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**PSYCHOLOGICAL FEATURES OF ACQUISITION OF FOREIGN
LANGUAGE FOR SPECIFIC PURPOSES**

The purpose of this article is to reveal the psychological and pedagogical features of joint-dialogical cognitive activity (SDPD) in teaching a foreign language, which is formed into a single psychological structure during the interaction and communication of the teacher and students.

The problem of poor digestibility of a foreign language despite the high motivation due to the increased demand for a foreign language in modern life depends entirely on a systematic approach to learning from a psychological point of view. In this aspect of student training, the teaching of foreign languages is important.

Improving the field of education and orienting it to enter the world educational space pose to higher education the serious tasks of forming highly qualified specialists able to think creatively and be competitive in the labor market. The quality of training future specialists involves not only improving the quality of students' knowledge in all studied disciplines, but also developing a multicultural personality with universal values, respecting the language, traditions, and culture of various nations.

Key words: action motif, psychological, an activity idea.

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Кәсіби-бағытталған шетел тілін меңгерудің психологиялық ерекшеліктері

Бұл мақаланың мақсаты мұғалім мен студенттердің қарым-қатынасы кезінде бірыңғай психологиялық құрылымға айналған шетел тілін оқытуда бірлескен диалогтық танымдық іс-әрекеттің психологиялық-педагогикалық ерекшеліктерін анықтау болып табылады. Қазіргі заманғы шетел тіліне деген сұраныстың артуы себебінен жоғары мотивацияға қарамастан, шетел тілін нашар меңгеру мәселесі толығымен психологиялық тұрғыдан оқытуға жүйелі көзқарасқа байланысты. Студенттерді кәсіби даярлау аспектісінде шетел тілдерін оқыту маңызды болып табылады.

Білім беру саласын жетілдіру және оның әлемдік білім беру кеңістігіне кіруі жоғары білімге шығармашылықпен ойлауға қажетті және еңбек нарығында бәсекеге қабілетті

жоғары білікті мамандарды қалыптастырудың маңызды міндеттерінің бірі болып табылады. Болашақ мамандарды даярлау сапасы барлық оқылатын пәндер бойынша студенттердің білім сапасын жақсартып қана қоймай, сондай-ақ әртүрлі ұлттардың тілін, салт дәстүрін және мәдениетін құрметтейтін әмбебап құндылықтармен бірге көп мәдениетті тұлғаны дамытуды көздейді.

Түйін сөздер: әрекет мотиві, үрдіс, психологиялық білім, іс-әрекет идеясы.

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Профессионально-ориентированные психологические особенности освоения иностранного языка

Целью данной статьи является раскрытие психолого-педагогических особенностей совместного диалогического познавательной деятельности (СДПД) при обучении иностранного языка, которая формируется в единую психологическую структуру в ходе взаимодействия и общения обучающего и обучающихся. Проблема плохой усвояемости иностранного языка несмотря на высокую мотивацию в связи с повышенной востребованностью иностранного языка в современной жизни, целиком и полностью зависит от системного подхода к обучению с психологической точки зрения. В этом аспекте профессиональной подготовки студентов важное значение имеет преподавание иностранных языков.

Совершенствование сферы образования и ориентирование ее на вхождение в мировое образовательное пространство ставят перед высшей школой серьезные задачи формирования высококвалифицированных специалистов, способных творчески мыслить и быть конкурентоспособными на рынке труда. Качество подготовки будущих специалистов предполагает не только повышение качества знаний студентов по всем изучаемым дисциплинам, но и развитие поликультурной личности, обладающей общечеловеческими ценностями, уважающей язык, традиции, культуру разных народов.

Ключевые слова: мотив действий, процесс, психологические знания, идея деятельности.

There is a problem of learning a foreign language for specific purposes in the universities on the basis of the trilingual policy of our country. The third part of the “trilingual” policy is learning English language. It is no secret today that learning English means following the flow of the global information and innovation. Therefore, currently in the country’s universities, colleges, and schools foreign language is learned not only by language professionals, but also non-linguistic specialists have to learn it on the same level of their professional education. The framework of this article is considering the psychological aspects of learning a foreign language and further improvement of the acquisition of foreign language for specific purposes. And while learning any discipline we need to review and pay attention to psychological impact.

The process of teaching a foreign language is a certain type of mental activity of a learner. There-

fore, a foreign language teacher and a methodologist must have a certain psychological knowledge. General psychology provides psychological as well as physiological development. As nowadays one of the main objectives of the teaching is to accustom the speaking skills in foreign language and understanding text in a foreign language without dictionaries teachers and methodologists must have a certain knowledge in the field of speech psychology.

