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PSYCHOLOGICAL CONDITIONS FOR THE SUCCESS IN ADULT FOREIGN LANGUAGE LEARNING TAKING INTO ACCOUNT COGNITIVE STYLES

Abstract

This article discusses the importance of cognitive styles in teaching adults foreign languages. The psychological conditions of the formative experiment that contribute to the success of training are described. The results of experimental work with adults throughout the language course are provided. Revealing the characteristics of cognitive styles, the authors analyze the results from their consideration in educational activities under certain psychological conditions, and also reveal the success of adult learning.

***Key words:** psychological conditions, adults, learning success, foreign language, cognitive style.*

1 Introduction

Foreign language learning of adults should be based on specific principles and conditions conducive to positioning the adult to further self-development and achievement of professional goals.

Such a struggle with stereotypes, the introduction of new conditions can be accepted positively if the adult's cognitive styles are taken into account during the learning process. They not only help in the implementation of new material, its development and application, but also in building a certain style of communication and behavior with the student.

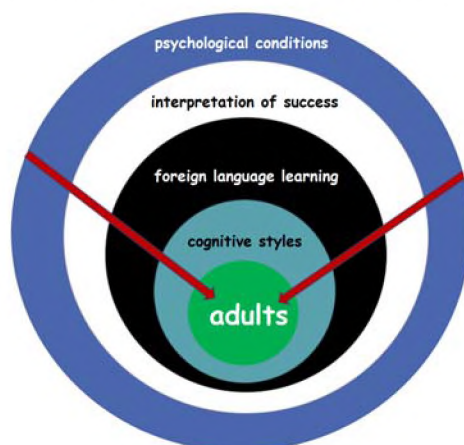
All this, together, should lead to the success of teaching a foreign language, which is also problematic for the teacher due to the subjectivity of the concept of «success». However, the use of an individually-differentiated approach and network planning of the program helps to avoid errors in work and lead an adult to the planned result in mastering the language level, combining all the elements of the model into a single system.

Before conducting the formative experiment, we conducted a pilot study in which 60 respondents took part, among them: from 20 to 25 – 20 people (33%), from 26 to 30 – 10 (17%), from 31 to 35 – 19 (32%), from 36 to 40 – 5 (8%), from 41 to 45 – 2 (3%), from 46 to 50 – 4 (7%). The proportion of men is 47% (28 people), women – 53% (32). 30 volunteers who are currently studying a foreign language course have completed a questionnaire created through docs.google.com. The remaining 30 respondents, randomly selected and suitable by age, passed the questionnaire offline. Both questionnaires were identical in composition and contained 10 questions that provided information about the personal data of respondents, professional sphere of activity, interest in foreign languages, cognitive styles.

The obtained data on cognitive styles helped us, when working with the sample, to create a number of psychological conditions conducive to the success of adult learning a foreign language. The combinations of cognitive styles found in adults should describe the style of behavior, learning and comprehension of information in an adult, which in the future should not only be remembered, but also contribute to the success of teaching a foreign language.

2 Materials and methods

After conducting a pilot study, analyzing the obtained data, we proceeded to create a sample, determine the goals of the experimental work and describe its methodology. The formative experiment was compiled on the basis of the model developed (Picture 1).



Picture 1 – Model of psychological Conditions for the successful Learning of a Foreign Language for adults taking into account Cognitive Styles

We also determined the hypothesis of experimental work: Adult learning a foreign language taking into account cognitive styles will be more successful for them if the following psychological conditions are realized:

- individual training program;
- development of technological instructions;
- psychological support.

The development of technological instructions and psychological support will be described based on the age characteristics of adults, their crises, as well as the content of taking cognitive styles into account when teaching a foreign language.

In order to mark the success of adult education during the formative experiment and to prove the benefits of using psychological conditions taking into account cognitive styles, we selected some objective and subjective criteria for assessing the course of the experiment:

- execution of the current task;
- achievement tests (results);
- reflection and self-esteem.

