PSYCHOLOGICAL CONDITIONS OF THE DEVELOPMENT OF THE FOREIGN LANGUAGE ABILITIES OF THE FUTURE PHILOLOGISTS

The article is devoted to one of the aspects of the professional training of the future philologists, in particular the formation and development of foreign language abilities. The article studies the foreign language competence of students that study translation, namely the analysis of the psychological aspects of secondary linguistic personality which is ready for professional interlingual and intercultural communication. The author reveals the significance of the philologist’s foreign language abilities for the professional activity and the essence of the concept “foreign language abilities”. The peculiarities and specifics of the development of foreign language abilities is highlighted in the research on the basis of analysis of scientific views on the problem of abilities.
Professional foreign language abilities are considered to be a stable set of individual psychological characteristics of particular psychomotor and mental processes and characteristics of the future specialist that in relationship with personal, communicative, emotional and volitional features determines the speed, strength and relative legerity of foreign language learning and its use in professional foreign language activity. The structural components of the professional foreign language abilities are divided into cognitive, motivational, self-evaluative, emotional and communicative.

It was established that simulation of life situations and the use of role-playing games help to consolidate foreign communication skills and abilities, develop values, create an atmosphere of cooperation and interaction.

Personal and volitional qualities of students, individual teacher’s style of communication and proper psychological preparation, communicative approach to teaching and modeling professionally oriented problem situations have been determined as the main psychological and pedagogical conditions for professional foreign language abilities development.

Ключові слова: foreign language abilities; communication; psychological conditions; communicative abilities; professional foreign language competence; future philologists.

1. INTRODUCTION

The problem of the foreign language teaching at the present stage of higher education development is especially urgent, since the changes taking place in the educational system are increasingly focused on the free development of the future specialist’s personality, his independence, competitiveness and mobility. It is known that the main purpose of language training of future translators is practical knowledge of a foreign language, which allows to work effectively with specialized foreign language sources, communicate with foreigners, understand lectures that are aimed at daily and professional communication, prepare and write scientific reports, translate various scientific articles in oral and written forms. It is quite clear that such requirements to the future specialist for professional and practical mastery of a foreign language make the realization of psychological conditions for the development of foreign languages of future translators more relevant.

Formulation of the problem. Formation of professional foreign language competence is a priority strategy for the development of professional
education and is an extremely important result of the educational process for students studying the theory and practice of translation (oral or written). However, the psychological conditions that accompany the process of its formation are not sufficiently covered in the scientific and methodological literature.

**Analysis of recent research and publications.** Researchers’ interest in studying the development of foreign language abilities is linked to the re-orientation of higher professional education, in particular, from the shift of the subject-matter and subject-oriented specialist model to the competency-oriented one. Concerning the study and determination of special abilities for mastering a foreign language, we find a rather wide range of problems in the works of B. Bieliaiev, N. Vinnichenko, O. Volobuieva, V. Harkusha, E. Holubieva, H. Kytaihorodska, O. Kuznetsova, O. Leontiev, B. Teplov, O. Chepel, Y. Yakymchuk, G. Beattie, A. Bovee, J. Carrol, A. Ellis, H. Huse, J. Kennard, W. Loban, F. Thomas and others. Problems of improvement of professional foreign language education of university students are devoted to research of such scientists as: I. Bim, N. Hez, I. Zymnia, L. Kuznetsova, P. Obraztsov, O. Poliakov, V. Safonova, P. Sysoiev, D. Dunan and others. Scientists paid attention to the study of the psychological foundations of the organization of the educational process, focusing on the study of foreign language (Sh. Amonashvili, I. Zymnia), as well as the process of learning foreign languages (E. Nosenko, O. Zymovets, Y. Hapon and others). However, unfortunately, the psychological conditions for enhancing the level of development of foreign language skills of future translators require further studying.

The purpose of the article is to identify and implement the psychological conditions for the development of students’ foreign language abilities.

**2. RESULTS OF THE RESEARCH**

Comparing the general provisions on the understanding of the concept of “ability” and individual psychological concept of the abilities of B. Teplov, L. Vygotskyi, E. Golubeva, S. Maksymenko, S. Rubinshtein, W. Loban and others, we have come to the conclusion that foreign language abilities are the peculiarities of a person, his/her intellect, manifested in the process of
foreign language learning. They are the prerequisites to the success in learning activity [1].

Professional foreign language abilities are considered to be a stable set of individual psychological characteristics of particular psychomotor and mental processes and characteristics of the future specialist that in relationship with personal, communicative, emotional and volitional features determines the speed, strength and relative lgerity of foreign language learning and its use in professional foreign language activity. The structural components of the professional foreign language abilities are divided into cognitive, motivational, self-evaluative, emotional and communicative [1]; [2]; [4]. Proper development of foreign language skills of future translators is possible under certain psychological conditions.

