

**MAIN PSYCHOLOGICAL
FACTORS OF SUCCESSFUL ALTERNATIVE LEARNING FOREIGN
LANGUAGES**

У статті висвітлюються основні психологічні чинники успішної організації альтернативного навчання іноземної мови, які забезпечують ефективність запам'ятовування іноземної інформації та успіх у вивченні іноземної мови.

***Ключові слова:** мотивація, емоції, пам'ять, альтернативне навчання, вивчення мови, іноземна мова.*

The article highlights the main psychological factors of successful alternative learning foreign languages, providing better memorizing foreign information and success in learning a foreign language.

***Key words:** motivation, emotions, memory, alternative learning, language learning, foreign language.*

Introduction. One of the most pressing challenges of learning a foreign language in high school is that it must allow future specialists of different industries to improve their skills at the international level, taking into account foreign achievements in the development of science, technology, culture and so on. Learning foreign languages becomes global nature, and numerous teaching psychologically different groups of students requires a search of forms, methods and means of training that would fully implement the natural abilities of the individual student.

Analysis of research and publications. Scientists paid much attention to the problems of the foreign language teaching. Psychologists and linguists researching the professionalism and skill of educational activities, individual psychological factors of success of educational activities, teacher professional identity etc. (J.

Bech, J. Bim, J. Winter, A. Mirolyubov, S. Nikolayev, there . Passov, N. Woodrow Wilson).

The main issues of the teaching foreign languages and determination student learning are reflected in the works of such researchers as M. Aleksyuk, B. Badmaeva, G. Ball, J. Bim, N. Borysko, E. Gutsalo, A. Zankovskyy, N. KORYAKOV TSEV T. Levchenko, VA Plakhotnik, M. Sadchenko and many others, that is the theoretical foundation for the task.

The article highlights the psychological factors of successful alternative organization of foreign language learning by the students in higher education.

Main body of the article. Psychological Organization concerning the embodiment of foreign language activities in reality introduces many mental processes therefore advisable to speak about their wholeness. Psychological factors in the successful organization of alternative learning foreign languages by students are motivation (internal and external motivation) and emotional sphere of personality (health, mood, activity students), processes of remembering and preserving foreign language information (intelligence, sensory modality), the optimal organization of educational process.

The **topicality** of this research requires analysis of theoretical and methodological sources, which reveal psychological factors that gravely affect the organization of alternative learning foreign languages by university students.

In numerous studies motivation, being a major psychological factor of organization-centered alternative teaching, considered as the main mechanism is the engine, foundation, origin, direction and methods of implementation of specific forms of activity. Motivational sphere, being the driving force of human behavior is a leader in personality structure, causing his/her character, emotions, abilities, orientation, activities, social roles, affects virtually all psychological processes.

Important role in the learning process play emotions, which is part of the structure of human mental activity. Emotional action - one of the best ways to encourage students to learn. Arising in terms of communication, they describe how

reality meets the needs of the subject, reflecting the changes achieved (P.Symonov) and engaging in a process of identity formation as values, define its orientation (B. Dodonov). The researchers established that the emotions involved in the regulation of educational activity (A. Peter, K. Izard, C. Rogers, S. Rubinstein, T. Yatsenko et al.). As components of the structure of thought processes, emotions serve as the heuristics (Alexander Tikhomirov), and creative activity is always activated emotional processes (V. Molyako, Ya Ponomarev).

On the role of emotions in learning more talked J. Comenius (sensory mechanisms of cognition), A. Disterveg (interest), J. Herbart (emotional interest), K. Ushinsky (feeling), B. Lai, Piaget (activation of teaching and learning activities) L.Vyhotsky (intelligence and affect) and others. K. Ushinsky emphasized: "Nothing - no word, no thought, nor even our actions do not express so clearly and precisely ourselves and our relationship to the world as our senses: they did not hear the character dissenting opinion, not an individual decision, but only the content of the soul and its order "[13, p. 87]. However, unfortunately, and now in high school still dominates random pedagogical influence in shaping the emotional ability to establish contacts between actors of the educational process.

Among the foreign scientists who examined the impact of emotions on educational and cognitive activity, deserves special attention humanistic concept of Charles Patterson, whereby the emotional component dominates the stage of gaining knowledge and develop the necessary skills. Among the conditions under which triggered this statement, the author identifies didactic introduction of special situations that are focused primarily on the scope of the senses. C. Rogers focuses on situations that provide emotional expression of attitude to events: empathy, trust, etc. [14]. With the realization of this study, according to the author, it is life, and those who learn - those who change. E. Stones teacher believes the main objective create a positive emotional atmosphere in school-related cognitive atmosphere. So right action encouraging students experience success contributes to their further training. Scientist has allocated favorable conditions support the emotional atmosphere lesson: use feedback, unconventional presentation of didactic material,

different types of promotion, engagement. Thus, an important condition for the transfer of didactic knowledge belief is emotional attitude of students to the subject being studied them.

