

ЄВРОПЕЙСЬКІ НАУКОВІ СТУДІЇ

УДК 378.091.21:811.111]:159.9

<https://doi.org/10.28925/2311-2409.2024.425>**Sokolovska S.**

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PSYCHOLOGICAL ASPECTS OF THE ORGANIZATION OF THE FOREIGN LANGUAGE LEARNING PROCESS FOR STUDENTS OF NON-LINGUISTIC SPECIALITIES UNDER CURRENT CONDITIONS

The relevance of the research is due to the need to ensure an effective educational process against the background of an increased level of anxiety during the war. The aim of the article is to highlight the psychological aspects of the organization of the foreign language learning process for students of non-linguistic specialities in the conditions of military aggression. The following tasks are set: to carry out a theoretical analysis of the problem of motivation for learning a foreign language and to determine approaches to the formation of positive motivation for students of non-linguistic specialities; to substantiate activities that contribute to overcoming the language barrier in foreign language communication. The approaches to the selection of teaching goals, tasks, forms, methods and visual aids for students of specialty "Journalism" at master's degree level are proposed for the formation of positive motivation to learn English. It has also been established that to overcome the language barrier and develop English speaking skills efficiently it is advisable to use interactive activities in pairs and groups aimed at the communicative value of speech, the freedom in expressing students' ideas and emotions, the enjoyment of foreign language communication, reducing anxiety, increasing students' confidence and supporting their communicative initiative with a tolerant approach to error correction. Examples of warm-up activities as well as career-oriented tasks with metaphorical associative images are offered.

Keywords: English language, foreign language, language barrier, motivation, psychological aspects of the organization of the learning process, students of non-linguistic specialities.

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Introduction

Foreign language teaching in higher education institutions of Ukraine involves the development of oral and written skills in accordance with the needs of intercultural communication and professional training. The future specialist must be able to communicate with representatives of other professional groups at various levels, to discuss professional aspects, research and innovation results, to search and analyse relevant information. The communicative and professional

nature of the foreign language learning process for students of non-linguistic specialities requires taking into account a number of linguistic, didactic, methodical and psychological factors. We believe that psychological aspects need special attention during military operations in Ukraine, consideration of which will contribute to the revision of the organizational principles of foreign language teaching in institutions of higher education.

With the support of the National Academy of Sciences of Ukraine, the team of the Institute

of Sociology of NAS of Ukraine published the results of the study relating to the stressful conditions of the population of Ukraine in the context of the war (March 20, 2024). “The general level of psychological distress at the time of the survey was elevated or high in almost a third of the population (31 %); the state of prolonged stress is more pronounced than the state of psychological distress, 62.7 % of citizens have a high or increased level of anxiety due to the war; the population quite effectively uses the resources of psychological resistance to protect against the effects of war stressors; a low level of psychological stability was recorded in only 16 %; the pressure of prolonged stress creates a threat of gradual depletion of resources and a drop in the level of psychological stability; the most vulnerable groups, in which an increased level of distress was recorded, are the most deprived population, women and young people under 30; distress manifests itself through various forms of maladaptation: the least common manifestation is hostility; distress manifests more clearly through depression and somatization symptoms; most often manifestations of distress are anxiety, exhaustion, increased suspicion and mistrust. Distress manifests itself in different forms for different risk groups. Therefore, in order to work with the population, it is necessary to develop differentiated approaches to strengthening the resources of resistance at the psychological level” (Zlobina, O. G., 2024, p. 55–56). The presented results show that students belong to a vulnerable category with an increased level of distress during the war, so it is advisable to revise educational strategies for effective professional training.

The aim of the article is to highlight the psychological aspects of the organization of the foreign language learning process for students of non-linguistic specialties in the conditions of military aggression.

The following **tasks of the research** are set: to carry out a theoretical analysis of the problem of motivation for learning a foreign language and to determine approaches to the formation of positive motivation for students of non-linguistic specialties; to substantiate activities that contribute to overcoming the language barrier in foreign language communication for students of specialty 061 Journalism at the second (master's) degree of higher education.

