

DIAGNOSTICS OF PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS STUDYING FOREIGN LANGUAGES

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Summary. The article describes specific features that were found while performing a psychological research in a group of participants studying foreign languages in depth.

In December 2018, we performed a psychological study in the State University of Humanities and Technology, Orekhovo-Zuevo, Russia. The participants of the study (175 students) were students from the Faculty of Foreign Languages and Philology (major subjects: Russian language, Literature, and English) (group No 1), the students from the Psychology-Pedagogical Faculty and Philological Faculty (major subjects: the Russian Language and Literature), (group No 2).

The aim of the present research was to study the personality differences of subjects in two contrasting groups. The object of the study is such a specific poorly-studied psychological formation as the "secondary linguistic personality". Since in modern Russian psychology there exist no methods allowing to measure the necessary parameters of the phenomenon, we were forced to develop our own psychological tools.

We have developed 4 research methods. When performing the initial processing of the participants' responses in the author's questionnaire "Foreign Language and Me", to the question "What makes you interested in learning a foreign language?", we found the following: "desire to teach in the future", "become a teacher", "a successful job", "a good job", "opportunities to communicate with foreigners", "ability not to be lost in the modern society", "opportunities to go abroad and communicate freely", "become a successful teacher of a foreign language", "see different countries and contact native speakers".

The majority of subjects in group 1 associate their work with a foreign language, and in the future they see themselves as translators or teachers of foreign languages, while the majority of test subjects in group 2 do not consider a foreign language a part of their lives. We found that advanced language students are much more likely to be convinced that a foreign language is necessary for them to build a career, do not doubt that a foreign language will be useful in their profession. In addition, they note that they would like to learn several foreign languages, which, certainly, will provide more favorable conditions in the labor market in the future.

Among the answers of students of the Faculty of Foreign Languages, to the question: "What for are you studying a foreign language?", quite often there were answers about self-development and moving to another country. They note that they would like to have friends abroad, they want to learn other cultures. The subjects of group 2 claim that foreign language classes are very useful, they help to "expand abilities"; it is prestigious to know a foreign language, it is necessary, etc., but, to a greater extent, they consider it to be a pure academic discipline approved by the curriculum at school and/or university.

It is interesting that most students of the Faculty of Foreign Languages and the Faculty of Philology (with major subjects: the Russian language, Literature and English) point reading books in the original as their favorite pastime; acquiring foreign languages is a hobby for them and that even makes them happier! Advanced language students think about their career early: most of them work as tutors, i.e. they start their professional activities before they graduate. In our opinion, the subjects of group 1 have a well-formed idea of what they want to do in the future, namely, to link their profession with the foreign languages they study. At the same time, they are more socially open than the subjects of group 2, since they have a desire to learn other cultures and foreign languages, and want to move abroad and work there [3].

Thus, the advanced language participants, show the "cosmopolitan" features much more often than the subjects of group 2. Advanced language students note changes at the cognitive, social and personal levels: "memory improved", "I began to speak my native language more clearly", "I became more literate", "I became smarter and more educated", "I became more attentive", "my vocabulary became wider", "I began to notice things in the world around me that I did not notice before", "I feel more confident, more significant", "I became more social", "became more open", "changed while communicating with other people", "became more free-thinking, I became more interested in people, because the language framework is no longer so noticeable", "the emergence of interest in the new", "I interact easier with others" [2]. The subjects of the second group, with rare exceptions, do not notice any changes at the personal level.

Here we can conclude that the advanced study of foreign languages has an impact not only on the cognitive level (which is beyond any doubt), but also on the social and personal spheres of subjects immersed in the study

of a foreign language. We believe that the study of the secondary linguistic personality at the intersection of psychology, linguistics and methodology opens up new opportunities in the teaching of foreign languages and psychological counseling, correction of personal characteristics, in particular. For example, one of the ways to correct a particular personality trait will be to study a short-term program, say, an N hours course of English, with the main topic X, developed individually for the client, taking into account their interests and hobbies. Thus, one can achieve high results in certain material absorption and increase, for instance, the client's self-esteem. One of our tasks is to develop a new psychological theory of the linguistic personality, which in the future will allow psychologists working with problems of personal growth, leadership, career guidance, together with teachers of foreign languages, to develop such methods to be used in practice.