Objective criteria will include the fulfillment of current tasks and the results of students' work, as the correct completion of tasks and the motivation to work with exercises makes it clear that there is a successful training, as the material is understandable and interesting to an adult. We do not deny that students can understand the material, correctly complete tasks, but do not have an internal need to learn the language. This moment is discussed on an individual level with each adult. The reason for learning a foreign language will also be revealed: internal or external motivation (fast moving, work, studying abroad, passing a language exam, etc.), in where the need to know a foreign language is often much more effective for an adult than internal motives.

In our work, we consider the relationship of cognitive styles in the process of teaching a foreign language, thus, focusing on the topic of our study, for the experiment it is also necessary to take into account the pedagogical part of our work, namely: the methodology of teaching a foreign

language. After analyzing the methodological material, we selected a communicative approach to learning, the key purpose of which is the development of four aspects of the language: the ability to communicate (speaking and writing), understanding the contents of the text, perception and response to oral foreign speech. The work also uses an activity approach, which is reflected in the practical application of the knowledge gained and emphasis on the active position of students in the learning process.

The cognitive approach was selected in accordance with the stated topic of the dissertation research, which considers cognitive styles of adults in teaching a foreign language. It was not by chance that we selected an individually-differentiated approach, since it is applicable for conducting individual lessons through online training on the Skype platform. Moreover, the training program itself is organized using network planning. Thus, we get a single program that reflects the needs of 4 groups, depending on the cognitive styles. The network planning method is the management of the implementation of the work plan based on the network model of the complex. It allows one to improve the quality of planning and management, taking into account the dynamics, situation and diversity of tasks more for an adult than internal motives [1].

After conducting a theoretical analysis, several cognitive styles were selected that would appear in adults and manifest at all stages of the learning process:

- field dependence – field independence;
- impulsivity – reflexivity.

After conducting a pilot study, we selected the following combinations of cognitive styles:

1. field dependent impulsive;
2. field independent impulsive;
3. field-dependent reflexive;
4. field independent reflective.

The program develops the language level to B1, with the subsequent study of the B2 course. At the same time, the student must have an A2 level at the beginning of the course. In total, the program contains 8 models, which are equal to 8 weeks of the course, consisting of 24 lexical topics, three topics per module.

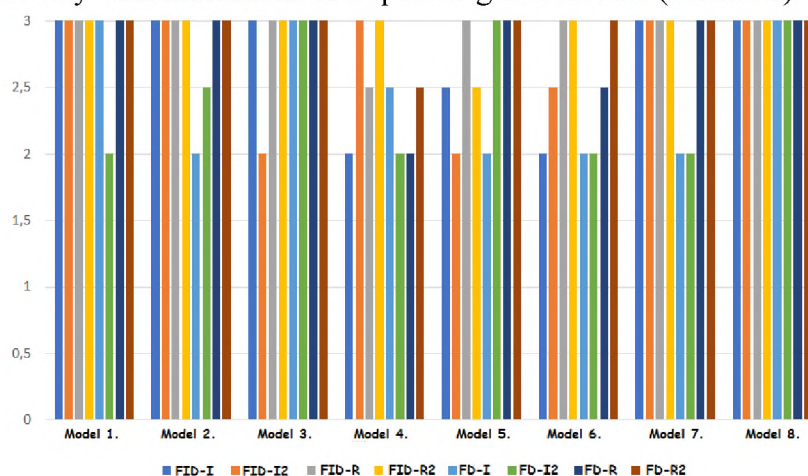
3, 4 Results and discussion

At the end of the course program, an analysis was carried out, which showed the correlation of cognitive styles in an adult and the success of training, taking into account the created psychological conditions.

The program was attended by 8 adults with combinations of cognitive styles: field-dependent-reflexive, field-dependent-impulsive, field-independent-reflexive, field-independent-impulsive.