1. Motivation for learning a foreign language

Factors affecting the success of learning a foreign language are as follows: motivation — students with a high level of motivation more often achieve good results than students with low

motivation; self-confidence – success in language learning directly depends on how a person evaluates himself and his strengths; a low level of anxiety ensures the highest result of learning a foreign language (Kim, T. S., 2022, p. 94–76). Long-term experience of working with students, indeed, emphasizes the relevance of the mentioned factors. It is pertinent to focus on the aspect of motivation, since many scientists identify the motivational component as the dominant factor in learning a foreign language (Ellis, R., Roever, C., Shintani, N., 2024, p. 235; Kreuz, R., 2023, p. 101, 182; Kuzmenko, N. V., 2019, p. 198; Walter, D., 2023, p. 108 and others). Daniel Walter, a teacher of German Language and Linguistics Department at Emory University (the USA) claims that “a motivated individual will make more efforts to achieve certain goals. And if the final result is perceived by him as compensation for the spent efforts and passing through temporary difficulties in the process of learning the language, then he will continue to study this language with great interest” (Walter, D., 2023, p. 108). Roger Kreuz, professor of the Department of Psychology at the University of Memphis (the USA), notes in his research that motivation should be considered from the standpoint of two aspects: external and internal (Kreuz, R., 2023, p. 101).

Next, we will reveal the potential of the formation of external and internal motivation for learning a foreign language at Borys Grinchenko Kyiv Metropolitan University on the example of the specialty “Journalism”. For students studying English, professional demand on the international labor market is an important external motivational factor. In the conditions of the growth of business contacts between countries, the development of international organizations around the world, the requirement for mastery of foreign languages, especially English, is increasing. This stimulates young people to acquire foreign language communication skills. In addition, an example of external social motivation can be the desire of students to participate in international forums, scientific and practical conferences and academic mobility programs. Faculty of Journalism at Borys Grinchenko Kyiv Metropolitan University offers various projects for students, namely: “Erasmus Welcome Day” at the University of Foggia, presentation of project activities at I-WEEK 2024, online education at the University of Latvia and others. It should be emphasized that thanks to the efforts of the administrative and teaching staff to provide conditions for international activities, students have a very strong external motivation in learning English.

Internal motivation is determined by the process of mastering a foreign language and the feeling of success, which prompts teachers to pay attention to the psychological characteristics of students, their interests and professional requests. On the basis of theoretical and practical work, we have established the main approaches that influence the formation of positive internal motivation for future journalists in the process of learning English:

- The reading of contemporary career-oriented texts followed by discussion and comparative analysis of aspects related to journalism in Ukraine and other countries.

- Listening to international news from the BBC and CNN, expressing students' own opinions about events and their interpretation, paying attention to the peculiarities of British and American pronunciation.

- Teaching communication skills on the basis of communicative tasks and speech situations, which contribute to the organization of training in conditions close to real communication.

- Using English and Ukrainian definitions for the interpretation of professional terminology and general vocabulary.

- Giving an accessible explanation of the grammatical rules and practising grammatical structures in context.

- Prioritizing group and pair activities for the maximum disclosure of students' speaking potential and the development of English communication skills.

- Following the trauma-informed approach and showing psychological flexibility, taking into account students' experience of learning English at the previous stage, their level of the language barrier and anxiety during military aggression for the effective formation of students' foreign language communicative competence.

- Using appropriate visual aids and technical support in classrooms and online learning: multimedia complexes (projector, SMART boards, computer), multimedia technology center equipment, YouTube video hosting resource, etc.

To sum up, external and internal motivation affect students' desire to learn a foreign language and their academic performance. The teacher directly has an impact on the formation of positive internal motivation through the optimal organization of the learning process, namely the selection of teaching goals, tasks, forms, methods and visual aids, taking into account the psychological characteristics of students, their professional interests and the level of anxiety during military aggression.