Psychological conditions for the development of foreign language abilities are understood as a stable system of interrelated factors, phenomena and processes, the activation of which ensures its successful formation through the creation of quasi-professional situations [1]. In the process of solving these situations, the contradictions in the perception of the professional task are actualized, a special kind of professional experience is mastered, in which the foreign language component plays a key role, the career-professional sense of foreign language learning is realized, the need for professional and linguistic self-learning is formed.

We conceptually and methodologically elaborated four groups of conditions for the development of students’ foreign language abilities (Figure 1) [2].

Figure 1. Psychological conditions for the development of professional foreign language abilities of future translators

The first condition for the development of foreign language abilities of future translators is the personality of the teacher. His psychological professional and methodological competences allows him to make appropriate requirements for the subjects of study, to carry out an individually-differentiated approach, to propose effectively special tasks for the development of foreign language abilities, to create adequate conditions for the realization of abilities for the successful self-realization of future specialists.

It is extremely important to develop an individual style of pedagogical communication, which is determined by the interaction of natural and per-
sonal factors of individuality [3]. Essentially important personal qualities of the teacher are his active positive attitude towards students, possession of organizational, communicative techniques. The key to the productive style of communication of the teacher is his focus on the personality of each student, professional tolerance, communication skills, mastery of organizational techniques, delicacy in relationships.

Educational orientation of the teacher’s speech is primarily manifested in his emotional influence, since the language of the teacher is perceived by the subjects of learning as a kind of standard expression of thought in foreign languages. The culture of the teacher’s behavior in his interaction with the students is determined by the communication style.

According to the Common European Framework of Reference for Languages [10], we can conclude that the conditions for effective teaching are the following: the choice of the optimal complexity of the educational material; providing methods of student’s activity development, individually differentiated approach; unusual way of presentation of tasks, enthusiasm of the teacher; the variety of activities, the multifunctionality of tasks; stimulating to overcome students’ communication barriers; absence of criticism; using of follow-up comments; ensuring stable students’ motivation for foreign language learning [1].

For this purpose, the basic principles of training should be taken into account: 1) creation of a trusting emotional and psychological climate, which allows to realize a greater intensity of open reciprocal interpersonal interaction than in everyday communication; 2) continuous psychological assistance to the members of the class in the internal removal of their intellectual difficulties and personal problems; 3) optimization of interpersonal relationships of group members; 4) active use of problem dialogical methods and techniques of team work; 5) an atmosphere of inner ease, free communication and freedom of thought between participants; 6) taking into account the social and psychological determinants of group influence on the personality of each member of the group; 7) social and psychological support for the guidance of classes.

Socio-psychological and sociological factors of management of classes are defined as such quality of social and socio-psychological conditions of
realization of group activity and leadership of groups at which their regulatory potential is scientifically known and purposefully realized in a specific management system [1]. As the notion of social-psychological factor of leadership of a class includes the subject of conscious development of social conditions of activity, it is necessary to interpret the subject-object and subject-subject interactions in a meaningful way in the students’ group [4]; [5].

Successful teaching involves analyzing the individual qualities of group members, assessing the social and psychological climate in groups, exploring the conditions for their interaction, identifying and justifying ways to improve the functioning of groups, as well as methods and tools for managing group processes, developing suggestions and recommendations for managing groups and determining their effectiveness.

For the development of professional tolerance, communication skills, formation of individual style of pedagogical communication, improvement of the level of psychological preparation of the teacher, special training sessions are held in the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi in the translation department.

The following basic principles of training work should be taken into account when designing, preparing and conducting lessons: 1) creating a trusting emotional and psychological climate, which allowed to realize a greater intensity of open, interpersonal feedback than in everyday communication; 2) continuous psychological assistance to the group members in the internal removal of their intellectual and personal problems; 3) focusing on relationships between group members; 4) widespread use of problem-dialogical methods and techniques of group work; 5) reflection of the subjective feelings and emotions of the group members to each other and to what is happening in its psychosocial space; 6) the non-directive position of the trainer as a leader; 7) an atmosphere of inner ease, free communication and freedom of thought and cooperation between participants; 8) regular reporting of each participant on their achievements, doubts, development prospects [1]; [4]; [5]; [7].