The basis of K.D. Ushinsky’s psychological viewpoints is the study of foreign language teaching methodology “public body” and the theory of improving memory. K.D. Ushinsky was against the bilingual culture of children from wealthy families of his time, because according to him human development can be put into effect only by native language which is the foundation of vernacular culture and the image of nation mind. Therefore, one of the main objectives of foreign language teaching is to introduce

the language literature, then mental gymnastics, and also if it is possible to use the language being studied in practice. K.D. Ushinsky (K.D. Ushinsky 1988:30) considered a native language as a companion in the process education of agents who form citizen and national culture.

Basically, K.D. Ushinsky was one of the opponents in acquiring several languages at the same. According to him, one should take to learn a second language only after fully acquiring one language.

K.D. Ushinsky supported stage-wise development of memory, namely mechanical, moral and then spiritual. Foremost, any knowledge must feed the first, and then second and third ones.

K.D. Ushinsky believed that foreign language acquisition should be based on mechanical memory which sees the associations between native and foreign language as a system. Remembering foreign words by associations must be developed by remembering different feelings and illustrations. Learning to pronounce foreign words through imitation can be explained by the need of speech organs to adapt to the peculiarities of target language.

Consciously remembering in foreign language learning is based on the comparison of various norms of native language and foreign language. This is primarily determined by the nature of mind, Ushinsky thought comparison is the main characteristic of the consciousness. There is a need to study all aspects of the language by comparison. Comparison of foreign language with native language contributes to broader understanding and good acquisition of the language.

However, in order to complete mastery of a foreign language following K.D. Ushinsky's suggestions it is necessary to know the features of spiritual culture and peculiarities of consciousness of the nation. However, Ushinsky said that foreign language can not lead students to the heights of spiritual culture just as native language.

The aim of the teaching of foreign languages is not within the competence of psychology. It is described by general objectives of education and pedagogy depending on the needs of the state requirements. However, knowing these goals and objectives is important for psychology, because they determine the content of the course (program) and the amount of knowledge and skills students receive in the study of a foreign language. This psychological analysis of the process of learning the knowledge and skills of students is an important task of the psychology of teaching foreign languages.

There are at least three major issues of the psychology of teaching foreign languages: First,

general psychological analysis of didactic principles which are the basis of the educational and pedagogical work in foreign language lessons. Psychologists need to open up inherent forms which reveal the features like imitation and conscious analysis by students in a foreign language classroom; obedience to authority and creative initiative; particular features such as understanding the abilities, needs, ideals, and responsibilities. Professor V.A. Artemov studied this difficult and responsible question successfully for decades (V.A. Artemov, 1989: 85).

Secondly, psychological analysis of skills and knowledge which students should master in foreign language learning.

Accordingly, two important tasks are formed. First, we must determine the real possibilities of students to fulfil the school requirements. It is important to determine the true potential of students and we have to save them from "minimalism" and "maximalism" in studying a foreign language. "Minimalism" appeared in the process of student's thinking about health reduces the amount of their knowledge and skills in learning a foreign language. And the "maximalism" of requirements of the students only gives an official status to an existing knowledge and skills of students and leads to their instability.

The second objective of psychology of this field is to determine the psychological characteristics and patterns of foreign language learning process. Foreign language skills and capabilities have general and specific psychological features. In accordance with this the oral and written skills should be noted. As it is known, skills in foreign language and native language learning may be similar or may differ.

The third field of psychology of learning a foreign language is the mental features of students in the educational process which are determined by specific nature of foreign language. This mental features must be defined by comparing and linking to the native language. They are determined by the features of languages being compared (V.A. Artemov, 2003: 247).

Mother tongue is factual consciousness for human. All practical action of human consciousness is closely related to the native language. Human being discovers the world; expresses feelings and impacts the people surrounding him through mother tongue. Mother tongue is "our mind determined by voices". The development of the native language and the development of each human consciousness are inseparable processes.

Learning a foreign language leads to a profound psychological changes in the mind of a learner. Foreign language creates new conditions to facilitate

the process of the development of learning mother tongue consciously and unconsciously.

The contrast principle is one of the main regularities of our mind, that is, phenomena and objects which are different from those surrounding us are relatively easily perceived. If a person speaks only one language, it is difficult to analyze it reasonably, because he does not know the language which coordinates the other.

Native language has a positive impact on learning a foreign language. In psychology such a positive impact is called transfer. In our field we can name the following situations of transfer from native language to foreign language: a) saying the individual sounds and words; b) reading and writing skills and abilities; c) knowledge of grammar and grammar analysis and synthesis. These facts help to assist the learning of foreign languages in their native language.