Analysis of the implementation of current tasks showed that when working with field-independent-reflexive performance averaged 97.5%. This is a responsive approach to work, a deeper immersion in the material, and, combined with field independence, a desire to get to the bottom of a problematic issue, as well as a quality such as minimizing errors, also helped adults to feel successful learning a language. For field-dependent-reflexive types, tasks were fulfilled 95.5%. In this situation, the reflective style helps an adult to better understand what is required of him, and also, without limiting time, perform exercises with the least amount of mistakes, which also increases confidence in his knowledge and skills, but in combination with field-dependent cognitive styles, his dependence on the leading person – a teacher, it is difficult to move away from the framework and patterns of exercises, consider all possible solutions, and also analyze what has been done. Due to this, some tasks that were incomprehensible and not discussed in the classroom right away remained problematic for the student. As a solution to this situation, specific recommendations, instructions, as well as constant communication with the teacher to eliminate problems and questions were made. Field-independent impulsive adults completed current tasks 90.5%. If we take into account that field-independent adults are inclined to reason and discuss the materials of classes, then we can say that in carrying out current tasks they tend to develop thoughts and meaningful

learning without memorizing topics, but their impulsiveness in decision making, a sharp change of position, increases the level of errors, from – for inattention, with excellent knowledge of the material, as well as the situation, forget about the task, which reduces their chances of success and self-esteem. However, when working with similar styles, the most important thing was to conduct joint reflection, and focus on conscious learning, thus emphasizing the strengths of the student. The smallest percentage of current tasks was received by field-dependent-impulsive adults – 84.5%. This is due, firstly, to impulsiveness in decision making, an increased level of errors, inattention and haste. When this style is combined with field-dependent, we get from the student who prefers to be in the «slave» position and receive clear instructions from the teacher. When disputed moments or problem situations arise during the execution of independent tasks, a number of errors occurred, otherwise the task passed into the status of «incomplete / partially completed». This situation was resolved by a joint analysis of tasks with control by the teacher over the course of its implementation and along the way with indications of a specific grammar rule (Picture 2).



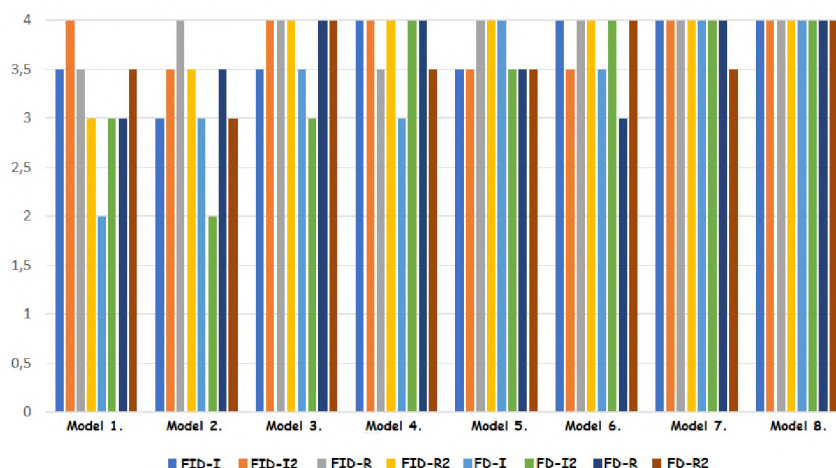
Picture 2 – Fulfillment of current Tasks by adults with different Combinations of Cognitive Styles during the training of the German language Course

The next criterion by which the success of teaching the German language was determined included achievement tests, namely: their results. Achievement tests determined not only the knowledge, skills and abilities of students, but also their propensity to complete tasks, motivation to learn, and create a «success situation». The positive dynamics of the results emphasized a rise in the language level and gave a feeling of success to an adult, which had a good effect on the course of further education.

