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ASSESSMENT OF SOCIO-PSYCHOLOGICAL HEALTH AS A FACTOR IN INCREASING MOTIVATION IN THE STUDY OF STUDENTS (ON THE EXAMPLE OF LEARNING A FOREIGN LANGUAGE)

Abstract

This article addresses the dual challenges of enhancing motivation and evaluating the social and psychological health of educational subjects. Motivating students is crucial, and assessing their well-being serves as a pivotal strategy. The article recognizes the contemporary importance of evaluating social and psychological health in education, highlighting the limited exploration of this topic in psychological and pedagogical research. It aims to clarify the concept of “personal health of subjects in the educational process” and explores associated problems. Key terms such as “the subject of the educational process,” “psychological health,” and “social health” are defined, emphasizing subjectivity's interconnected nature with the surrounding reality and relationships. The second part focuses on motivation, using the example of teaching a foreign language. In Kazakhstani higher education, video-based instruction in professional French courses not only motivates students but also facilitates training success assessment

Keywords: educational process, subject of education, social health, psychological health, assessment, motivation.

Introduction. When investigating health at the individual level, it is insufficient to merely attribute it to the “normal functioning” of specific body or psyche subsystems. Additionally, restricting analysis to isolated aspects of human existence proves inadequate. According to Sokolskaya (2009), the attainment of the highest developmental level in an individual is a gradual and non-immediate process. This progression is marked by non-linear and occasionally non-sequential stages, with potential temporary halts, reflecting the concept of regression.

A comprehensive understanding of human development at various stages provides insights into the overall development of an individual. In the context of education, this perspective, aligned with the views of both domestic and foreign scholars such as Asmolov (2022) and Kassymova et al. (2021), informs the exploration of assessing the personal health of individuals involved in the educational process as a crucial aspect of their social and psychological well-being.

Main part. Prior to delving into the characteristics of evaluating the aspects integral to an individual's personal health, it is essential to establish our comprehension of key terms. In formulating our methodological stance, we drew upon prominent research within the context of the discussed issue. (Kivunja & Kuyini, 2017).

Numerous points of view of scientists come down to the fact that social health is a person's ability to establish and maintain harmonious relationships with others, to be a useful and active member of society (Fusar-Poli et al., 2020). After all, man is a social being, and our well-being directly depends on how successfully we are able to communicate, overcome conflicts and find a common language with others. Social health concerns not only personal relationships, but also social, professional and even international ones. It is this that allows us to feel confident in the world, make the right decisions and find a balance between personal interests and the needs of others.

Mental health, as defined by the World Health Organization, is a state of well-being in which a person can realize his or her own potential, cope with the normal stresses of life, work productively and productively, and contribute to their community (World Health Organization, 2022).

The notion of personal health that we put forth is grounded in the conception of an individual as intricate, self-evolving system engaged in the pursuit of specific objectives and adjusting to environmental circumstances (Litvinov et al., 2020), including interaction with the outside world and the implementation of internal self-regulation. We propose the following definition for the concept of "personal health": it is a comprehensive, integrative, and dynamic trait of an individual, shaped by the social (as opposed to asocial) subjective activities of the

individual. This trait manifests as subjective well-being within the context of one's affiliation with a specific sociocultural and professional community.

As indicated by a review of psychological literature, the primary integrative criterion for social, psychological, and overall personal health is the subjective well-being of the individual. The determining factor is the subjective activity of the individual, with its theoretical analysis expounded upon in the work of (I.Serafimovich et al., 2018). Subjective activity, serving as a prerequisite for personal health, forms the foundation for the self-actualization and self-realization of the individual.

Simultaneously, certain scholars define subjective activity as a distinct form of activity (Kanybekovna et al., 2020). Here, activity is construed as the measure of engagement, the level of initiation of a mental process or any form of interaction, representing the subject's potential capabilities to engage with the environment and others. It is characterized as a collection of proactive actions by the subject, influenced by internal contradictions, mediated by environmental influences—an aspect crucial to our research (de Medeiros et al., 2021).

