

The main aim of the third meeting was to identify principal ways to overcome negative emotions and experiences. At the beginning of the meeting the children recollected the contents of the previous sessions. Then the children were asked to take a couple of new situations for dramatization. After having played them they were asked about the feelings of the participants of the dramatization and whether they wanted to do something with their unpleasant feelings and experience.

Besides the children thought about what they could do in these situations to overcome negative emotions. The children named their ways; they all were put down on the board. After that the children were asked to evaluate an effectiveness and efficiency of each of the proposed ways, whether they really could help them. The main criterion here was a manifestation of the dynamics of feelings, i.e. their change in a positive way. The chief conclusion of the meeting was the fact that, when we happen to find ourselves in some unpleasant situations that can cause negative emotions; we definitely need to do something with negative feelings to change them. The children chose a few situations for dramatization and then they were to show a way to overcome negative feelings. It is very important to show the differences between actions aimed at changing the situation and the actions associated with each other and with their inner feelings and emotions.

The pupils offered the following actions aimed at changing the situation:

- to make it up;
- to ask for forgiveness.

The pupils offered the following actions associated with each other and with their inner feelings:

- to think positive;
- to have a walk;
- to do some interesting work;
- to draw;
- different kinds of sport.

During the 4-th meeting the children were asked to describe their conflicts with their family and friends. The children role played one of the situations. Then there was a discussion of the feelings of each participant. At the end of the meeting the children were asked to draw unpleasant situations that happened in their life.

After a month from the last meeting we met with the children, they were asked to think over what they would do with their unpleasant feelings, what techniques they could use in their life. The techniques suggested by the children were recorded on the blackboard.

After the meetings, there was a shift in the number of schoolchildren of the experimental group who were using the discussed techniques to overcome negative emotions, and now 91% of the children chose a flexible way to behave in the situation of failure.

Thus, the number of the children with personal problems amounted 17% of the total, while the number of the children with general positive orientation to themselves and the world amounted 83% after the experimental meetings.

Thus, we can conclude that the technique of training to overcome negative feelings is effective in respect of level of aspiration of children; there is a shift in the positive direction. The level of aspiration decreases sensitivity to failure, allowing talking about improving self-control of children's behavior.

Children should know how to help themselves, but adults are responsible for the safe environment for children. Early recognition and treatment is important to minimize the long term effect of psychological abuse. Whenever a child says he or she has been abused, it must be taken seriously and immediately evaluated.

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DISTANCE LEARNING OF FOREIGN LANGUAGES AND ITS PSYCHOLOGICAL ASPECTS

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Nowadays rapid development of computer telecommunication and informative systems renders considerable influence on the system of education, especially what concerns new forms of modern languages teaching, one of which is distance learning. The use of computers in educational process began in the 60s of the

previous century and has passed several stages of development, starting from learning programs in DOS and multimedia CDs and ending with learning online.

Distance learning is the process of training in which its subjects are separated in space and possibly in time. It is provided by the special system of educational process organization, different ways of elaboration of textbooks and teaching strategies, as well as the use of electronic or other communication technologies [1, p. 12]. Distance learning can solve such problems as low motivation for independent cognitive activity of the students, the lack of individual approach to the students and active forms of learning, directivity of the educational process.

Among all technical equipment called the organic components of educational process, the computer today comes forward as the most important in the process of learning foreign languages. Research carried out by domestic and foreign scientists testify that modern computer technologies, in particular the Internet, adequately applied, can substantially assist the efficiency of teaching and learning foreign languages. First of all it is ensured by the fact that the international computer network provides a huge number of information and learners who do not only act as consumers of the accumulated human knowledge, but can also originate some new things, acting as creators. The Internet increases a foreign language learning motivation, having positive impact on all processes of training, makes authentic materials available, strengthens communicative interaction, provides independence from one and sometimes the only information source.

The usage of information technologies develops higher requirements to studying practical acquirement of foreign languages in everyday communication and professional spheres. The volume of information arises and quite often routine methods of teaching are non-effective. Using informational technologies allows to expose a large amount of possibilities of computer as one of the teaching means. Computer teaching programs have many advantages before traditional methods of teaching. They allow to train different kinds of speaking activity and in different combinations, to help, to acquire language phenomena, to form linguistic skills, to make up communicative situations, to automatize language and speaking activities, to supply the possibility of controlling leading representative systems, realization of individual approach and intensification of students' individual work. The computer is an indispensable assistant in training and having tests, monitoring of academic process with its own informational fulfillment, training didactic materials, working with the Internet resources and services for class and individual work, projecting students' activities [2, p. 135].