However, sometimes native and foreign language interfere with each other. This interference is determined on the basis of the negative impact of one language on another. Interference phenomena are shown in speaking, using a dictionary, as well as in the field of grammar and style. Example of lexical interference is "false friends" which is a word that is often confused with a word in another language with a different meaning because the two words look or sound similar. In addition, "false friends" of the native language have a greater impact because we remember the content and meaning of native language words for a longer time.

The second example of interference is using native language grammar rules in writing the words of a foreign language. According to the experiment of B.V. Belyaev and his son Slavik if the teacher can explain this problem to student properly then the interference problem will be completely solved. Therefore, teaching foreign language should start in the fifth grade when students' native language knowledge is deeply rooted. This case can also be seen in the study of reading and writing: for foreign language teachers teaching students to read and write will be easier than for teachers teaching reading and writing in native language at primary school (B.V. Belyaev, 1965:227).

Thus, what's the difference between the native and foreign language teaching? The first difference is that children learn their native language through imitation, as for foreign language they start to learn it in a conscious way.

The second difference is that in native language learning there is no need for language mediator, but in foreign language learning mother tongue plays the

role of such a mediator. Students study the foreign language based on the native language.

Foreign language as an academic discipline is a tool for teaching the language and purpose. Students up to a certain period of time learn language tools much easier which are the purpose of teaching, learn different types of speech actions, and then to learn more complex language tools they use it as a teaching tool.

Following peculiarity of this subject compared with other disciplines does not give any knowledge about the reality, because the language is a tool of view of thoughts and life about the world.

Discipline's peculiarity is in his "infiniteness", it is impossible to know the language fully, because learning material is limited by the program (N.D. Galskova 2003: 32). N.D. Galskova considers foreign language not as an academic discipline, but as an "educational discipline" which has a great potential and can make a significant contribution to human development as an individual (N.D. Galskova, 2003:12).

An important feature of the foreign language teaching as a discipline is its being diverse. Considering the aspects of language phenomena we know that speech activities make the base and it's the main object of teaching a foreign language.

N.D. Galskova points out the establishment of two-way connection between the initiative of acquiring the specific knowledge and success of language learning of a student while learning the materials of foreign language for specific purposes considering the foreign language as a developmental tool of a future professional (N.D. Galskova, 2003:4).

She accepts foreign language as an effective tool of professional and social trends in non-language higher education institution. According to the author for the implementation of given the potential the following conditions must be met:

- Exact conclusion of the purpose of act of speaking other language;
- This is professional and social direction of speech activities;
- Satisfaction of students in solving personal tasks;
- Formation of the ability of students to solve personal tasks in a creative way;
- Positive psychological climate in the educational collective.

P. I. Obratsov laid the groundwork for teaching foreign language for specific purposes in non-language higher education institution. The author pointed out that learning a foreign language is a

tool for development of a level of erudition and education, but not a goal. In his opinion the major features of the specialties should take into account the following directions: work with specific texts, the study of specific articles for the development of oral language, learning minimum dictionary in accordance with a profession, making educational tools with teachers in order for students to facilitate their grammatical and lexical materials [P. I. Obraztsov, 2013: 15].

In this aspect of student training, the teaching of foreign languages is important. The problem of poor digestibility of a foreign language despite the high motivation due to the increased demand for a foreign language in modern life depends entirely on a systematic approach to learning from a psychological point of view. The purpose of this article is to reveal the psychological and pedagogical features of joint-dialogical cognitive activity (SDPD) in teaching a foreign language, which is formed into a single psychological structure during the interaction and communication of the teacher and students. In the writings of psychologists 20-30s L.S. Vygotsky (L.S. Vygotsky 2000:92), K. Koffka (K. Koffka, 1998:74), J. Piazhe (J. Piazhe, 1994: 92), the problem of personal development is inextricably linked with ideas about the relationship between learning and development. An important role in the learning process is taken by the personality of the teacher, his independent activity, his personal participation in cognitive activity.

The educational process is two-sided, as in this process, the leading activity of the student and the cognitive activity of students are distinguished.

Teaching a foreign language doubly requires a psychological substantiation of the learning process, since the subject itself is a phenomenon closely connected with the human mental activity, in which the very thinking is modified.

Analyzing the peculiarities of teaching a foreign language, Western researchers of Willams and Burden rightly point out that it is only considered that they learn language at school, unfortunately, there more often they learn how to cope with the requirements of the school, develop strategies that meet the requirements of the teacher for the class situation, that for later life is useless. According to the authors, in order to learn how to learn effectively, metacognitive skills are needed (including thinking about the learning process, planning to learn, control over understanding or producing speech in the course of their implementation, self-assessment of learning outcomes).