Hence, activity is viewed both as the foundation for personal development and as a characteristic of the individual. The subject's activity serves as the embodiment of their motivation, being the product and result of activities contributing to increased motivation. In subsequent sections of this article, we will explore motivation for success, specifically within the context of teaching a foreign language, exemplified by the research of Elsayed & Al-Najrani (2021). In recent years, at universities in Kazakhstan, French has become increasingly popular as a second foreign language in language faculties. The main motivation for Kazakh students to choose French as a second foreign language is to continue their studies in French universities (Aubakirova et al., 2019). Kazakhstan and France wish to develop the teaching of French in many educational institutions in the country, in order to increase the mobility of students and young professionals.

As mentioned above, the aim of teaching French legal language at universities in Kazakhstan is to develop the main components of communicative competence: linguistic, socio-

cultural, strategic, and discursive. For these components of communicative competence to be implemented effectively in the learning process, “a certain system of motivation is necessary to encourage students to perceive and consciously learn a foreign language” (Shevtsova & Boskalets, 2022).

This current didactic task is particularly important for teachers of non-language specialties in universities, whose students are poorly motivated to learn French due to the underestimation of the importance and value of communicative competence in French in future professional activities.

Research materials and methods. The preferred methods used are mainly project method, analysis and synthesis of scientific and methodological literature, content analysis of the curriculum, collection of authentic documents, analysis of normative documents, video recording, and technical editing of the project.

Results. Researchers treat motivation “as the set of forces that drive our activity: need, instinct, urge, passion, desire, interest, curiosity, will, project, goal, etc.” (Asma, 2017). It is crucial to foster students’ motivation for learning French to enhance in the educational journey, fostering an interest in the legal language of French. Consequently, there is a need to cultivate students’ enthusiasm for acquiring fresh knowledge, ensuring its relevance, and facilitating improvement. When addressing the motivation aspect within the academic setting of Kazakhstan, our approach is grounded in the perspective of Zimnaya (1997) defines motivation as “one of the main components of learning activity, she believes that it is what stimulates and motivates learners to perform actions”. In other words, motivation can be seen as a main element that ensures students’ involvement in the learning process, promotes concentration of attention and interest, enriches linguistic and extra-linguistic knowledge, and finally contributes to the formation of the target competence.

Shevtsova and Moskalets identify several fundamental conditions that, when successfully implemented, contribute to the cultivation of positive motivation in language learning within a professionally oriented university context. In our perspective, these conditions encompass:

1) Students’ comprehension and awareness of learning objectives and prospects.

2) Effective organization of the educational process with a professional orientation.

3) Execution of developmental educational-scientific activities fostering additional interest in learning a foreign language (Shevtsova & Moskalets, 2022).

According to A. Leontiev, as quoted by Zimnaya (1997), motives are directed either at satisfying the desire to learn something interesting or important, or at guiding future behavior and actions. This category of motives is particularly intriguing for analyzing dominant learning motivation in professional French (PF) courses. In the context of a French legal language course, the communicative-cognitive need may become a key motivator for student activity.

Drawing from the aforementioned definitions, we posit that the incorporation of short authentic film material significantly enhances students’ motivation in the classroom. Assessing the language skills and professional background of law students, we identify the following criteria as crucial in selecting authentic film material:

1) Informational and cognitive value, including the relevance of legal issues and novelty of professional information.

2) Alignment of the film’s information content with specific topics studied and areas of professional communication.

3) Feasibility of linguistic and professional information content in the video text.

4) Compatibility of the video content with the professional and personal interests of future lawyers (Dementieva, 2016).

Aligned with these criteria, we present a selection of authentic films utilized for educational purposes in the French international law class. This entails materials that capture learners’ attention and promote reactions in learning situations due to their interesting and interactive nature (Widad, 2020). The use of audio-visual aids serves as a facilitating tool for acquiring communicative competence, vocabulary, and improving writing skills (Bouchra, 2020).

As an illustration, to introduce the fundamentals of French constitutional law, we effectively leverage authentic video films available on the website (cest-quoi-la-declaration-universelle-des-droits-de) addressing the Universal Declaration of Human Rights. These educational films employ a playful approach as “a rich and varied means” (Hedouche, 2017)

to present French and European legal norms, as well as human and civil rights. Another type of work that increases students' motivation is the project method that allows "to foster a cooperative exercise" (Forero Barrera, 2020). The effectiveness of professionally oriented projects "is shown by an increased motivation to learn a foreign language among non-linguistic students".

The increase in motivation is due to the fact that this type of work has a practical orientation and is directly linked to the students' professional activities. In practice, one can see the benefits of practicing foreign language and the ways of its implementation in situations close to reality" (Ryabova, 2017).

