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PSYCHOLOGICAL ASPECTS OF LEARNING ENGLISH

Abstract

The article discusses issues of effective learning and mastering a foreign language and factors affecting the learning process. The author focuses on the methodological and psychological aspects of this process. The effectiveness of learning and mastering a foreign language, its further professional use, in addition to the teacher's talent to use the correct method of presenting and activating teaching material, the ability to build trust with students and create a comfortable environment for them in the classroom, depends largely on psychological factors, on the students' ability to change established ideas about their ability to assimilate and freely use foreign language speech both in class and in real life.

Keywords: psychological barrier, affective filter; motivation, learning a second language, foreign language, psychological factor, motivation, language barrier, self-confidence, self-esteem, anxiety, ability, negative rating, credibility

In modern conditions the role of the qualitative improvement of education system is increasing dramatically. The resolution of this problem is directly related to the development of more advanced, scientifically based methods of teaching foreign language that can mobilize the creative abilities of an individual. This improvement, and, more precisely, updating the methodology should have a psychological justification. This need is doubly increasing since the subject of study itself, a foreign language, is a phenomenon closely connected with human mental activity. The learning process is based on psychological, linguistic possibilities that are owned by both a teacher and a student, as well as the socio-psychological opportunities that are embedded in the system of interactions, which characterizes the development of educational team.

For most people seeking both professional and personal development, knowledge of English today is simply "a must." language all over the world. It is not surprising that in such

conditions English as a discipline is obligatory for studying both at school, college, and in a high school.

Meanwhile, it is well known that many people learn English, but only a few really know it well. Moreover, the importance of good language training in modern conditions is recognized by everyone, a person with a non-linguistic education, fluent in English is not a very frequent phenomenon in our country.

Nowadays, in linguodidactics, there is an active methodical search for effective ways of learning English. Moreover, the concept of "effective way" incorporates the concept of "fast way", since the accelerating pace of life in the 21st century does not allow a person to study English methodically for several years, relying on a possible result, which may not be in the future. Modern man needs the result immediately, on the go. The result on the move is, of course, not fluency, but at least speaking out on everyday topics in the simplest situations of social interaction in English.

Success in mastering the language still depends on many factors, and not only purely methodical. If it were possible to create a methodical concept that could guarantee a quick result at least above average, most likely, it would have been created. The same didactic methods and techniques can be effective in one situation and ineffective in another.

The effectiveness of learning and mastering a foreign language, its further professional use, in addition to the teacher's talent to use the correct method of presenting and activating teaching material, the ability to build trust with students and create a comfortable environment for them in the classroom, depends largely on psychological factors, on the students' ability to change established ideas about their ability to assimilate and freely use foreign language speech both in class and in real life.

First, about what to start with and how to relate to this very exciting process.

Learning with pleasure. Determine a comfortable (or currently relevant) rhythm: either it is a sprint – the most intensive training for a short time, or a marathon – long, slowly but surely. This is closely connected with the psychotype, that is, with the individual personality characteristics of the person. For this reason, someone can learn English on their own, setting their own pace and sticking to it, someone needs interaction with other participants and communication in a group, and someone is looking for a tutor, believing that this way the efficiency of learning is higher. My personal opinion is that individual lessons are not a guarantee of success either. Everything goes from the inside: motivation, systematic, correctly set pace. After all, the teacher has his personal characteristics and it is not the fact that your communication style, perception features and behavior will resonate, even if you are both professionals and wonderful people.

Classes with a native speaker may not always be effective either, since a native speaker is not always, and more often than not, he has never been a teacher by his specialty. He does not have a language teaching methodology, he just speaks it well. A native speaker can be helpful

in improving the skills of oral speech, (English Club), nothing more.

Factors affecting the degree of language learning:

- motivation;
- attitude to the subject and the process of his comprehension;
- abilities;
- self-confidence and self-esteem;
- the language barrier.