2. Language barrier

Difficulties in the process of speaking a foreign language and related stress factors are mentioned in a number of studies (Hvozdyak, O. M., Ivanitska, Yu. V., Kozak, A. V., 2023, p. 61; Kim, T. S., 2022, p. 94–76, Tarasyuk, A. M., 2021, p. 188, etc.). As practical experience shows, a significant number of students have a language barrier in English communication, caused by the fear of making a mistake and feeling psychological discomfort, which prevents effective language acquisition. There are various reasons behind this fear, in particular, students fear for disapproval, criticism or displeasure from the teacher, they are afraid of being ridiculed or misunderstood, getting a low grade, worry about incorrect pronunciation or incorrect construction of the sentence, have high expectations of themselves or suffer from perfectionism, fear for failure and losing faith in themselves, etc. The language barrier is based on the previous experience of students in learning the language and is determined by individual characteristics, therefore it is quite difficult to overcome it without the desire and efforts of the students themselves. However, a foreign language teacher can create favorable conditions in classes, in which students would get a new language learning experience and gradually overcome the language barrier. We offer our own approaches to overcoming the language barrier in English classes for students of specialty 061 Journalism at master's degree.

1. Conducting warm-up activities in pairs at the beginning of the lesson, during which students tell each other about themselves or reveal one of the aspects according to the proposed communicative situations. Each student is offered an individual task that is not assessed by the teacher, which promotes the student's freedom of self-expression and prevents psychological stress. For example, Speaking Activity 1. You are going to take part in the international conference on environmental protection. Inform the participants about the pollution-related problems in Ukraine. Ask them how these problems in your country are solved. Tell about the importance of environmental protection. Speaking Activity 2. You are going to take part in the international conference on political stability in European countries. You are asked to tell about the political system of Ukraine and the differences in the political system of Ukraine and Great Britain or other countries. When communicating with each other, students feel more confident than with the teacher, and the teacher himself acts as an assistant and can answer students' questions as needed. In addition, students have the opportunity to expand their

vocabulary by exchanging with each other or using electronic dictionaries.

2. Using metaphorical associative images (MAI) for solving communicative tasks, including career-oriented ones. The feasibility of using MAI was substantiated in our previous article. "Speech activity of students, determined by visual aids in the form of MAI, is an active process of foreign language communication, in which the motive of the speech, the communicative intention of the speaker and the speech initiative are expressed. MAI method stimulates students to construct their own speech, accomplish career-oriented tasks, give individual interpretation, and in general, apply a creative approach to the performance of communicative tasks. The value of classes based on using MAI is confirmed by such aspects as the interest of modern students in MAI as a psychological and educational tool, appeal to the subconscious in search of answers, motivation of speech expressions, filling them with personal meaning, purposefulness in foreign language communication, conscious studying of training material as well as lexical and grammatical means of the language, expression of individuality in the perception of the world and professional self-realization, interaction with the teacher on the basis of trust and mutual understanding, independent choice of language means and the content of the speech, taking into account the age and intellectual capabilities of students, the spontaneous, creative and communicative nature of speech-thinking activity, etc." (Sokolovska, S., 2024, p. 48–49). Some examples of the use of metaphorical associative images to solve career-oriented tasks will be given. Speaking Activity 1. Imagine that you are an editor-in-chief of a magazine. Your department needs to design a magazine cover. Look at the pictures and choose the one which might be the most suitable cover for the magazine. Explain your choice. Speaking Activity 2. Imagine that you are a reporter who needs to find an idea for making a news story for your community. Look at the pictures and choose the one which contains the idea for the news story. Describe the picture and tell what the future news is about. Speaking Activity 3. Imagine that you are a journalist who needs to localize news. Look at the pictures and choose the one which connects a story that originates in another location to the local audience. Such tasks are effective both in pair work and with the teacher, however, in order to overcome the language barrier, some students prefer to communicate with their classmates, turning to the teacher only when necessary to find out the correctness of the chosen speech patterns. According to the students, the systematic use

of metaphorical associative images in pair work with the support of the teacher reduces the fear of starting a conversation, answering questions, expressing their opinion and sharing ideas.