The modern teacher during the organization of the educational process should direct activities and the formation of emotional background in the audience. After creating positive emotions, reliance on them will contribute to finding information that supports state meet and, conversely, negative emotions cause actions against training steps that reduce productivity. Even the limited success in teaching encourages, creates a sense of confidence in achieving objectives. However, we know that negative emotions can sometimes be a tonic to cause desire to overcome barriers to learning. The teacher should be controller of the spiritual world of the student, the bearer of positive emotions, mood, state; possess not only a means of emotional stimulation, but also knowledge of the negative and positive mental conditions, their causes, skills and eliminate negative development of positive emotional states.

Our study focuses also on psychological factor such as memory. As you know, the process of teaching a foreign language in high school is connected to the rational use of psycho-physiological theory of memory. Types of memory characterize its duration and reliability. In the methods of teaching foreign languages, we are dealing with long-term and short-term memory, as well as operational, and arbitrary involuntary memory. Equally important in the process of learning a foreign language is receptor types of memory: visual, auditory, motor and verbal. [5; 6; 10].

Many scientists also pay attention to work hefty cerebral hemispheres (I. Korobeynikov, N. Wolf, B. liver, Malyska M., et al.). Exploring the brain wave activity (I. Korobeynikov, N. Wolfe) found that "unsuccessful" students differs from "successful" students by lower activity of the left hemisphere of the brain, even when performing verbal and symbolic problems [7, s.134; 2, s.230]. In such students, there is significantly lower frequency of transition from one hemisphere to another, while performing tasks that require effectiveness of different strategies [9, s.147]. As A.

Syrotyuk noted it such disparate work of hemispheres of the brain can be explained by stress arising in the learning process [12, p. 100].

Research results of E. Golberg and L. Costa indicate that the memory of the students with the dominant right hemisphere involuntary, and they cannot remember the power of will, and therefore the importance of involuntary memory required to provide foreign language information which occurs in practical activity. Arbitrary memory of students with logical left dominant allows memorization and repetition of material that usually occurs in the educational process of higher education [3, p. 21].

Thus, determining the psychological factors of successful organization of alternative learning foreign languages the attention should be paid to sensory learning. Sensor system determines not only obtaining and assimilation of information, but individual, personal training strategy as well. Multisensory study contributes to the process of accumulation and retention of information in memory, because the more channels involved in the process of learning (study), the greater are the boundaries of memory, which in turn promotes efficient memorization and prolonged retention of information in memory [3, p. 21].

G. Ebinhauz exploring higher mental functions of the individual, in particular the relationship between remembering new information and number of study subjects training material, forgetting determined as a function of time ("Ebinhauza curve"). However, later discovered that repetition, summarizing the information at regular time intervals may extend the period of retention of new information in the memory [15, p. 51]. However, his theory is confirmed only during the semantic learning process; it was inherent in the contemporary era, which did not take into account three other ways of remembering - episodic, procedural and reflexive.

D. Temblin in her research has found that people have the ability to remember the information they heard at the beginning of the conversation and at the end of the conversation. These phenomena are called primacy effect and the effect of

freshness [15, p. 31]. According to this statement, we can say that regardless of the duration of the class, students will remember only the start and end of the information sessions.

Therefore, the attention has to be paid to the fact that important information is contained within the classes are not impregnated by the memory of learning activities. Therefore, it is important to create more "beginning" and "end" during the class that can lead to getting much better at remembering information - "Zeigarnik's effect " [15, p.33] .

Improving "effect Zeigarnik" Background Restorf scientist examining people with a phenomenal memory, came to the conclusion that these people managed to achieve such extraordinary abilities because they are in a certain way "staining" the information that you need to remember that as a result turned into an unusual, exotic, impressive or amusing. "Colored" information turned out to be easier to remember because it increases the level of emotional arousal and attention. The increase in emotional arousal increases memorization of colored pieces of information, and those that are preceded or followed, in consequence of which there is a " Restorf's effect" [15].

Conclusions. Therefore, studying the problem of motivation in the psychological organization of alternative learning process takes considerable practical interest in developing programs and creating conditions that would influence the formation of positive motivational elements of training activities. Emotionally positive attitude to learning stimulates cognitive and mental activity of students, increases their efficiency. Analyzing the psychological and pedagogical literature on memory and the use of memory reserves, we have concluded that during the process of teaching foreign languages the attention has to be paid to the information coloring during the sessions. Coloring elements, in our opinion, can be positive suggestion, music, humour, referring to the own experience activate psychological peculiarities of students' educational activity.

However, the organization of the learning environment based on the individual characteristics of a perception will create the system

of psychologically reasonable means and methods of presentation of educational material, as well as the impact on individual students to enhance the learning process and professional development of the individual.

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