Along with the studied phenomenon of personality transformation in the context of foreign languages advanced study, the analysis of the subjects' responses in the questionnaire allows us to identify the problems existing in the education system in Russia at the present time. When answering the questions "What mood did you have after school?" and "What mood did you have after a class with a tutor/at foreign language courses?", the most part of students in both groups react the same. What is important, students note that during their studies at school, they experienced boredom, they felt tension, and waited for the lesson to end.

The answers of both groups about studying at foreign language courses or with a tutor perform particular interest: the students of the second group record that they were interested, the mood was good, and the students of the first group note inspiration, excellent mood, studying with interest and pleasure. Naturally, the question arises why most students do not even have the desire to learn a language at school, and go to foreign language courses with great pleasure, they feel joy during the lesson, after classes most of them are in a high mood, because it is more interesting to learn a language with a tutor, the lesson is more comfortable, they enjoy communication, etc. In addition, it is no secret that in most cases, high school graduates who are not preparing for the exams in a foreign language cannot fully use it: they do not know how to speak fluently, write correctly, and often read correctly, not to mention listening-comprehension. In our opinion, this is an urgent problem of today's education system: despite the standards prescribed at the legislative level, the goal of forming foreign-language communicative competence among schoolchildren: the ability and willingness to perform interpersonal and intercultural communication with native speakers in a foreign language, is not achieved.

Observing several high school graduates, we come to the conclusion that, in general, only those students who studied the language at courses or with tutors, successfully pass the exams in a foreign language. a foreign language is a rather specific subject, and with today's curriculum and approach to teaching, it is simply not possible to teach foreign language communication. Students regularly experience discomfort in class, and in elementary school they worry so much about their marks that they often cry at classes.

In our opinion, it makes sense to at least review the school assessment system. It seems unfair to us that a student gets a C just because he or she has made a few mistakes in the created text. The fact is that we learn a language to perform an act of communication. Imagine a situation: a student gets to a country where Russian is not spoken, and he or she speaking poor English, using an online translator, still agrees on a price with a seller, and finally buys a thing. The goal is achieved. Why, then, is the student so intimidated by these assessments at school that, as a tourist, he experiences such psychological complexes and is afraid to say a word. More over many students get bad grades for answers in a foreign language simply because they do not understand how to build sentences. Hence we face the lack of understanding of the subject as a whole, unwillingness to learn it. Students do not know how to use dictionaries, reference books, do not know where to find a particular rule. Despite the fact that the students can cope with the task, quite often they expect the teacher's prompts, and this behavior becomes a habit. The ability to learn independently is simply necessary while studying at university, so it is so important to form these skills while still studying at school.

In addition, it is necessary to pay attention to students with dyslexia, and delayed speech development. Children with such problems are mostly taught in the regular classroom, since these disorders are not associated with a decrease in intellectual development, nor with pronounced hearing and vision disorders, nor with irregular school education. The knowledge of such students is evaluated according to the same criteria as their classmates – students who do not have similar problems. We do consider, it is necessary to develop techniques and methods in teaching such children foreign languages, develop evaluation criteria, consult with speech therapists and speech pathologists, and work with their parents.

In conclusion, we would like to say that there are quite a lot of unresolved problems in today's education system. Within the framework of our professional competence, we have tried to point out the most acute, topical issues that require the attention of the Ministry of Education, teachers, students and their parents. It seems to us that the survey of schoolchildren and students could reveal many more controversial situations that they face during their studies at school or university. It is also necessary to receive feedback from parents of students and

teachers, identify weaknesses and direct resources to address them. It is known that no educational task can be successfully solved without fruitful contact with the family and constructive dialogue and mutual understanding between parents and teachers. It becomes obvious that the traditional forms of interaction between parents and schools have lost their importance due to their low efficiency and insufficient feedback. Effective communication can be provided by computer telecommunication, the Internet, information and communication technologies, leveling the dependence of parents on face-to-face communication with the teacher [1].

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