

## МЕТОДИКА ОБУЧЕНИЯ ЯЗЫКУ В ВУЗЕ И ПСИХОЛОГИЯ

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**Аннотация.** В данной статье знания о свойствах психики личности (внимание, память, мышление, воля, эмоции), которыми располагает психология как наука о закономерностях развития и формирования психической деятельности человека, помогают учителю повысить эффективность процесс изучения языка, который объясняется.

**Ключевые слова.** Знания, деятельность, умелые, репутация, процесс обучения, мыслительная деятельность, запоминание, словесные, логические, мыслительные процессы.

## METHODOLOGY OF TEACHING LANGUAGE IN UNIVERSITY AND PSYCHOLOGY

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**Annotation.** In this article the knowledge about the properties of the personality psyche (attention, memory, thinking, will, emotions), which psychology has as a science about the patterns of development and formation of human mental activity, helps the teacher to increase the effectiveness of the language learning process that is explained.

**Key words.** Knowledge, activity, skillful, reputation, learning process, mental activity, memorization, verbal, logical, mental processes.

We intend the didactic goal during classes, we can be achieved If we skillfully support the voluntary and involuntary attention of students:

-to intensify their mental activity by offering acute problematic questions and setting problematic tasks;

-involve relevant linguistic jokes and facts from the life of famous people and the teacher himself;

-speak clearly, but not too loudly, preferring an even, relaxed, calm tone without excessive expressiveness;

-take care of the expressiveness of speech, its figurativeness; do not allow yourself to make distracting gestures.

It is important for a teacher who strives to optimize the learning activities of students to know about the types of memory, primarily distinguished by the time of storing information (instant, short-term, operational, long-term and genetic) and by the participation of certain analyzers in memorization (visual, auditory, emotional, motor, speech-motor).

The most reliable, tested and universal means of retaining learned educational information are different types of repetition:

-current, thematic (before the lecture, questions are asked about the content of the previous lecture; repetition is organized before practical, seminar, laboratory classes; written tests are carried out on the studied topic);

-final (students receive questions on the entire course studied for credit or exam).

Verbal-logical memorization of linguistic information is the result of mental processes that require activation in the learning process. Therefore, in language classes, it is necessary to show students (M. B. Uspensky):

-how to analyze the phenomena of language;

-how to move from observations of facts to their generalizations (induction) and, vice versa, - from linguistic generalizations, from the laws of language - to concretization of generalizations, laws, conclusions (deduction);

-what are the grounds for classifying linguistic phenomena and how do they relate to the laws of logic.

It is equally important for the philologist to understand what type, communicative or non-communicative, the language learner belongs to. Representatives of the communicative type (extroverts) communicate with pleasure, take game forms of study with interest and willingly take on the proposed roles, fearlessly formulate their own point of view based on a linguistic guess. Representatives of the non-communicative type (introverts, in which the left

hemisphere of the brain dominates) thoroughly analyze the language material, memorize the necessary information, enter into communication with difficulty, being afraid of language errors and communication failures, prefer speech practice forms of classes in which the teacher explains the educational material.

Modeling the “teacher-student” relationship, one must remember one important feature of boys and girls: in early youth, a person seeks to build his life in accordance with his own ideas about it and considers the most valuable position of non-interference on the part of other people when solving vital tasks.

To the aid of a university teacher who cares about the effectiveness of language learning, pedagogical psychology can come, the subject of which is the patterns of human development in the conditions of training and education. The achievements of this branch of psychology are associated with the names of prominent scientists:

-L. S. Vygotsky, V. V. Davydov, D. B. Elkonin, L. V. Zankov (concepts of the psychological foundations of developmental education);

-D. B. Bogoyavlensky, N. A. Menchinskaya, V. N. Kabanova-Meller and others (planning mental work and self-control of students);

-V. V. Davydova, P. Ya. Galperin, N. F. Talyzina (activation of educational work on the basis of indicative actions).

Involving active methods in language classes, the teacher inevitably faces the problem of interpersonal relations in the educational team, which can be solved by the research of social psychologists, especially those who develop the foundations of verbal communication. A guide to action for a language teacher at a university should be the types of psychological influence on students identified by scientists: persuasion, infection, awakening the impulse to imitate, suggestion.

There are three types of persuasion based on such methods:

deployment of argumentation (clear, precise arguments are presented at an optimal pace using familiar terms);

-bilateral argumentation (used when introducing students to different points of view on the same linguistic phenomenon);

-"step-by-step" argumentation technology.

In our conclusion, it is useful for a language teacher at a university to remember such a communicative means of influencing students as transferring one's state to other people and the desire of a person to imitate someone, to become like someone, to be like someone (awakening the impulse to imitate).

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