

WAYS OF SOLVING PSYCHOLOGICAL AND PEDAGOGICAL PROBLEMS IN TEACHING A FOREIGN LANGUAGE

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Learning foreign languages involves not only mastering foreign language competence, but also the ability to engage in the psychological process of learning and communication. Emotional stability, communicative flexibility and the ability to learn are associated with the psychological readiness of the student to learn and use a foreign language as a tool to achieve certain tasks and goals that arise in the process of communication. That is, the student must be able to overcome psychological barriers not only during classes, but also in any life situation. In order to achieve high results in mastering a language, both native and foreign, you must, first of all, be competent in the psychological side of the process [1].

Scientists engaged in the study of teaching foreign languages emphasize the importance of the teacher's professional language competence, taking into account the individual characteristics of students, as well as motivation in learning foreign languages. Naturally, in the psychological and pedagogical analysis of education, it is necessary to take into account the above-mentioned factors-components. In this regard, the psychological characteristics of foreign language teachers are important factors and components of the education system; psychological characteristics of students of different age categories; psychological analysis of speech activity as an object of assimilation; educational activity of a student in the process of learning foreign languages and forms of education [2].

Speaking about factors influencing successful study of a foreign language, it is necessary to note the close connection between the psychology of teaching a foreign language and psychological and pedagogical disciplines, in particular, with educational psychology. All of the above factors and components of education are the subject of research in educational psychology. Educational psychology is one of the most important branches of psychology. The basis for identifying this branch of psychology is the psychological aspect of the specific activity of teaching and learning

[2]. Considering the need for specialists who speak foreign languages in various industries, graduates of non-linguistic and technical universities experience certain difficulties in mastering a foreign language [3]. There are many reasons for this phenomenon, but one of the key problems is low motivation to study this subject. That is why there is an urgent need to develop motivation for learning a foreign language among students of technical universities. According to psychological studies of motivation, when teaching a foreign language, the teacher's efforts should be aimed at developing the internal motivation of students, which arises from the activity itself and has the greatest motivating power [3]. Intrinsic motivation determines the attitude of students to the subject and ensures stable progress in the study of a foreign language. If the student is stimulated to learn a foreign language by the activity itself, when he likes to speak, read, perceive a foreign language, listening, learning new things, then it should undoubtedly be said that he is interested in the subject; all conditions for success are created.

In conclusion, it should be noted that the formation of motivation in teaching foreign languages to non-linguistic students is closely related to the following factors: psychological characteristics of students, the content of educational material and learning technologies. All these factors must be taken into account by all teachers of foreign languages if they want to make the learning process effective for their students.

References

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