In total, the number of conducted tests was 8, in accordance with the number of program modules. Adults with an impulsive cognitive style received the largest number of errors due to a quick reaction to performing activities and an inattentive attitude to the task, while in combination with a field-dependent style, some tasks went into the category of incomplete or partially completed without clear instructions. Using corrections while working with adults, they were given more specific recommendations for work, constant access to a teacher through social media when questions arise, as well as the development of typical tasks while preparing for work with examination tasks. Thus, the score of the achievement tests has improved. For more independent students with a fully independent cognitive style in combination with reflective, more time was given for reasoning and familiarization with the task and work on it, in combination with impulsive time for work was clearly regulated, then a joint study was conducted with a discussion of the results.

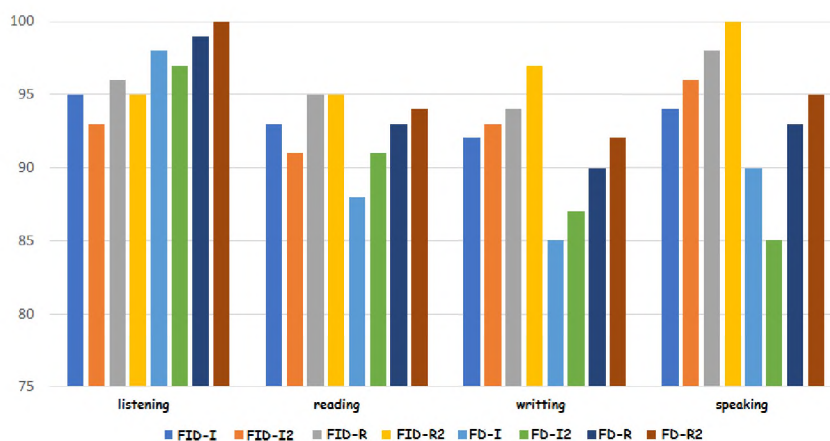
At the end of the course, they took passed the final exam, which determines German language proficiency at level B1. The work consisted of 4 parts: listening, reading, writing, speaking.

According to the results of the exam, all students were able to confirm the studied level B1 in the German language with various results (Picture 3).



Picture 3 – Test results of students' achievements with different combinations of cognitive styles during the German language training program at level B1

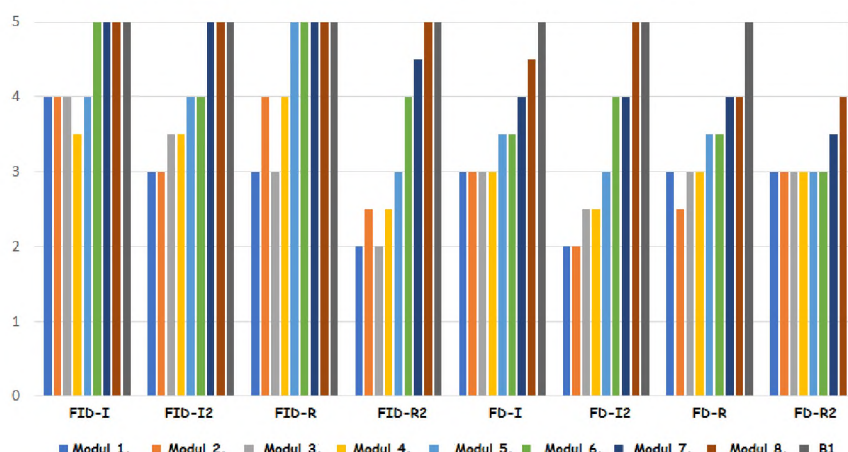
The part was passed the module of 60%. It is worth noting that for each type, instructions for completing the same tasks were given differently so as not to injure students with different cognitive styles during exertion before taking an important test. For field-independent-reflexive people, attention was not focused on time, but the importance of expressing personal opinions and the use of reasoning in oral and written assignments was emphasized. For field-independent-impulsive, specific time frames for each of the tasks were indicated, and the importance of expressing one’s opinion and discussing oral and written topics of the tasks was emphasized. Field-dependent-reflexive did not place emphasis on the regulated time for completing tasks, but more precise and specific instructions were given, criteria were written so that students understood what they want to see specifically. A similar one was given for field-dependent-impulsive ones. However, it was important for them to indicate the time of the exam (Picture 4).