The proposed training programme covers six sessions. Its purpose is to form students’ readiness for tolerant, empathetic, dialogical and out-of-conflict psychoforms. The tasks of the training programme were the following:
a) familiarization with the concepts of “tolerance”, “communication skills”, “communication style”, “communication barriers”;

b) development of self-esteem, self-analysis and self-knowledge, internal productive dialogue skills;

c) enrichment of the ability to understand others, to perceive and imagine from the standpoint of tolerance the situation of everyday life;

d) increase of self-regulating potential of the person, first of all in the direction of developing skills of professional management of the psycho-emotional state;

e) development of communication skills, delicacy and flexibility in situations of interpersonal interaction;

f) mastering constructive ways of coping with conflict situations, expressing their experiences and feelings without aggression, conflict, violence;

g) improving the ability to engage in meaningful dialogue, increase one’s self-esteem through feedback and support from the group; development of personal reflectivity [8].

The effectiveness of training in the personal and professional development of teachers is reflected not only on the cognitive sphere of the human psyche (perception, attention, memory, thinking), but on the emotional, sensory and motivational [9]. Through the use of various training methods (informing, conversations, icebreakers, socio-psychological diagnostics, incomplete sentences, exercises in verbal and non-verbal communication, brainstorming, group discussion, role-playing games, psycho-gymnastics, etc.) the teacher acquires experience of mental states in certain situations, captures and remembers emotional colouring when solving certain training tasks.

The main results of the trainings are the following: awareness of the importance of preventing and overcoming communication barriers as a prerequisite for effective communication; developing the ability to listen to a partner, understanding non-verbal communication, managing emotions, overcoming stereotypes; increasing the overall level of tolerance, reducing aggression, promoting group unity and enhancing the communicative creativity of each participant.
The second important condition for the development of foreign language abilities is personal qualities of the future translators. In this context, the basic individual qualities of a person should be distinguished (according to the psychologist Raven Feuerstein):

1. Understanding the importance of learning for oneself and one’s future.
2. Mastering the strategy of further self-education.
3. The desire to work on the solution of foreign language learning tasks.
4. Feelings of competence, ability to solve problems. It is important to form a positive “I-image”, self-confidence, to create an appropriate atmosphere in the classroom, to support students.
5. The ability to control and manage one’s behavior and activity. It is necessary to teach students to act thoughtfully, consistently, systematically, to form independence in their work.
6. Ability to set real goals and ways to achieve them.
7. The need and ability to meet the challenges of life, study and respond to them.
8. Awareness of the necessity of changes in one’s qualities.
9. Confidence in the ability to make positive changes.
10. Willingness and ability to participate in collaborative work.
11. Student’s individuality.

Formation of the above-mentioned qualities of a student’s personality is closely connected with his active involvement in participation in the educational programme of self-realization, performing large volumes of independent cognitive-search and project work, participation in scientific research.

The third condition for the implementation of the programme for the development of professional foreign language abilities of future translators is the teacher’s consideration of psychological features of the implementation of the communicative approach to mastering a foreign language [12]; [13]. The communicative approach is oriented to the organization of the learning process, the organization of an adequate process of real foreign language communication by modeling the basic patterns of communication (in the interpretation of Y. Pasov), namely: 1) the active nature of commu-
nication, embodied in communication behavior of a teacher and a student; 2) the objectivity of the communication process, which should be modeled by a limited but well-defined set of subjects of discussion (topics, problems, events, etc.); 3) communication situations that are modeled as the most common options for students’ relationships; 4) means that provide the process of communication and learning in these situations [1]; [4].

The basic principle of the communicative approach is linguistic activity. Working together and using a foreign language students learn to solve real and imaginary situations. The communicative approach involves a system of common activity; system of language activity; system of communication; the system of the foreign language itself; systematic correlation of foreign and native languages; system of linguistic mechanisms (linguistic perception, linguistic interaction, etc.); text as a system of language products; system of structural and linguistic entities (monologue, dialogue, monologue in dialogue, different types of linguistic expressions and messages, etc.); the process of mastering a foreign language; structure of human linguistic behavior. As a result of this approach, a system of foreign language proficiency in education is formed and implemented. The communicative approach provides for the maximum immersion of the student in the language process, which is achieved by minimizing the student’s appeal in the mother tongue. This method is oriented not only to the development of language skills, but also to the creativity and general outlook of the student [12]; [14].

Personality and activity approach to learning a foreign language involves changing the scheme of activity of the teacher and the subjects of learning, their communication becomes subject-subjective. In the process of learning a foreign language, the instructor must perform the functions of a counselor, assistant, consultant and partner. The teacher should be a practitioner, capable of reflection, critically analyze his practical activity, refine his views. Effective foreign language interaction between the teacher and the student develops students’ ability to act independently, the ability to self-esteem, self-regulation and self-control.

