

PSYCHOLOGICAL FEATURES AND ACTUAL PROBLEMS OF THE PROCESS OF MASTERING A FOREIGN LANGUAGE IN A NON- LINGUISTIC HIGHER EDUCATION INSTITUTION

Жданова Т.О., Тімонова Г.В.

Харківський національний медичний університет

Psychological science actively and productively studies the field of learning and mastering a foreign language. Today, it deals with the relationship of cognitive processes, the differences in perception in different age groups, the psychological characteristics of the individual and personal motivation. Local and foreign scientists conducted a number of studies in the field of linguistic abilities, concepts of the development of speech and the formation of language competence. On the basis of such a large knowledge there were developed the methods of teaching a foreign language including researches in the field of pedagogy, linguistics, methodology, medicine and information technology.

There is an undeniable fact that the need of knowledge of a foreign language is growing every day. Such a tendency explains the use of combined methods of teaching a foreign language in order to meet this demand. Nowadays, in this segment of the educational services market, consumers are not represented only by conscious adults with their specific goals, but also by parents oriented to the better future of their children. The idea of early learning of a foreign language was positively admitted by the society, allowing the use of psychic potential of certain age groups, but the results do not always justify expectations.

The variety of methods and modern technical capabilities do not provide a perfect process of mastering a foreign language. In fact, nothing new has been invented in the teaching methodology of foreign languages for a long time, and only an experienced teacher can correctly use the eclectic method, combine well-known techniques and strategies.

The reality is that the average Ukrainian student of a non-linguistic higher school does not have the level of knowledge of a foreign language that is required by the

world community for free communication in a professional environment. In non-lingual higher educational institutions, only a little time is spent on the learning of a foreign language, but the goal of the course is to form students' professional speech competence and this process is complex and taking considerable time.

The students come here with a certain linguistic experience in a foreign language, but their level of knowledge varies considerably, and this is one of the main problems that the teacher must solve. Of course, an experienced teacher has many educational materials to ensure a high quality educational process in such a situation. However, the correct use of the differentiated approach requires more time than the teacher usually has. Another problem lies in the field of mental cognitive processes. This is the type of mastering a foreign language that is an individual factor. The solution of this problem depends not only on the teacher's professionalism, but also on the student himself as a conscious participant of the educational process.

Studies in the field of mastering a foreign language prove that at the student's age it is necessary to rely on mental activity, in contrast, for example, with the preschool age, when mastering this subject is performed unconsciously. A person at this age has already gained a linguistic experience, both in native and in foreign languages, which means that he or she has a specific linguistic consciousness that should be correctly used in the formation of language skills and professional skills.

Thanks to modern teaching materials that take into account different level of knowledge, situational and vocational guidance, the teacher can partially cope with this task. Why partially? The teacher makes so much effort, and the students are motivated by educational programs, practice and work abroad.

In the 60s of the last century a psychologist and methodologist B.V. Belyaev, who developed a consciously practical method of teaching a foreign language, defined two basic psychological types of mastering this subject: intuitive-sensory and rational-logical.

In practical classes of a foreign language, students can be clearly divided into these main types. The intuitive-sensual type is characterized by the desire to use even little knowledge in speech at once. Such students are not afraid to talk, they have

flexible thinking, they react quickly to the tasks, concentrate on the meaning of the speech, and not on its individual elements. Nevertheless, the disadvantage of this type of mastering a foreign language is the absence of reflection.

These students, as a rule, do not pay attention to changes in the transition from one language to another, their mistakes and do not analyze them. In the mind, there are gaps that, if not filled with the correct information, are fixed and lead to the consolidation of partial mastering of a foreign language and this negatively affects the use of a foreign language in the professional sphere.

The rational-logical type of mastering a foreign language is characterized by the need to study theory and grammar, concentration on linguistic features and differences based on the native language, their analysis. Mastering a foreign language in this way is slow because thinking in it is complicated. As a rule, it is easier for such students to read and translate and the formation of listening and speaking skills requires more time and efforts.

Modern techniques of teaching a foreign language are more focused on the intuitive-sensual type of mastering a foreign language, and this is facilitated by the expansion of the information field, which provides high-speed information transmission. However, the speed of transmission is not identical with the speed of assimilation and especially the speed of mastering a foreign language. For students with a rational-logical type, these techniques will do much more harm, giving a sense of insurmountable task and it will lower their motivation.

Summarizing the considered issues, it should be noted that mastering a foreign language is a multilevel, multifaceted and continued process. A high level of mastering a language cannot be achieved if it is limited by classroom time or homework. Along with the use of various methodological techniques, it is necessary to take into account both the psychological characteristics and the already existing linguistic experience of students that may vary.

In a non-linguistic higher education institution, teaching of a foreign language, that is limited in time, is aimed at the formation of a professional language competence. Not all the students can cope with this task, the level of proficiency in

native language and the foreign language skills level, in many ways, predetermines the success of the results. As for psychological types, the difficulties in mastering a foreign language for students with a rational-logical type under existing conditions become evident.

Taking into consideration the above-mentioned problems, the important and undeniable fact is that in contemporary non-lingual higher school, the optimization of the learning process in foreign language classes that can help students to reach a sufficient level of professional linguistic experience remains the task of the teacher.

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