Thus, interdisciplinary and integration of language and professional training is a great advantage of project work. This type of work can increase students' motivation which is considered as "an impulse for an activity, associated with the satisfaction of human needs; a set of external and internal conditions that provoke the subject's activity and determine its orientation" (Azimov&Shchukin, 2009).

Discussion. During the project work in the French class, students engaged with various

authentic documents, which had a significant impact. In addition to enhancing vocabulary, mastering grammatical structures, and developing speech acts, authentic materials offered insights into the culture of the target language country. Working with these materials aimed to develop skills required in professional activities, including linguistic, socio-cultural, discourse, and lingua-professional components. Establishing and developing the latter is the primary objective of teaching the French legal language.

To foster communicative competence, we employed not only communicative exercises but also the project method to engage students in active thinking processes. This approach facilitates problem-solving, discussion, and the exploration of solutions, directing students' attention to the content of the statement and emphasizing critical thinking.

An exemplary model is the video project "The Law is One for All," designed for law students. The diverse range of topics allows students to choose issues of personal interest, motivating them to be more productive and

applying the principle of individualization. Project work is predominantly independent, with open coordination to adjust subgroup activities. The main project goals include practicing and consolidating previously acquired knowledge of legal French language, as well as developing communicative competence and critical thinking skills. Initially, students collected information using authentic documents, enriching and consolidating their lexical field, terms, and grammatical structures. Motivated by their roles within the project, they actively sought definitions for specific legal terms, such as acts of aggression, apartheid, war crimes, colonial domination, and systematic violations of human rights.

Subsequently, they summarized, analyzed, and discussed the information as a group, culminating in presenting their findings and engaging in class discussions. These final stages contribute to the development of independent critical thinking and communicative competence, addressing tasks inaccessible in traditional teaching methods.

The didactic game's role and importance lie in facilitating knowledge acquisition, retention, and consolidation. With its formative character, the game influences students' personality development, enriching their affective life and gradually instilling emotional control (Mocanu, 2018).

As a result, project participants demonstrated not only organizational skills but also all components of communicative competence, including discursive, linguistic, socio-cultural, pragmatic, and lingo-professional components, collectively forming intercultural communicative competence.

Methodologists argue that interactive teaching methods, including the video project method, create conditions for students' creative self-realization, increase motivation for learning, develop intellectual abilities, and engage students in active cognitive processes. This approach forms skills in search and research activities, with the result being a project. Project activities, grounded in the intercultural aspect of learning, assist students in enriching their knowledge of global and native cultures, expanding their horizons, and enhancing their intercultural understanding (Goncharova & Medvedev, 2022). This type of activity enables students to develop cognitive and creative abilities, create

a comprehensive understanding of the studied material, and optimize the learning process using new information technologies. Integrating the formation of intercultural communicative competence with the process of project-research activity in the educational process allows learners to better develop their potential and enhances competence in problem-solving in foreign language communication.

Conclusion. It is imperative to underscore that the motivation to acquire proficiency in French legal language is shaped by diverse pedagogical influences. This motivation is contingent upon both the substance and trajectory of the educational process, as well as on developmental and educational initiatives fostering a positive and convivial atmosphere within the educational milieu. Consequently, educators teaching French at non-linguistic universities in Kazakhstan must employ a comprehensive approach to address the prevailing apathy among certain students toward learning the French language. Efforts should be concentrated on effectively integrating the development of intercultural communicative competence with project-based activities within

the educational framework. This integration serves to optimize the realization of the learner's inherent potential, thereby contributing to the enhancement of their competence in navigating challenges in foreign language communication.

Recommendations:

1) **Prioritize Mental Well-being:** Acknowledge the crucial role of social and psychological health in education quality.

2) **Holistic Psychological Health:** Understand psychological health as vital for personal goals, encompassing social, emotional, and spiritual well-being.

3) **Cultivate Positive Attitudes:** Foster a socially and psychologically healthy mindset in learners, boosting motivation and subject competency.

4) **Link Health to Language Learning:** Recognize the positive impact of mental well-being on language motivation. Use effective language teaching techniques.

5) **Reveal Potential through Well-being:** A healthy learning environment uncovers students' potential, enhancing foreign language communication proficiency.

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