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**PSYCHOLOGY OF STUDYING FOREIGN LANGUAGE IN THE NON-LINGUISTIC
SPECIALTIES OF THE UNIVERSITY**

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Аннотация

Бұл мақалада тілдік емес мамандықтарда шетел тілінің оқу барысында ескерілуге тиісті психологиялық ерекшеліктер қарастырылады.

Аннотация

В данной статье рассматриваются психологические особенности, которые должны учитываться при изучении иностранного языка на неязыковых специальностях.

Abstract

Current article investigates psychological features which have to be considered when foreign languages are studied on the non-linguistic specialties.

Түйінді сөздер: *психология, шетелдік тілдің оқыт- әдістемесі, тұлға, жеке зейіндер, қозғамдама, байым, тілдік емес мамандықтар, жоғары білім*

Ключевые слова: *психология, методика преподавания иностранного языка, личность, индивидуальные способности, мотивация, восприятие, организация, неязыковые специальности, высшее образование*

Key words: *psychology, methodic of foreign language teaching, individual, individual abilities, motivation, comprehension, organization, non-linguistic specialties, higher education.*

1. Introduction

In the new conditions of the development of modern society, knowledge of foreign language and its skilled application becomes a mandatory component required for the practical and intellectual activity of an individual. However, it is well-known that mastering foreign language means learning how to think in that language. When learning foreign language, as known, a series of aspects exists, such as psychological, socio-cultural. We are considering psychological aspects.

2. Materials and Methods

Methodic of teaching foreign languages is not unilateral, it is associated with a set of sciences including philosophy, physiology, linguistics, pedagogics and it is based on the set of

established regularities. “In no other methodic”, – as G. E. Vedel mentions, – “there are more controversies and contradictions as in language teaching methodic”. Foreign language does require systematic everyday work. Student has to know what he is working for and to have a clearly set aim in learning foreign language. Due to that, primary aspect of studying a foreign language in the university is motivation. Managing motivation for learning foreign language is one of the central issues of teaching methodic. Motivation is the general name for the processes, methods, student incitement towards productive cognitive activity. Learning and correct application of acting motives, directing development of an individual and its movement in the right direction is a heart of pedagogic process.

3. Results

Search for the ways of problem solving regarding motivation for education is possible in terms of psychological research in current field, where psychological basis of motivation is investigated. According to I. A. Zimnyaya, “motivation is what explains the character of given speech action, while communicative intention expresses the communicative aim followed by the speaker when planning one or another form of influence on the audience.”

Multiple experiments have shown that in the course of one academic year an attitude of students towards various speech activities in the foreign language can swiftly change into negative or positive direction. Positive setting for the studying foreign language allows improving results in speaking activities. Besides that, for optimal organization of speech-cognitive activity it is necessary to know motivation types. “Educational motivation can be determined by the external (deeply personal) motives and internal motives”. (Hopr, 1996, c.5) External motives are not associated with the content of teaching material: Motive of obligation, responsibilities (wide social motives), motive of grade, personal well-being (narrow social motives), absence of the will to study (negative motives). Internal motives on the other hand are associated with the content of teaching material: cognitive activity motives, interest in educational content (cognitive motives), motives for mastering general means of action, determination of the cause-effect relationships in studied teaching material (educational-cognitive motives). As stated by G.V. Rogovaya, interest towards the process of foreign language learning is based on the internal motives which are emerged from the foreign language activity itself. Therefore, in order to preserve interest towards the subject, foreign language teacher has to develop internal motives in the students non-linguistics specialties. In this case the key and determining parameters are those which are characteristic for the given individual: personal experiences, context of activity interests and propensities, emotions and senses, world view social status. This allows inducing genuine motivation in students of non-linguistics specialties. In this case “it is not stimulation that works, rather and internal incentive; motivation turns out to be a direct outcome of the educational method, not introduced into education externally, not inflicted”. A series of tasks arise in front of the teacher, these tasks are based on the use of interpersonal relationships and creation of the emotional well-being, which intern causes increased effectiveness of foreign language teaching.