Picture 4 – The results of the final exam to identify the level of B1 in the German language in students with different combinations of cognitive styles

At the beginning and at the end of classes, after passing the module with students, a reflection was carried out, which was designed for self-assessment activity. The self-assessment work included: a personal commentary on his work, program, assignments, the work of the teacher, as well as an assessment on a five-point scale of his «growth» in the language. All this helped to further adjust the material for the student, to individualize it at the request of an adult, to solve psychological and educational problems «on the spot», to provide psychological support.

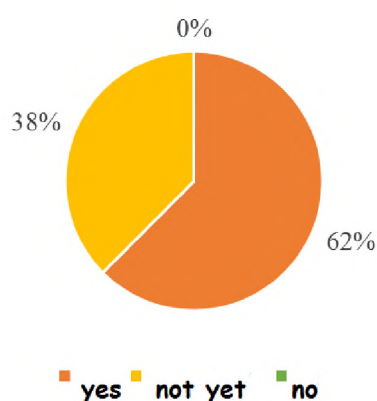
Based on the results of the formative experiment, we interviewed our participants with the question: would they like to continue training on this program (Picture 5)?



Picture 5 – Personal assessment of adult for success in learning German language program B1

62% of respondents who took part in the experiment responded positively, adding comments that they would love to raise their language level to B2, feel a surge of strength and confidence in their success. 38% of students believe that so far, they have enough of what they have achieved, explaining that the level B1 is acceptable for their work, at the moment they are satisfied with themselves and want to use their knowledge in practice. Basically, this answer was chosen by people who often received psychological support related to a personal assessment of their strengths and ability to achieve success in the language. None of the respondents answered negatively to the question, which once again proves the presence of positive emotions from the completed training program, which tells us about the success of adult education (Picture 6).

Would you like to continue training under this program?



Picture 6 – Adult desire to continue German language studies under B2

Upon completion of the analysis, we developed recommendations for creating psychological conditions for the successful learning of a foreign language for adults, taking into account their cognitive styles. Conventionally, we divided our recommendations into three areas: psychological, cognitive, educational.

5 Conclusions

Considering the obtained data on the criteria for the success of adult learning, taking into account their cognitive styles, we come to some conclusions that:

1. before starting work with the program, it is necessary to identify the student's age, his cognitive styles, as stated in the program, as well as the language level.
2. accounting for cognitive styles helps to organize a training program aimed at the individual needs of the student;
3. cognitive styles provide assistance, first of all, for the teacher, helping him to adequately perceive the actions of the student;
4. cognitive styles of adults are at the peak of their development, combining this with existing experience, in aggregate this gives a clear idea of what the student needs specifically: his goal, the trajectory of learning, the end result, the prospects for application;
5. essential component of working with adults is a favorable psychological environment created by the teacher, which includes psychological support provided on an ongoing basis, as well as situationally at the request of an adult;
6. the success of training should be assessed through objective and subjective criteria in the aggregate in order to avoid distortions in the perception of the student's real achievements;
7. the subjective criterion for evaluating the success of training should include a personal assessment of an adult over the course of his work. For this, it is necessary to constantly monitor his condition, attitude to himself, to work, to his achievements, to the teacher. It is necessary to avoid direct pressure, not to use criticism of the adult, but rather: improve his weaknesses with the student;
8. when working with the final tests, it is also necessary to take into account all the conditions that were given during the training, since the lack of a familiar environment can create a shock situation, therefore, instructions should be given for the tasks in accordance with the cognitive parameters of the adult student;
9. in the event of new conditions, training can be adjusted, so the use of network planning programs can save time on preparation for the lesson, apply an individual approach in conjunction with differentiated ones, and it's more convenient to adjust the plan, adjusting it for a particular student.

