



PSYCHOLOGICAL BASICS OF FOREIGN LANGUAGE EDUCATING

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ABSTRACT

This article examines the specific essence of psychological approaches in professionally-oriented mechanism to acquiring foreign languages in non-linguistic majors of universities. This way is extremely actual as it improves students' capability to speak foreign languages in specific professional, academic or else business branches as well as situations, taking into consideration the characteristics of professional thinking. Furthermore, psychological approach to foreign language educating must be closely connected with cultur oriented method as the leading one and recognized as a priority in the focus of the education renewal. It is undeniably true that in the article it is proved how cultural background is of great essence. In particularly, according to this very paper, author pursuis specialists, professors to integrate psychology culture into the foreign language syllabus.

KEY WORDS: *individual features, psychological basics, teaching foreign languages, psychological approaches.*

INTRODUCTION

As we know that education process of university which is a complex multi-dimensional unity. Owing to the originality of the ambitious goals, content, forms, objectives as well as methods of the acquiring process, besides, due to the age along with psychological characteristics of students every university has its own picturesque strategies. That is to say, socio-economic conditions require graduates of each universities, for instance, qualities as entrepreneurship, willingness to adjust to new working circumstances. A specialist in the workplace has to share with an abundant flow of information that he/she needs to properly accept, process and transmit, which is impossible without the presence of personal communicative skills.

It is obvious that high level of attention switching, visual memory, high speed and accuracy of thought operations are also important. A vast majority of students who have difficulty in finding out their direct and appropriate ways of learning foreign languages to some extend. However, most of universities scholars, philologs or else researchers, professors have mentioned the strengthening of the

introvertness of the person in the process of learning, the dominance of cognition motivation, desire for autonomy, lack of desire to dominate, consciousness, responsibility, low feeling when dealing with fellow students, a critical attitude to the environments. [1]

It is the fact that the notion of skills is one of the arguable and debatable in psychology. On a daily basis, any functions, states, or processes of people's psyche are unreasonably attributed to capacities. Therefore, people have still talked about a one's capability to consider, to notify, to recall, about the skill to experience emotions and so on. Certainly, ability which becomes inborn talent or inner emotions that are covered up the individuals' sincere or heart maximally.

What is more, it is obvious that until the 19th and 20th centuries, it was commonly relied on psychology as well as pedagogy that capabilities are a high grade of knowledge, abilities, which supplies a person with a certain grade of success in presenting different kinds of activities. This means that is partially utilized at current time. As a matter of fact that the highest



level of formation of these characteristics widely ensures the success of the work.

RESEARCH METHODS

It is known that there are a wide range of approaches to the professional activities as well as individuality of the educator and learner who testify to the scope of work in this direction. It is the fact that whatever these mechanisms along with directions from classical, which means that knowledge transference and ability; to innovate or to create a convenient atmosphere for education, it is significant to give a holistic description of the personality of a high school educator who initiates activity and a creative search for students.

At present knowledge as well as the enhancement of personality of both teachers and students remain the primary notion of higher education. Therefore, if any teachers, who love their professions, students, getting knowledge, make a decision to tackle any issues as quick as possible with maximum results.[2]

What is more, it is undoubtedly true that current educators who are really engaged in learning how efficacious today's global information or not effective to some extend. This is mainly because how one acquires, learns new information and keeps in mind previous information guides option of long-term learning goals and methods of effective instruction.

Self-awareness, additionally, the skill to express oneself, which is connected with the processes of execution important for self-management. In western countries, in social psychology, self-consciousness is frequently explained by theoretical psychologists who are named Robert Wicklund as well as Shelley Duval, in relationship with the theory of objective self-consciousness.

The most significant component of awareness, one of its components, is self-consciousness. It is the fact that animals are unable to understand the psyche built into them. Via comprehending the program of their lives, they do not analyze their movements along with making a comparative evaluation of them. Self-consciousness is only the special centre of the mankind mind – it is the isolation of a person from the outside world, the assessment of his capabilities and capacities, emotions, thoughts, place, actions in society and so on in other words, to find out oneself as a united and unique person.

Contemporary educators ought to improve such professionally essential individual qualities as: goodwill, honesty, conviction, professional ethics, active life position. Necessary factor in the upbringing and education of the individuality of a student, is the attitude to the profession as

the principal task of life, the skill to self-giving, inspiration, enthusiasm.

We should not forget about a variety of spiritual needs, interests, objectivity of self-esteem, patience, optimism, professional self-development and culture of behavior. The success of professional activity hinges on the severity of these components, on the level of formation of the teacher's professional qualities. His most important task is to develop students' need for self-esteem, self-analysis and self-improvement. It is important to awake the inner activity of the students, to maximally increase their independence in the whole spheres of life. [3]

RESULTS

Training of would be specialists ought to be completed by the formation of a personality and the acquisition of life and professional experience in a sociocultural context. The main idea of such an educational system is to replace the abstract acquiring process with the practical experience of students in real life. The exaggeration is on the interests of the individual, the method of project training, psychological approaches. By this training, the educator becomes the coordinator of the practical activities of students.