Motivation. The low level of performance of some students in learning a second language is caused by insufficient motivation due to lack of interest in the subject, confidence in their abilities to cope with difficulties, dissatisfaction with the method of teaching the subject, any negative emotions regarding the language being studied and the meaning of studying it. One of the main pedagogical tasks is enhancing students' motivation, interest in studying the subject, changing the method of teaching in accordance with the individuality of a student, creating a relaxed, but work environment in the classroom, introducing elements of culture and history of the language being studied.

Attitude to the subject and the process of its comprehension:

- a negative attitude, when the motives of avoiding troubles prevail, there is no interest, adequate self-esteem and all failures are due to external causes;
- neutral (passive-indifferent) attitude is observed when the student does not set himself any goals, is indifferent to the results of the educational process;
- a positive (amorphous) attitude, when a person shows a cognitive interest in the results of studies, understands and performs the tasks assigned by the sample, but has no clear motives;
- a positive (responsible) attitude, which is typical for people who are ready to improve the ways of cooperation with other people, who are able to take on different goals that set themselves and are rapidly moving towards their realization.

Anxiety. Anxiety is another affective factor, one of the most famous and common types of

emotions that affect the learning of a second language. Students with a high level of anxiety experience acute excruciating anxiety, fear, increased heartbeat.

There are three types of anxiety when learning a language:

- communicative anxiety provoked by the actual and /or expected need to communicate in a foreign language with another student or teacher. Such anxiety is dominant and more than others has a negative impact on language learning;

- anxiety caused by the control of knowledge and skills when the student suffers from mental suffering before, during and after the control task, the exam, which leads to a low score. This type of anxiety is due to a number, in turn, leads to the appearance of another reason: insufficient preparation for the lesson, preparation for it at the last minute or a complete lack of preparation for the lesson in general because of the inability to plan one's time, ability to organize oneself, complexity of the subject: material, a large amount of homework, etc.

- fear of receiving unsatisfactory marks, fear of conviction and constant expectation of negative opinions from other students and the teacher, an attempt to avoid test situations because of the imminent danger of failure.

- fear of making mistakes, inhibition, losing face criticism and learners shyness.

- nothing to say in the classroom because of the unmotivated atmosphere.

- students lack of practicing English because of teacher's character.

- the use of mother tongue is common in classes because learners find it easier to express themselves in their native language.

Abilities. Abilities are the features of a person of a definite psychological nature, which determine the success of obtaining knowledge and skills, and they themselves are not reduced to their presence. In the case of studying English, one should speak about linguistic knowledge and speech skills in four types of speech activity: speaking, listening, writing and reading.

In mastering English abilities are an objective advantage, meanwhile this advantage needs to be developed through constant practice, otherwise it is leveled.

It should be noted that the search for the most effective methods and approaches in teaching English should be aimed precisely at people with average abilities. It is necessary to ensure that in the process of learning these abilities are developed, since one of the objectives of learning is developing, and to develop through constant practice, which is the key to success and from a purely methodical point of view, a person capable of a foreign language is usually easy mastering it by any method, another thing is that the poor quality of education (both the method and the work of the teacher) can kill interest in the language and reduce the motivation to learn it.

It is also interesting to note that it very rarely happens that a person knows one foreign language perfectly and does not own any other at all at least at an elementary level. The fact is that a good knowledge of any language allows you to see the connections between the languages of one group or one family, thus, mastering each next language becomes several times easier on the basis of the existing language knowledge and experience of mastering a foreign language and speech activity in a foreign language.

Self-confidence and self-esteem. Self-confidence is a necessary quality of any person striving to achieve success in learning. Success in learning a foreign language is also largely dependent on the student's faith in his abilities. Self-doubt, in their own abilities, fear of making a mistake, low self-esteem, expectation of failure and fear of becoming the object of criticism lead to increased anxiety developing into "tightness" and can have a negative impact on the process of learning a foreign language, cause a negative attitude towards it reduce motivation, being a serious obstacle. The student will constantly experience fear of failure and humiliation, feel his inadequacy, be distracted from the performance of tasks and thereby create new barriers for himself.

