

ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ПРЕДПОСЫЛКИ УСПЕШНОГО ОБУЧЕНИЯ
ВЗРОСЛЫХ
THE PSYCHOLOGICAL AND PEDAGOGICAL PREREQUISITES OF THE SUCCESSFUL
ADULT TEACHING

В современном мире изучение иностранного языка актуально не только в школе, но и среди взрослых людей. Цель этой исследовательской работы: выяснить, какие именно факторы помогают взрослым в изучении иностранного языка в группе. Для этого на вечерних курсах был проведен небольшой тест. О его результатах и говорится в работе.

Education of adults is a special sphere of education. In different periods of a human's life his or her motivation, workability, psychological traits and attitude towards learning differ. As a person grows up his or her outer motivation turns into inner motivation. And adult students say "I study for myself". Therefore we decided to find out the main components influencing the process of learning foreign languages, especially for adult students.

In order to make out what factors influence it most of all I have made a small research based on three main categories of factors: objective, subjective and objective-subjective (mixed type). All points connected with teacher's presentation, skills and professionalism belong to objective factors. Subjective factors are: student's personal motivation skills and the level of foreign language knowledge. Psychological climate and the structure of the group belong to the mixed type. The last group was of main emphasis in our research. We asked 40 evening language courses students to answer our questions. They all were 22-50 years old. The results of the research showed that in the process of studying 80% of adult students appreciate teacher's proficiency and joint action with other members of the group. The element of competition was considered to be an important factor by 39 % of the students, a well-chosen assessment system by 50% and active behavior of other students by 67%. Speaking about the structure of the group, 75% of the students admitted that the same level of language knowledge among all the members of the group helps them a lot and 80% of them appreciate comforting psychological climate. For 48 % familiar society and the same social level were crucial in language studies. Among the motivation factors the first place takes the opportunity to use the language in practice (80%). Then comes new carrier prospects with the help of language knowledge (60%) and 53% of the adult students are motivated by the individual approach of the teacher towards each student. As for purposes of foreign language studying, 3 main reasons were figured out:

1. New career projects the foreign language knowledge offers (54%)
2. Self-education (62%)
3. Traveling, communication with foreigners (73%)

As far as the psychological climate turned out to be one of the most crucial factors. We decided to make another research in the same group to find out the peculiarities of psychological climate. The psychological climate can be evaluated by 3 aspects: emotional, cognitive and behavioral. According to the research results each component was evaluated independently and could be either positive (+) or negative (-). The emotional component was positive, which means that in general the atmosphere in the group was friendly. The cognitive component in that group was negative that showed that the members of the group lack knowledge about each other worsening the psychological climate. The behavior component was in the middle position: neither positive nor negative emphasizing that the group was not completely integrated and didn't act as a team. It can't but affect the educational process negatively. We think that some proposals will improve the psychological climate and lead to more effective studies of foreign languages:

It is important to form groups not only according to the level of language knowledge or age of the students (as it is done in the majority of the language courses nowadays) but also according to their purpose of foreign language studying and temperament. That is why during the formation of the group students should be given special diagnostic tests which would reveal their temperament, motivation and psychological traits. According to the motivational factor it could be an idea to divide the students in 2 major groups:

1. Career-oriented
2. Studying for self-education

Students would feel more comfortable being surrounded by people with the same purpose of language studies and type of motivation. And it is obvious that the teaching presentation, techniques and methods will also differ in these 2 groups. The social level can also be a factor of group formation. Placing workers, housewives and businessmen in one group can decrease the efficiency of studies because of the difference in mentality, ways of life and purposes of studying.

The first thing that should be done for successful studying is to form an integrate society out of a group of individuals.

There are several ways to do it we would like to propose the one which wouldn't distract the students from the educational process as all these activities are to be done in the foreign language and become a part of the lesson. During the first weeks of studies it could be useful to include more get-to-know activities (such as games, revealing basic information about the students, team activities, dialogues, compositions) or even minor psychological trainings among the members of the group.

These are the conclusions we came to with the help of 2 researches held on evening language courses for adults. And we hope to continue working on this question, make next research works and reveal factors influencing the efficiency of educational process. Now that intercultural communication and globalization have got one of the leading roles in the modern society the knowledge of foreign languages is crucial for everyone. That is why it has become really important to make the educational process as comfortable and effective as we could.