

Нерсесян Эдвин Валерьевич

магистрант

Институт информационных
технологий и телекоммуникаций

ФГАОУ ВО «Северо-Кавказский федеральный университет»

г. Ставрополь, Ставропольский край

Кравцова Алина Дмитриевна

студентка

Институт образования и социальных наук

ФГАОУ ВО «Северо-Кавказский

федеральный университет»

г. Ставрополь, Ставропольский край

PSYCHOLOGICAL ASPECTS OF TEACHING

AND LEARNING FOREIGN LANGUAGES

Аннотация: в данной статье рассматриваются вопросы получения новых знаний и их восприятия; приведены и проанализированы некоторые результаты экспериментов исследований по психологии.

Ключевые слова: психология, преподавание, обучение, иностранный язык, распознавание, восприятие, эмпатия, леса.

Abstract: in this article the matter of receiving new knowledge and perception are observed; some results of experiments of researches in psychology for the subject are given and analyzed.

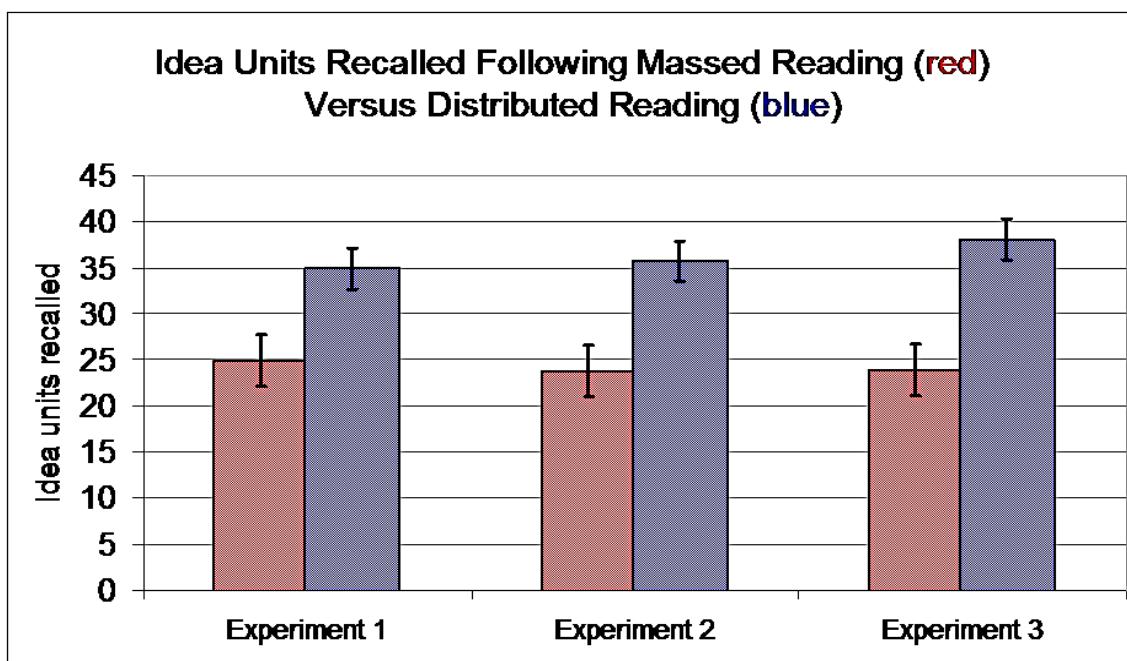
Keywords: psychology, teaching, learning, foreign language, recognition, perception, empathy, scaffolding.

There is no doubt today's educational system is extremely complex. And, obviously, teachers cannot design and apply just a single learning approach that works for a large amount of real situations. But psychologists work hard to figure out and synthesize learning methods and approaches to see the whole picture of how people receive and understand new knowledge.

Scientists in the field of knowledge studying theories of human development constantly practice their skills and investigate any findings they can get in order to perfect instructional process and understand individual learning. Thus, specialists in all fields of education, including foreign language learning experts and teachers, of course, are capable of receiving the freshest materials and reviews on what they do. So, psychologists examining the teachers' working can help them do the job better.

From the one hand, it is very important to observe the whole emotional environment students and teachers are put in. For sure, positive and negative emotional interactions influence mental and physical health of both learners and teachers. That is why modern educational organizations and institutions try to not just design nice classrooms and cafeterias with comfortable fancy couches and chairs for students and pleasant furniture for staffrooms, but also communicate with people working and studying there in a good way, carefully and attentively, forcing them to extend the area of effective and enjoyable learning.

From the other hand, teachers have to be well-prepared to deal with any case of situations and troubles they can face during their work. Moreover there is a big number of emergencies that just stun or shock the educator making him or her find an incapable solution or even do nothing at all. This is all about health issues, mental health, critical emergencies, natural hazards and disasters and etc. Among current educational psychologists, the cognitive perspective is more widely held than the behavioral perspective, perhaps because it admits causally related mental constructs such as *traits*, *beliefs*, *memories*, *motivations* and *emotions*. Cognitive theories claim that memory structures determine how information is *perceived*, *processed*, stored, *retrieved* and *forgotten*. Among the memory structures theorized by cognitive psychologists are separate but linked visual and verbal systems described by Allan Paivio's *dual coding theory*. Educational psychologists have used dual coding theory and *cognitive load theory* to explain how people learn from *multimedia* presentations and content. Three experiments reported by Krug, Davis and Glover demonstrated the advantage of delaying a 2nd reading of a text passage by one week (distributed) compared with no delay between readings (massed).



Pic. 1. Diagram 1. The experiments by Krug, Davis and Glover

Teachers can also play an important role in helping their students hone their metacognitive skills by explicitly teaching them how to *reflect on the process of language learning*. For instance, teachers could illustrate strategic thinking, explore learning strategies together with their students, and guide them to become more aware of their own thinking processes-with plenty of chances for practice and *self-evaluation*.

The roads and strategies that lead to foreign language mastery are as diverse and fascinating as the languages themselves. Here are four tips from linguist Dr. Ute Limacher-Riebold (who is fluent in six languages) to help you along the way.

To conclude, the main aspects were described in this article are interdependent, and they can let us as specialists and usual learners find out all details of the educational process in focus and big picture as well. The field of psychology has enough knowledge to share about how we percept and process information, memorize and remember it. Ability to use it and exploit allows us to improve our particular skills such as foreign language, for instance.

References

1. Alberto P. Applied behavior analysis for teachers / P. Alberto, A. Troutman. 2003. – 6th ed. – Columbus, OH, USA: Prentice-Hall-Merrill.

2. Carrie Y. Nordlund Art Experiences in Waldorf Education: Ph.D. Dissertation / University of Missouri-Columbia. – May 2006.
3. Case R. Intellectual development: Birth to adulthood. – New York: Academic Press, 1985.
4. Glover, J, & Ronning, R. (Ed.). – 1987.
5. Lucas, J.L. The lack of representation of educational psychology and school psychology in introductory psychology textbooks / J.L. Lucas, M.A. Blazek, A.B. Riley // Educational Psychology. – 2005. – №25. – P. 347–51.
6. Snowman J. Educational Psychology: What Do We Teach, What Should We Teach? // Educational Psychology. – 1997. – №9. – P. 151–169