4. Discussion

This motivation is a complex phenomenon, the content of education has to include a complex of means for its sustainability. In general structure of motivation, dominating motive is the one which determines educational activity and formation of attitudes towards it. This is cognitive motive because it is based on the constant aspiration to learning; also there is a link with informative and organizational sides of the educational activity itself. In the process of educational activity, appearing private motives which manage setting, accepting and solving separate tasks which are crucial for achieving set aims of foreign language speaking, start to emerge. Cognitive motives for learning foreign language are differentiated in the following way: interest towards foreign language itself contributes towards formation of motives for the analysis of linguistic phenomena, foreign language lessons of various form and content, development of linguistic thinking; ability to use to foreign language as a tool for the information exchange, acquiring knowledge with its help, investigation of culture, history, development and activity of the country's where the language of interest is spoken, development of the general knowledge forms the motive for the attitude towards the foreign language as a necessary tool for investigative activity.

Motivational aspect has a determining meaning which also activates all sorts of psychological processes – thinking, comprehension, understanding and acquiring foreign language material. For this it is necessary to increase motivational levels, contributing towards the development of the cognitive and intellectual activity among students of non-linguistic specialties in universities, aiming to increase an effectiveness of the educational process as an outcome. Psychological and physical anxieties (demands), deliberate internal and external needs (motives) create the meaningfulness; therefore, stimulating cognitive activity, thinking, and lead towards the desire to study more and learn how to think in foreign language. Owing to this situation, personal demands are satisfied and positive settings for the learning foreign language are created. This way, “motives, interests, situations, settings are interconnected, they form a unity. Since learning foreign language occurs through the means of communication, it turns out to be an especially personal process, in which exchange of ideas is performed, character features are passed on,. Therefore, in communicative teaching considering individual qualities of the students of non-linguistic specialties has a primary meaning. Without considering mentioned factors, speaking actions of students of the non-linguistics university majors are being torn apart from their real senses, thoughts, interests; in other words, a source feeding speaking activity is lost.

Next aspects are such psychological features as: memory, attention, comprehension, active thinking, and personal experience. Successful methodic will be organized if all the mentioned features are considered.

It is known that the attention gets activated if the interest in language exists. Interest is based psychologically on the understanding of the teaching material and is characterized by the positive emotional attitude towards it. This is why those teachers are right, who take efforts for students to be interested in both, teaching material and the lessons themselves.

5. Conclusions

In the psychology of teaching foreign language a large significance is given to the sensibility of emotions and individual features of comprehension. It was proven that students with the low level of functioning of hearing senses experience serious hardships in acquiring spoken foreign language skills. Analogous difficulties appear among students with inefficient plasticity of articulate apparatus (Нопт, 2002, с.5). One of the psychological regularities of comprehension tells us that comprehended information is always processed by an individual from the point of view based on his personal experience. Comprehension’s dependence on the previous experience is named apperception. The teacher has to skillfully link a new material with already taught one this way achieving effective comprehension in order to provide a proper understanding of further information (Нопт, 2010, с.3). Effective comprehension of teaching material requires a memory tension of the students (operative, auditory, logical and mechanical). Psychologists have determined that comprehended-logical memorization of anything in a significant amount outstands mechanical. This means that the foreign language has to be actively comprehended through the speaking activities of students with a preliminary knowledge of one or other linguistic aspects.

Therefore, methodic of teaching foreign language for the students of non-linguistic specialties in university are based on only the teaching of one or another linguistic material itself, but also on the psychological aspects of foreign language learning. Specifics of learning foreign language requires from student such contributions as spending sufficient time for comprehension of the linguistic material, ability to organize his activity. Therefore, during teaching it is necessary to consider individually-psychological aspects.

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