It is known that the main objective of foreign languages studying is the formation of communicative competence that in its turn provides the development of cross-cultural communication skills. Communicative competence is closely connected with linguistic one, and also with anthropological competence. The Internet creates a unique possibility of acquaintance with culture of the country the language of which is learned, providing cross-cultural interaction, allowing to listen to and communicate with native speakers, i.e. it creates the natural language environment.

The Internet allows to improve the abilities of audition on the basis of authentic sound texts: to listen and hear the interlocutor; to fill up the vocabulary with the lexicon of a modern foreign language reflecting a certain stage of cultural development of the people, a social and political system of society. For this purpose it is possible to use various records of the fresh radio or TV-news, numerous audio and video files on compact disks.

Using information resources of worldwide network and integrating them into educational process are obviously possible to study different types of reading with a greater benefit: learning reading, search reading, fact-finding reading, using authentic materials of different degree of complexity directly.

The main methodical problem of learning foreign languages is actually reduced to the question of how to provide achievement of the educational objects set taking into account the limited opportunities of the teacher to operate the course of educational process. Obviously, that similar weakening of a role of the teacher can be neutralized by those methodical means which are included in the didactic materials used by the learner [3, p. 26].

It is obvious that distance learning effectiveness (DL) depends on four components: 1) effective interaction of the teacher and students; 2) the pedagogical technologies used; 3) efficiency of the developed methodical materials; and 4) efficiency of feedback. In other words, success and quality of distance learning to a great extent depend on the organization and methodical quality of the used materials and also the abilities and skills of the teachers participating in this process.

Among the benefits of distance learning we can mention the following ones:

- interactivity which is the key concept of educational programs of distance learning; courses have to provide with the greatest possible interactivity between the learner and the teacher, feedback from the learner, and an opportunity of group training;
- due to the highly effective feedback learners have to be sure of correctness of the decisions and further advance from ignorance to knowledge;
- -motivation is the most important element of any distance learning course; it is very important to use various techniques and methods for this purpose [4, p. 8].

Due to the modular structuring of a course the learners will have an opportunity to accurately realize the advance from one module to another, to choose any module at own discretion or at the discretion of the leading teacher.

Psychological processes in DL development include:

- better student's perception of electronic data means, as compared to common text ones, the perception of them as being more modern, up-to-date and appropriate;
- increasing number of successful employment after finishing a DL course or education, including employment through the Internet agencies;
- attracting people who are temporarily not working or are on unpaid vacations, which results in the feeling of greater social realization, increases self-esteem and decreases psychological tension in society [5, p. 28].

Thus, distance learning, including the use of various teaching techniques in the virtual environment, can overcome many problems of traditional teaching. It helps to meet the individual educational needs of the students and to develop their creative potential. On the one hand, the use of distance learning requires a high level of autonomy and self-organization of students. On the other hand, such techniques influence the formation of these individual properties to a great extent.

In conclusion it is necessary to notice that modern information technologies give unlimited opportunities for placement, storage, processing and delivery of information of any volume and contents to any destination. Therefore psychological, pedagogical, substantial and structural organization of the training material for distance learning comes to the forefront.

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CREATIVE POTENTIAL OF STUDENT'S IDENTITY DEVELOPMENT IN THE REAL EDUCATIONAL ENVIRONMENT OF HIGHER EDUCATION INSTITUTIONS

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Creative potential is a set of a person's qualities defining an opportunity and borders of his participation in creative activity

A large number of the changes which happen in life of our society requires readiness for effective use of the opportunities from the person in new conditions of their development. In order to react adequately to them, a person has to activate the creative potential, develop such quality as creativity in themselves. Realization of orders of the President of Republic of Belarus in 2015/2016 academic year concerning development of the higher school has to be directed to improvement of system of the higher education, ensuring training of highly qualified specialists for satisfaction of needs of the country, reduction of quality of training of experts with the higher education in compliance with requirements of modern level of innovative branches of economic development and the social sphere, and also ensuring the development of abilities, intellectual and creative potential of the personality [1].

Creative potential represents difficult, integrated concept which includes the natural and genetic, social, personal and logical components, in total, representing knowledge, skills, abilities and aspirations of the personality to transform (to improve) the world around in various fields of activity within universal norms of morality [2].

The source of personality development is the social environment. Development of creative potential of the adult's identity cannot be understood rationally only "from within" the system of continuous education. It is necessary to consider features of the environment of development in a broad sense of this word. Many researchers when studying the sociocultural educational environment apply the theory of systems, emphasizing that a person is considered as a difficult, open, spontaneous system. In psychology and pedagogical researches the general scientific methodology of system approach and in particular the theory of "synergetics" is applied (V. G. Afanasyev, T. Parsons, V.P. Kaznacheev, N. N. Moiseyev, E. G. Yudin, Yu.A.Urmantsev, etc) [3].