Analyzing the process of managing the cognitive activity of N.F. Talyzina (N.F. Talyzina, 1998:

142) notes “To manage the learning process is not to suppress, not to impose a process on the process that contradicts its nature, but rather to take the nature of the process into account as much as possible, to coordinate each influence on the process with its logic. In managing the process of learning, like any other, freedom emerges as a recognized need.”

The complex of means for improving the effectiveness of training described in the concept of the SDPD, S.M Dzhakupov, very clearly shows the need to use psychological patterns in the formation and development of students’ cognitive activity. Following this concept, I would especially like to highlight scientifically based provisions and ways to solve the problems of psychological support of the effectiveness of the learning process.

“To enter into communication with another person means to penetrate into his social being, enter into his consciousness, get involved in the orbit of his mental activity” (S.M. Dzhakupov 1992:33). Inclusion into the consciousness of another person based on the exchange of meaning formations is possible in various game situations. At the same time, various barriers are removed, rather they come to some kind of solution, which is compromise in its essence, but ensures maximum efficiency of joint activities in the given conditions, taking into account the “emotional channel of communication”.

According to the author of the concept of Professor S.M. Dzhakupov, “The formation of SDPD is a necessary condition for the intensification of the educational process aimed at achieving its maximum effectiveness under the given conditions” (S.M. Dzhakupov 2004: 112).

The issue of professional language training for non-language universities is described by its multidimensionality. In scientific and scientific-methodological literature of higher professional educational system a foreign language as an academic discipline is determined by the different position of the authors: foreign language as a means of communication in a higher education institution I.A. Zimnyaya (I.A. Zimnyaya 1985: 114), I.L. Bim, N.N. Gueuze, the issue of the formation of the communication skills through foreign language A.A. Leontiev (A.A. Leontiev 1969:114), V.L. Kuzovlev, V.G. Kostomarov, E.I. Passov, the formation of a professional orientation L.Sh. Gegechgory, N.I. Gueuze, V.V. Davydov, B.K. Yesipovich, R.P. Milrood, communicative orientation in foreign language teaching I.L. Bim, A.N. Leontiev, E.I. Passov, G.V. Rogova.

Aim of foreign language teaching in non-language higher education institution the language is to achieve a practical sufficient level of the possibility

of using a foreign language in the future professional activity. If foreign language is a special discipline in higher language education institution, then other higher education institution is the base of common culture in use, so non-language higher education institution does require the formation of the last aim. Practical learning of a foreign language is just one side of disciplines for specific purposes.

According to A.A. Rybkina, foreign language is not only an object of acquisition, but also a tool of development of the professional ability. It presumes the expansion of the concept of learning a foreign language for specific purposes which is the part of the content of teaching material for specific purposes.

Professional training considers professional direction not only by the content of the training material, but as well as by the activities which consist of methods and operations and which form a professional ability. Professional direction of actions, first of all, requires the integration of the core subjects and "foreign language" discipline; secondly, teacher of foreign language is obliged to teach students to use a foreign language on the basis of interdisciplinary relations as a means of supplement of their professional knowledge in a systematic way and also development of their professional skills and abilities; thirdly, it is expected to use types and methods of skillful teaching to be able to provide the necessary need to form the professional abilities and skills of the future specialist (A.A. Rybkina, 2003:88).

According to Galskova foreign language teaching content should include the following:

- The area of communicative action, topics and situations, speech behavior and speech material that take into account the student's professional orientation;

- Language materials (phonetical, lexical, grammatical and spelling), to base on its preparation and skills;

- Special complex (language) skills as a means of communication tool and moreover which describe the complete acquisition of foreign language in intercultural situations;

- Realia of the state language being studied (a real thing) and includes education system of national and cultural features.

Non-language higher education institution requires a new direction in the selection of the content of teaching a new foreign language for specific purposes. It should be focused on the latest developments of human action, it should take place in the areas that include indirectly professional interests of students and which enable them to grow professionally.

Therefore, learning a foreign language for specific purposes provides learning the content of professional knowledge and skills and abilities.

Learning a foreign language and using it in practice requires a permanent and significant willpower. And the mother tongue is learned with no effort and used in practice as new skills. Thus, the strong will is a basic requirement in learning foreign language and the duration of the process of learning a language also affects it to a certain point. The experience of teaching a foreign language shows that in order to master a language learner needs to study it in a systematic and regular basis, because it requires hard work and patience from human. Solving this problem successfully is closely related to teacher's conscious work who takes into account the psychological data.

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