who are dismissed at the end of the first academic year experience the following problems, which result in academic failure. Among these are: inadequate academic and personal counseling services and inferior quality of instruction in first-year classes.

Because of the above, the mentioned features of the Dalton students determine their possible adaptation to the conditions of education that scientists see in the future, namely - getting an education online. The online learning system is still in its infancy, but according to the world's leading universities implementing it, distance learning is developing and improving very rapidly. Thus, the Dalton Plan is valuable for its approach to educating students on responsibility for their self-preparation and self-development.

Methods. The methodological conception of the study is based on the following interrelated ingredients: the methodological concept of the study allowed to characterize the theoretical and methodological foundations of the Dalton Plan as the pedagogical technology, to reveal both the interdependence and divergence of the scientific approaches to the problem study; the chronological-system concept allowed to focus on the pre-story of the topic under study; the historical one - contributed to the substantiation of application trends of the Dalton Plan; the axiological concept - made it possible to evaluate the experience, giving grounds to interpret the results of implementation of the Dalton Plan into the educational institutions; the theoretical one - helped to ensure the complete study of the issue of the educational process organization in foreign language classes, its components, to substantiate the necessity for study the pedagogical technology of the Dalton Plan and to outline the leading directions of development within the system of individualized learning; the biographical and personalistic concept - made it possible to identify and introduce into the scientific circulation the historical facts and personological material.

Results and discussion. Dalton Plan technology as a basis for organizing the educational process at schools and universities has a long prehistory. The main feature of the Dalton Plan teaching technology is the block module presenting the educational material, which is individualization-centered (Klöppelt, 2018). It is dated back to the year 1869. The educational program, which included the section with the electives (the subjects that the students could choose), was firstly implemented at Harvard University. The student could choose the courses of study. In 1896, the University of Chicago introduced a similar program with optional subjects for a few decades. John



Dewey, who headed the Department of Philosophy, was firmly committed to experimentalism in education and a democratic outlook. He criticized the traditional school, where the educational process was based mainly on memorization and offered a new innovative way of teaching focused on individualization and "training by doing". J. Dewey had many followers all over the world. Dewey's pragmatic pedagogy, which occupies a prominent place among the pedagogical theories of reformist pedagogy of the twentieth century, is based on a vision of a new progressive path for an American school, the concept of which involves not only the transmission of knowledge but also independent productive learning activities.

Independent activity of students, which highlights the importance of their characteristics, capabilities, interests, and the need to study these aspects, has led to the actualization of the problem of individualization of students' learning activities. His ideas captured teachers' attention at every teaching system level. New teaching practices attracted Helen Parkhurst, the originator of the Dalton Plan pedagogical technology. In 1916 H. Parkhurst presented her educational technology in the city of Dalton, Massachusetts. The experiment attracted many educators worldwide who came to Dalton to see Parkhurst's Dalton Plan in practice (Parkhurst, 1924, 1932). In 1919 Dalton school (which was initially called the Children's university school) was founded in New York, USA. For more than 100 years, it has been one of the prestigious private schools in the USA.

There is a variety of the Dalton Plan definitions. The scientists consider it as a "model", "method", "system", "form of study". In our study, we share the opinion of D. Lager (1983), who give the Dalton Plan a broader definition, namely "pedagogical technology". The concept of "pedagogical technology" is used at three interrelated subordinate levels: general pedagogical (didactic), methodical (subject); and local (modular).

The Dalton Plan, as the pedagogical technology, is implemented at the first general *pedagogical* level, which provides a holistic educational process in the school (For Example, Dalton Schools in the Netherlands, Poland, Australia, China, and Japan) (Röhner, 2021). Here, the learning process, according to the Dalton Plan, provides a set of goals, content, teaching methods, and algorithm for the interaction of subjects and objects of learning. At the second *methodological* (subject) level, the Dalton plan provides a set of methods and tools for implementing training within a particular subject, as well as methods of teacher work. Finally, at the third *local* level, the Dalton-plan, as the pedagogical technology, involves the formation of didactic and educational tasks of the educational process and its sociomimics in the context of concept formation, education of personal qualities, formation of mental and moral freedom, formation of independence, initiative, sense of responsibility for commitments, search for rational methods of work can be traced in detail in the American structure of the original Dalton School (Vorobiova, 2019, 2020).

The Dalton Plan as a pedagogical technology has the following features:

- conceptuality, which involves reliance on a particular scientific concept, the philosophy of the Dalton Plan, psychological and socio-pedagogical justification for achieving the goals;



- systematic, as a characteristic feature of the Dalton Plan as the pedagogical technology is manifested in the logical sequence of the process, the relationship between all components (Home, Assignment, Laboratory), integrity;
- management, as a characteristic feature of pedagogical technology, is reflected in planning: preparation of individual tasks of different levels for each student, design of the learning process, diagnosis of learning outcomes according to the level of success of tasks according to individual plans;
- the effectiveness of the Dalton Plan as a pedagogical technology can be traced in the preparation of graduates, with a 100% rate of admission to higher education
- the reproducibility of Dalton Plan pedagogical technology is through the introduction of the Dalton Plan in other similar educational institutions.

According to I. Ziazun (2010, 11), the "opportunity to reproduce educational technology to obtain quality results" is educational technology's primary task and meaning.

The author of the pedagogical technology, which at that time was considered innovative and progressive, was convinced that freedom of choice allows students to complete the curriculum successfully. H. Parkhurst created the school that was not only a place to acquire knowledge but would resemble a social laboratory, teaching students to coordinate with each other in interaction according to social needs. The three features of the plan were the interaction of teachers and students and freedom in the allocation of time for tasks. The organizing of the educational process according to the Dalton Plan in any subject, including foreign language classes, may also pursue three goals:

- 1) planning the curriculum according to the individual interests and abilities of students;
- 2) increasing the level of responsibility;
- 3) promoting independence.