Teachers today need to build their relations with students in accordance with the laws of cultural life, in the professional sphere. We need a new type of teacher, for whom such a method of pedagogical and psychological interactions would be organic and comfortable. The principal thing is that the student has passed the key stages of the formation of socio-cultural and professional awareness. The teacher must be competent and from psychological point of view so as to properly organize the learning process, besides, to have certain professional and personal qualities.

DISCUSSION

Teachers opt for creatively strategious of work, that give students good possibilities or facilities to their futer lives taking into consideration all the advanced experience of psychological and pedagogical thought in foreign languages, for example, English, Russian, Chinese, French and overseas. It is undoubtedly true that educators draw the students' attention to the linguistic features of their native country in comparison with the elements of the language being studied.

Not only linguistic, but also sociopolitical features of the native country and countries of the target language are subjected to a comparative analysis. In the professional field this is particularly important, since the solution



of essential problems depends on cultural and national factors. Frequently the work on the study of the mentality of the British, their characteristics and habits is accompanied by different videos, computer presentations that play a necessary role in the formation of sociocultural competence. This process is even more captivating when the students themselves are participants in role-playing games, dramatization, performing certain features of the manifestation of the national character in the professional field. Modeling real-life situations of professional orientation is an integral feature of the occupation. [4]

Everyone accepts the notion that language is a means of communication, but there is much less agreement about just what is involved in the ability to communicate. The distinction between "linguistic competence" and "communicative competence" is either not explicitly taken into account in the majority of foreign language (FL) courses or it is tacitly assumed that the former must precede the latter in such a way that a certain high level of linguistic competence must be achieved before attempting the functional use of the FL.

Arguments will be presented which show the harmful consequences of this practice. "Liberated expression" and the practical use of a FL is both desirable and possible at even the very beginning stages of study. A new attitude to the assessment of communicative skills (rather than language skills) is long overdue in the language testing field. [5]

We should experiment on teaching foreign languages following categories:

- *Psychological basics;*
- *Pedagogical approaches;*
- *Intellectual skills;*
- *Communicative approaches;*
- *Highly quality of professors;*
- *Highly intelligent of both teachers and students;*
- *Understanding of culture;*
- *Comprehending of internship;*
- *Comprehension of language;*

Abovementioned work is carried out both in class and during extracurricular activities. Students become active participants in scientific conferences, youth forums, additionally, a variety of meetings where it is significant to express themselves as a fully developed personality, included in the context of professional approach. These types of meetings or international conferences will be come in handy with the students' milestones in the enhancement of both a professional and a person of culture. this is facilitated by the knowledge gained in professional foreign language environment, which

is held in the focus of the rapprochement to the national and cultural distinctions of countries, emphasizing common points and concentrating on features. [6]

Intercultural communication becomes decisive in almost the whole aspects of the activities in educating students a foreign language. There are a great number of examples how this process takes place in the classroom. Initially, foreign language teachers should be knowledgeable and really appreciative intellectual power if they are attempting to explain students what they are, the British.

By comparison of other countries teaching processes we can see that how important psychological as well as pedagogical approaches, experience at teaching process maximally, skilful at educating foreign languages in harmony. Especially it will be thoroughly tactful to realize the world and its collaborative enterprises or else the most specific methods or strategies of achieving the number of goals, objectives, purposes, ambitious plans in an equal manner and in an perfect manner.

The role teachers and students are the most valuable and substantially significant to create psychological and pedagogical succeed in the education system on a regular basis. This is mainly because, both students and teachers can act themselves not only as a specialist in teaching and learning proceses, but also as an intermediary between the native and foreign language culture in a perceptible manner. Culture which is understood as spiritual values of the lessons. [7]

It should be focused on avoiding some obstacles which are meant the occupation of young ones' mentality by showing colourful and wonderful features of media, such as fascinating virtual games, interesting social films are based upon appealing the young to be altered their future intentions, future plans or future objectives in a sensible manner. It is universally true that "Actions speak louder than the words", current social lives or policy that manifest itself as a real life. This is mainly because both above point of views which are devoted to get better and better young generations' mentality even if they are diving into utilizing social media platforms at present.

CONCLUSION

Finally, it should be noted that cognitive activity involves in a wide range of activities or taks. That is to say, an integral part of distinctive kinds of both extracurricular and educational activities of students, contributing to the deepening and widening of sphere of knowledge of students in their selected speciality. Overall, psychological basics or approach to



education in the context of culture, the upbringing of human culture will support to overcome the crisis and allow every countries to take its right place among developed ones.

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