The language barrier. In modern teaching practice, foreign language teachers often

encounter a situation where a person who successfully learns a foreign language is lost in a situation of social interaction in this language in everyday life or in professional activities. At the same time he can cope well with it if it is modeled by the teacher in class. In real communication, the language barrier prevents him from realizing his language knowledge, skills and abilities. Language barriers - this is what often prevents an adult to successfully master a foreign language, and they can be both internal and external.

I refer to my personal experience: mature adults quite often experience barriers when they need to communicate in English. And this despite the fact that the level of English, say, Intermediate. Enumerate the main causes of this phenomenon. The difficulty lies in the fact that the general psychological barriers (pace of speech, status, environment, prejudice, temperament, etc.) are also added linguistic (knowledge of vocabulary, grammar, pronunciation, accents, neologisms).

A person, it is quite permissible, may experience some kind of internal tension, and simply, fear.

– Fear of looking stupid or losing credibility;

- Fear of misunderstanding the message;
- Fear of misrepresenting information;
- Fear of making the wrong impression;
- Fear of getting a negative rating.

Moments with the form of training are clarified. Now, let us go directly, to practice.

Necessary practice:

- Learn, read, listen, discuss (of course, in English) topics that interest you. Speak about what touches, amuses, angers, upsets, in other words, about what causes an emotional response.
- Compete mainly with yourself and not with other participants.
- Consciously use at least a few new words or expressions in each lesson – activate and update the vocabulary.
- Communication in a foreign language should be comfortable for you in terms of your usual style of communication. Someone teaches idioms, slang, anecdotes, which make speech more diverse and vibrant, and someone crammed terms and stable expressions in old, but solid textbooks. Each style has the full right to exist.

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Ағылшын тілін үйренудегі психологиялық аспектілер

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Аңдатпа

Мақалада шет тілін тиімді оқыту мен меңгеру мәселелері және оқу процесіне әсер ететін факторлар қарастырылған. Автор осы процестің әдіснамалық және психологиялық аспектілеріне назар аударады. Шетел тілін үйренудің және оны меңгерудің тиімділігі, оны әрі қарай кәсіби пайдалану мұғалімнің дарындылығымен қатар, оқу материалын ұсынудың және оны іске асырудың дұрыс әдісін қолдану, студенттерге деген сенімін қалыптастыру және сабақта оларға қолайлы жағдай жасау мүмкіндігі, көбінесе психологиялық факторларға, оқушылардың шет тіліндегі сөйлеуді сабақта да, нақты өмірде де игеру және еркін пайдалану қабілеті туралы қалыптасқан идеяларды өзгерту қабілетіне байланысты.

Түйін сөздер: психологиялық тосқауыл, аффективті сүзгі; уәждеу, екінші тілді үйрену, шет тілін үйрену, психологиялық фактор, мотивация, тіл кедергісі, өзіне сенімділік, өзін-өзі бағалау, алаңдаушылық, қабілет, жағымсыз рейтинг, сенім

Психологические аспекты изучения английского языка

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Аннотация

В статье рассматриваются вопросы эффективного изучения и овладения иностранным языком и факторы, влияющие на процесс обучения. Автор акцентирует внимание на методологических и психологических аспектах этого процесса. Эффективность изучения и овладения иностранным языком, его дальнейшее профессиональное использование, помимо таланта учителя применять правильный метод представления и активизации учебного материала, умения строить доверительные отношения со студентами и создавать им комфортную среду в классе, во многом зависит от психологических факторов, от способности учащихся изменять устоявшиеся представления об их способности усваивать и свободно использовать иностранную речь как в классе, так и в реальной жизни.

Ключевые слова: психологический барьер, аффективный фильтр; мотивация, освоение второго языка, иностранный язык, психологический фактор, мотивация, языковой барьер, уверенность в себе, чувство собственного достоинства, беспокойство, способность, отрицательный рейтинг, доверие.

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