The fourth condition for the implementation of the programme for the development of professional foreign language abilities of future philologists is the simulation of professionally oriented educational problem situations
that dialectically combine four modes-components (A. Phurman’s interpretation):

a) substantive conditions – object and subject of knowledge, educational material and educational content, etc.;

b) subjective-personal factor – emotional-cognitive attitude, search cognitive activity, intellectual-volitional abilities, mental experience, creativity potential, etc.;

c) interpersonal interaction – dialogical relations, mutual understanding, personal attitude, joint thinking and thought communication, etc.;

d) internal problematic situation – cognitive needs and motive, purpose and conditions of thinking, actualization of mental experience, deployment of processes of understanding and reflection, etc. [2].

System-differentiated application of learning problem situations is a real way to optimize the development of the mental abilities of the learning subjects.

The effectiveness of the functioning of learning problem situations depends not only on the peculiarities of teaching and learning, but also on the chosen technology of teaching, on the choice of content of learning material, on the stage of the educational process [2]. The student’s age is sensitive in the formation of a mature cognitive attitude to the outside world and his own inner one.

3. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

On the basis of analysis of scientific researches it is possible to generalize the basic psychological and pedagogical conditions of development of foreign language abilities of students-philologists:

– providing orientation of foreign language education to the individual-psychological and age characteristics of students;

– modelling of a creative foreign-language environment that will ensure the subject-subject interaction of the participants of the educational process;

– organization of communicative professionally oriented learning activity of students in the process of professional training;
– monitoring of the psychological characteristics that accompany the process of formation of students’ foreign language competence;
– the student’s awareness of the state of his “professional self” in the process of solving educational and professional problems; developing skills of emotional self-regulation;
– students’ own reflection of their limitations and strengths of the individual in the motivational, communicative and operational-technical components of educational and professional activity;
– adjustment of restrictions on foreign language competence through the construction of the ideal “I-image” associated with different situations in the process of educational and professional foreign language activities, etc. [14].

Taking into consideration the importance of foreign language abilities for a future translator, a teacher should pay attention to developing the ability of future translators to apply the theoretical knowledge they have learned to solve practical problems. In addition to comprehensive knowledge of the discipline, the teacher of higher education should also rely on students’ age and individual psychological characteristics and conditions for their mental development in order to assist them in the free expression of all acquired skills and abilities and the use of linguistic and personal needs [14].

The development of language skills is inextricably linked to the psychological processes that accompany it. Foreign language abilities are acquired and changed with the professional development of the individual. They develop throughout all stages of the professional genesis of personality. The process of developing students’ foreign language abilities requires from the teachers to take into account the psychological and pedagogical conditions, which will provide not only the opportunity to acquire foreign language competence of future translators, but also to achieve the highest level of spiritual, moral and professional development.

Our further research will focus on the detailed analysis and disclosure of a set of factors that influence the development of professional foreign language abilities of future philologists.

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13. Поліщук Л. П. Інноваційні тенденції у професійній підготовці майбутніх перевідомників у умовах формування європейського простору вищої
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Ганна Багрій, Олена Войтюк. Психологічні умови розвитку іншомовних здібностей майбутніх філологів

Стаття присвячена одному з основних аспектів професійної підготовки майбутніх філологів, зокрема формуванню та розвитку іншомовних здібностей. У статті досліджується іншомовна компетентність студентів, які вивчають переклад, а саме – аналіз психологічних аспектів вторинної мовної особистості, яка готова до професійного міжмовного та міжкультурного спілкування. Автор розкриває значення розвитку іншомовних здібностей філолога для майбутньої професійної діяльності та сутність поняття “іншо-
мовні здібності” . Особливості та специфіка розвитку іншомовних здібностей висвітлюються у дослідженні на основі аналізу наукових поглядів щодо проблеми здібностей.

Професійні іншомовні здібності вважаються стійкою сукупністю індивідуальних психологічних особливостей конкретних психомоторних та психологічних процесів і характеристик майбутнього фахівця, що у взаємозв’язку з особистісними, комунікативними, емоційно-вольовими особливостями визначає швидкість, силу та відносну легкість опанування іноземної мови та її використання у професійній іншомовній діяльності. Структурні компоненти професійних іншомовних здібностей поділяються на когнітивні, мотиваційні, самооцінювальні, емоційні і комунікативні.

У процесі дослідження було встановлено, що моделювання реальних життєвих ситуацій та використання рольових ігор допомагають закріпити навички і вміння іноземних комунікацій, розвивати цінності, створювати атмосферу співпраці та взаємодії.

Особистісні і вольові якості студентів, індивідуальний стиль спілкування та належна психологічна підготовка викладача, комунікативний підхід до викладання і моделювання професійно орієнтованих проблемних ситуацій визначено як основні психолого-педагогічні умови розвитку професійних іншомовних здібностей.

Ключові слова: іншомовні здібності; спілкування; психологічні умови; комунікативні здібності; професійна іншомовна компетентність; майбутні філологи.