The abandonment of the usual schedule was also a new form of organization of educational time. The beginning and the end of classes remained stable time norms. The library and subject laboratories' working hours were clearly defined to give the student the freedom to visit a laboratory or library. Ordinary classrooms were converted into subject laboratories at the school. Students were free to choose the laboratories or libraries to perform program tasks individually developed and written in unique reporting cards for each student. Executing tasks on the subject was recorded in a single classroom list in the laboratory. School curricula were divided into blocks, for which there were monthly deadlines, after which each student reported (Parkhurst, 1922, 1952, 1957).

The main points of using the Dalton Plan as the pedagogical technology in foreign language classes include the following:

- technology is based on the principle of individualized learning;
- the characteristic distribution of educational material and individual work accounting is provided; each student receives a task record card by day of the week. The teacher keeps a specialized journal of accounting, which reflects the planned tasks for the semester, and enters the results of their implementation; the level of the tasks



offered for the students with poor ability to master the foreign language comprises the tasks which are focused on the essential elements of the course. The fulfillment of this kind of task does not require extra efforts of the students with poor language skills. Research tasks prevail in formulating an experiment and developing a project that reflects the creative and practice-oriented nature of learning. The performance of the task is checked by the teacher individually without a formal assessment, as the fact and level of performance of tasks by each student are noted. Each student should clearly understand the task's content and its implementation's timing. The teacher and students develop rules of conduct for effective interaction that do not limit the freedom and well-being of everyone.

– Dalton Plan technology allows adapting the pace of learning to the capabilities of students; each academic group has a difference in mental abilities.

The success of foreign language acquisition is impossible without phonetic coding, grammatical sensitivity, inductive ability, and rote associational memory.

In our opinion, students with high abilities to master foreign languages can achieve a sufficient level of knowledge in a relatively shorter period than individuals with low abilities. The student chooses the choice of the pace of performance during the laboratory classes. Thus, the teacher has the opportunity to build training based on higher potential, if necessary, and can be implemented by students with higher abilities. Students with low abilities need much more time to achieve a certain level of knowledge than students with high abilities;

– cooperation is one of the distinguishers of the Dalton Plan technology. Working on the tasks, the student is free to choose the groupmates to cooperate with. According to the technology, teaming up the students into micro-groups which consist of 2-4 students, is encouraged. It also allows some participants to play the role of tutors and advisers. It is a highly positive approach for practicing and improving dialogical speech skills. The cooperation aspect also requires some changes in the classroom furniture arrangement. First, the desks and other pieces of furniture could be removed or replaced to create a comfortable, almost "home-like" atmosphere. It means that any corner of the classroom or corridor, even window sills, and floors, could be used to work on the tasks. Then, some universities equip the English classroom studies with big round tables instead of rows of desks. Language teachers are invited to use seating arrangements to increase the feeling of physical and psychological closeness. It is an essential factor because, under the Dalton Plan technology, the teacher's role is instead as an advisor and moderator of the students' activities with formed methodological competence, which allows them to perform the role of mentor, consultant, trainer, facilitator; effectively interact with the group and individually with each student; stimulate the process of independent cognitive activity of students and cooperation in groups. Circular seating helps to transform the students' apathy into learning. It may result in the formation of interaction, interpersonal dynamics, and cooperation.

According to the OECD (Organization of Economic Cooperation and Development) latest report, *Back to the Future of Education: 4 OECD scenarios for schooling*, the development of the education sphere may be provided according to four scenarios. 2020-2040 was chosen for analysis, which examines the goals and functions of school education, structures and organizations, and processes and educational



practice. Four scenarios include simplifying access to information, learning autonomy for students, offline learning, but with a more flexible schedule and a mixed form of organization, the destruction of the classical education system, and the emergence of education through alternative forms of private institutions of various types. Forecasts imply a constant expansion of formal education and a constant awareness of the importance of learning. It examines current changes in educational goals and how educational policies and practices work to prepare teachers, schools, and systems to respond effectively to such changes (OECD, 2020).

Among the advantages characterizing the Dalton Plan technology in the foreign language classes, we can identify freedom of thought and morality, the formation of independence, initiative, a sense of responsibility for the commitments made, and the search for rational work methods.

Under the four possible scenarios for education development for the next 20 years, we see that the Dalton Plan can become an effective technique if all four scenarios are developed,

Conclusion. It is established that the Dalton Plan teaching technology, authored by humanist educator H. Parkhurst, accumulated original ideas of practical pedagogy by J. Dewey. The traditional structure of the Dalton Plan teaching technology consists of three components that form the basis of Dalton plan education: "Home", "Assignments", and "Laboratory". "Assignment" represents the substantive basis of the learning system, each of which identifies a problem to study. Tasks are formulated on a level basis and train the skills necessary for foreign language acquirements, such as phonetic coding ability, grammatical sensitivity, inductive ability, and rote associational memory. "Laboratory" is the time in the student's schedule that is set aside for independent work on the task and for class participation. In the context of foreign language learning, it is the most effective for developing speaking skills. "Home" reflects the conditions close to home: freedom of residence (availability of a place where students are comfortable to work), freedom to choose whom to work with, and the presence of a group of consultants.

It was studied that the organization of the educational process in foreign language classes according to the Dalton Plan teaching technology requires the following conditions: adequate material support (organization of educational environment suitable for accessible communication of students in groups and individual work; constant access to information sources in the classroom and library; unimpeded access to specially equipped classrooms to provide audio, video support, necessary for auditing while delivering the foreign language classes, the Internet access and an extensive array of various didactic materials) and the willingness of the teacher to change their functions.

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