To summarize, in order to overcome the language barrier and develop English speaking skills, especially during the war, we consider effective interactive activities in pairs and groups aimed at the communicative value of speech, the freedom in expressing students' ideas and emotions, the enjoyment of foreign language communication, the reduction anxiety levels, increasing students' confidence and supporting their speaking initiative using a tolerant approach to error correction.

Conclusions

According to the results of the research, it was established that the psychological aspects of the organization of the foreign language learning process in higher education institutions are extremely important factors that determine the selection of teaching goals, tasks, forms, methods and visual aids. During the war, special attention should be paid to the formation of positive motivation to learn foreign languages and the creation of conditions for overcoming the language barrier of students. The formation of positive motivation for students of non-linguistic specialities may be possible by taking into account the personal and professional interests of students when selecting learning materials, using communicative tasks and speech situations that are close to real communication, giving accessible explanations of lexical and grammatical aspects, prioritizing pair and group activities to reveal students' speech potential, showing psychological flexibility and taking into consideration the psychological characteristics of students. It has been found that pair work is effective for doing warm-up activities at the beginning of the lesson and for using metaphorical associative images in solving career-oriented tasks, which positively contributes to overcoming the language barrier and the development of English speaking skills. The above-mentioned interactive activities can be efficient if the teacher chooses a strategy of tolerant attitude towards errors, supports the freedom in expressing students' ideas and emotions, communicative initiative and confidence, contributes to reducing anxiety of students and increasing resilience. Prospects for further research consist in the development of methodological recommendations for the organization of the English language learning process in institutions of higher education, taking into account psychological aspects, in particular, the level of students' anxiety during the war.

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Соколовська С.

ПСИХОЛОГІЧНІ АСПЕКТИ ОРГАНІЗАЦІЇ НАВЧАЛЬНОГО ПРОЦЕСУ З ІНОЗЕМНОЇ МОВИ ДЛЯ СТУДЕНТІВ НЕФІЛОЛОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ У СУЧАСНИХ УМОВАХ

Актуальність дослідження обумовлена необхідністю забезпечення ефективного освітнього процесу на фоні підвищеного рівня тривожності під час війни. Мета статті полягає у висвітленні психологічних аспектів організації навчання іноземної мови для студентів нефілологічних спеціальностей в умовах воєнної агресії. У процесі роботи вирішувалися такі завдання: здійснити теоретичний аналіз проблеми мотивації оволодіння іноземною мовою і визначити підходи до формування позитивної мотивації для студентів нефілологічних спеціальностей; обґрунтувати види діяльності, що сприяють подоланню мовного бар'єру в іншомовному спілкуванні. Запропоновано підходи до відбору цілей, завдань, змісту, форм, методів та засобів навчання, що сприяють формуванню позитивної мотивації до вивчення англійської мови на прикладі роботи зі студентами спеціальності «Журналістика» другого (магістерського) освітнього рівня. Також встановлено, що для подолання мовного бар'єру й розвитку вмінь говоріння англійською мовою ефективними є інтерактивні види діяльності в парах і групах, спрямовані на комунікативну цінність висловлювання, свободу вираження власних думок і емоцій, отримання задоволення від іншомовного спілкування, зниження рівня тривожності, підвищення впевненості студентів і підтримку їхньої комунікативної ініціативи із застосуванням толерантного підходу до виправлення помилок. Розроблено приклади комунікативних ситуацій на етапі проведення мовленнєвої розминки, а також професійно орієнтованих завдань з використанням метафоричних асоціативних зображень.

Ключові слова: англійська мова, іноземна мова, мовний бар'єр, мотивація, психологічні аспекти організації навчального процесу, студенти нефілологічних спеціальностей.

Стаття надійшла до редакції: 04.10.2024 р.

Прийнято до друку: 18.10.2024 р.