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OPTIMAL PSYCHOLOGICAL CONTEXT: PECULIARITIES OF CREATION WHEN TEACHING A LANGUAGE

The article analyzes the problems of creating an optimal psychological context in language learning and determines the peculiarities of the teaching process.

Keywords: *creativity, optimal psychological context, means of language teaching, psychological aspects of creativity*

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ОПТИМАЛЬНЫЙ ПСИХОЛОГИЧЕСКИЙ КОНТЕКСТ: ОСОБЕННОСТИ СОЗДАНИЯ ПРИ ОБУЧЕНИИ ЯЗЫКУ

В статье анализируется проблематика создания оптимального психологического контекста при языковом обучении и определяются особенности процесса обучения.

Ключевые слова: *творчество, оптимальный психологический контекст, средства языкового обучения, психологические аспекты творчества*

The increase of the language teaching means variety actualizes the problem of the teacher's choosing both teaching methods and techniques and also creation of the necessary psychological context in the process of language teaching. In contemporary society a teacher has tremendous opportunities in choosing modern methods and techniques of teaching English, and the number of the latter is constantly growing. In the arsenal of language teaching methods there are classical ones that have stood the test of time. There also appear newly developed and tested methods that provide non-standard approaches to the teaching process. Besides there are being developed and rather exotic techniques, for example, the so-called suggestive method (a teaching method based on suggestion and suggestibility). Classical methods have been tested by time and give a guaranteed positive result, however, they require significant efforts and time expenses, presuming significant efforts of students in their independent work. In addition, many students find the learning process according to classical methods uninteresting and overly scholastic.

Therefore some new, non-traditional teaching methods are being developed and exist in parallel with them. In practice those are often able to prove their effectiveness in comparison with classical methods, especially if the teacher is capable to create the necessary psychological context and skillfully combine traditional methods with innovative ones.

Thus we can say in general terms that the task of creating the necessary psychological context in the process of language learning approaches in importance to choosing the optimal teaching methodology, the most popular of which today are the classical language teaching methods and the communicative method.

The classical technique is most often used in language universities and schools. This approach implies the language study carry out from scratch, from the study of the alphabet and the rules of

sounds pronunciation (phonetics). Much attention is paid to all four components of learning: listening, reading, writing and speaking. The teaching process takes place in a purposeful and systematic way, giving stable fundamental knowledge over time. This method of language teaching allows to form not only competent oral speech, but also to teach students the skills of correct written speech, which significantly expands the language consciousness of students.

The communicative method of a language teaching was introduced into the pedagogical process relatively recently, but, despite its relative novelty, it has already gained significant recognition among lecturers and teachers.

The communicative technique is, first of all, the practice of communication and training in the perception of foreign speech by ear. The use of this method in the learning process helps to overcome the language barrier in a shorter time. Having even a small vocabulary, students can try their hand at communicating in a foreign language literally from the first lessons. This method of learning English gives good results precisely because it is aimed at creating an artificial language environment. Dedicating more than 80 % of the study time to communication, students, getting involved into real communication conditions do not experience any special difficulties.

Recently the use of an intensive teaching method has become increasingly important. In my personal opinion, this method is good in extreme situations associated with the acquisition of a sufficient number of skills for communication in a relatively short period of time, but the use of this method does not imply the creation of a stable system of knowledge. Moreover, there's no way to create a decent lexical language stock.

But the existing variety of language teaching methods allows the teacher to choose the most effective option, suitable in his opinion for this particular group of students. And sometimes it is the combination of teaching methods, taking into account the pros and cons of all the methods used in the classroom, that gives fruitful results.

The use of a variety of modern means in distance language learning actualizes the problem of the teacher's choice not only of teaching methods and techniques, but also the problem of creating the necessary psychological context in the process of language learning, since the reduction of live communication inherent to a traditional lesson leads to a lack of opportunities for using paralinguistic teaching aids and other accompanying psychological means of influencing the student. This, in turn, puts the learning outcome in significant dependence on the student's independent work, the effectiveness of which is completely defined to the student's immersion in the subject being studied.

The need to create an accompanying psychological context in the process of language learning involves the use of a creative approach, largely due to factors of a psychological order.

In fact, creativity as a phenomenon of objective reality, which is a process of livelihoods of a person or a community of people, as a result of which qualitatively new material and spiritual values are created, and the issue of which is the creation of a subjectively new result and, ultimately, culture, in the presence of the correct approach can serve as an effective means of creating an accompanying psychological context in the process of language learning, which is necessary for the formation of professional competencies of students. «The prerequisites for creativity are considered increased sensitivity, pleasure from a sudden idea and independence of thought. Creativity is usually understood as an open system, ready to perceive a whole horizon of alternative options, which also has a wide palette of interpretations – from the limited „adventurous thinking“ (F. Berthelett) to the uncertainty of „divergent thinking“ (J. Guilford)» [1, p. 18]. It is these prerequisites that play a key role in the creation of an accompanying psychological context in the process of language learning.

The instrumental nature of creativity allows us to develop the ability to make heuristic decisions that are relevant to the tasks of practical and educational activities, to form complex models of processes and phenomena, to use methods of searching for predicting the results of our own activities with the

performance of deep creative abilities of a person. The use of creative self-expression means plays an important role in the process of creating an accompanying psychological context in the course of language learning and, as a result, becomes extremely important for the process of professional self-realization.

The problem of creating an accompanying psychological context in the process of language learning for students is closely related and must be considered in the problematic scope of the psychological aspects of creativity and is largely stipulated with such problems. It should be noted that the process of forming creative competencies cannot be studied outside the context of the general psychological and professional orientation of the individual.

At the same time, the results of the conducted pedagogical experiments and tests reveal the lack of contemporary students capability in creative and heuristic skills performance necessary for their future professional activities. The analysis of conversations with teachers of fundamental disciplines of higher professional educational institutions indicates the inability of the majority of students to use the means of creative self-expression when mastering the subjects that make up their future profession. Along with this, a complete rejection of the knowledge approach in pedagogy, traditional for the Soviet educational school, and the transition exclusively to activity-based or communicative methods when teaching students and schoolchildren using distant learning tools often leads to the loss of young people of the ability to think independently and critically, to analyze the phenomena of the surrounding reality, make their own conclusions and inferences, make forecasts for the future. Which in turn leads to a general decline in the cultural level.

References

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