We conclude that the creation of certain psychological conditions in teaching adults a foreign language, taking into account cognitive styles, leads to the success of students. They have increased self-esteem, a positive learning experience, psychological relaxation, which leads to overcoming the language barrier, self-confidence and ability, as well as motivation for promotion and development. However, this result is possible only with prolonged psychological work: overcoming fears, negative experiences, anxieties, low self-esteem, a few results, frequent repetitions, etc.

Taking cognitive styles into account requires the teacher to tailor the program to the student, which is also considered quite difficult if there are several students or groups. For this, the method of network course planning is well suited, which not only focuses on an individual approach, but also includes elements of a differentiated one. For example, our program of teaching the German language at level B1, designed for adults who own level A2, past this, their cognitive styles were taken into account, according to which instructions for the tasks were given.

We can say that such work is rather immersed in the personality of the student, but with this approach to learning, as practice shows, it is possible to achieve successful adult learning.

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**СМАГЛИЙ, Т.И., КУДРИЦКАЯ, М.И., СИЛЕНКО, Е.А.
КОГНИТИВТІ СТИЛЬДЕРДІ ЕСКЕРЕ ОТЫРЫП, ЕРЕСЕКТЕРДІҢ ШЕТ ТІЛІН
МЕҢГЕРУІНІҢ ПСИХОЛОГИЯЛЫҚ ШАРТТАРЫ**

Бұл мақалада ересектерге арналған шет тілдерін оқытуда танымдық стильдердің маңыздылығы қарастырылады. Оқытудың сәтті болуына ықпал ететін қалыптастырушы эксперименттің психологиялық шарттары сипатталған. Тілдік курста ересектермен жүргізілген тәжірибелік жұмыстардың нәтижелері келтірілген. Танымдық стильдердің сипаттамаларын аша отырып, авторлар белгілі бір психологиялық жағдайдағы оқу іс-әрекетінде қарастырудың нәтижелерін талдайды, сонымен қатар ересектерге арналған оқытудың сәттілігін ашады.

***Кілт сөздер:** психологиялық жағдайлар, ересектер, оқудағы жетістік, шет тілі, танымдық стиль.*

**СМАГЛИЙ, Т.И., КУДРИЦКАЯ, М.И., СИЛЕНКО, Е.А.
ПСИХОЛОГИЧЕСКИЕ УСЛОВИЯ УСПЕШНОСТИ ОБУЧЕНИЯ ВЗРОСЛЫХ
ИНОСТРАННОМУ ЯЗЫКУ С УЧЕТОМ КОГНИТИВНЫХ СТИЛЕЙ**

В данной статье рассматривается значение когнитивных стилей в обучении взрослых иностранных языкам. Описываются психологические условия формирующего эксперимента, способствующие успешности обучения. Предоставляются результаты экспериментальной работы со взрослыми на протяжении языкового курса. Раскрывая характеристики когнитивных стилей, авторы анализируют результаты от их учета в образовательной деятельности при определенных психологических условиях, а также выявляют успешность обучения взрослых.

***Ключевые слова:** психологические условия, взрослые, успешность обучения, иностранный язык, когнитивный стиль.*

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**РАЗРАБОТКА МОДЕЛИ ФОРМИРОВАНИЯ
ВРЕМЕННОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ**

Аннотация

Статья посвящена исследованию проблемы временной компетентности будущих учителей. В ней уточняется определение понятия временной компетентности применительно к учителям. В статье представлена разработанная структурно-функциональная модель формирования временной компетентности будущих учителей, расписаны ее основные компоненты и функции.

***Ключевые слова:** временная компетентность, учитель, профессиональная деятельность, модель, карьерный рост.*