

проведении практических занятий в режиме реального времени; и на заключительном этапе: – подведение итогов ключевых и важных теоретических и практических аспектов по теме занятия; – контроль и оценка знаний студентов.

Проанализированы академические результаты студентов по дисциплине “Латинский язык и медицинская терминология” во время традиционного (в 2018-2019 гг.) и дистанционного обучения (в 2020-2021 гг.). Результаты исследования утверждают, что использование современных технологий и веб-инструментов для организации дистанционного обучения обеспечивают такой же уровень академической успеваемости иностранных студентов, как и во время традиционного обучения.

Недостатками дистанционного обучения определены плохое качество интернет-соединения, недостаточные технические характеристики компьютеров и мобильных устройств, поломка или неисправность гаджетов и т.д.

Обосновано, что дистанционное обучение помогает иностранным студентам получать знания на высоком уровне во время дистанционного обучения, что было обусловлено пандемией Covid-2019.

**Ключевые слова:** дистанционное обучение, веб-инструменты, платформа LIKAR\_NMU, практическое занятие, веб-конференция, иностранные студенты.

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## **PSYCHOLOGICAL COMFORT IN ADULT FOREIGN LANGUAGE CLASSROOM**

*Foreign language classes for adults are becoming more and more popular in Ukraine due to globalization, open borders and international cooperation. Nowadays people have more opportunities for efficient learning and self-fulfillment, improving and renewal of their knowledge, keeping on the top of their professional life. But some difficulties may occur in organization of adult learners' studying, such as psychological climate in the classroom, professional deformation of adult learners, stress at work, students' social and personal problems etc. Teaching at foreign language training courses, the teacher encounters groups of completely different composition. Age difference, psychological characteristics of students, occupation and work – all these factors greatly affect the attitude to learning, to cognitive activity as such, to the teacher as a carrier of certain educational stereotypes, to learner's status as a student. The important task of the teacher is to ensure a link between motivation, emotions and intellect of students working in a group. This requires considerable psychological training, since the teacher should take into account not only the presence or absence of student's motivation, but also its qualitative structure and intensity, namely, if it is external or internal motivation, or a combination of these both types, if it is expressed or not. A teacher can ensure a link between motivation, emotions and intellect of students working in the group. The division of students into four groups according to the most significant motivation types enables to set the tasks effectively, take into account driving forces of the individual, ensure maximum intellectual and emotional inclusion in the learning process. While teaching foreign languages to adults, the teacher should also take into account students' occupation, since it influences the atmosphere in the classroom in a significant way.*

*Key-words:* foreign language courses; adult learner; organization of adult learners' studying; psychological climate; skills and abilities.

*(статтю подано мовою оригіналу)*

Knowing a foreign language in the twenty-first century, when the world is completely open, access to information in any foreign language is almost unlimited, and there are facilities for professional development and education, including training abroad, has become a necessary condition to implement and develop opportunities, available nowadays. An indicative element of the general trend towards foreign language training in Ukraine is the forward-looking policy of companies interested in the development of their staff, organizing language courses or sending their employees to study at language schools. Therefore, the most relevant issue in modern education is foreign language training and retraining of adult learners, particularly adaptation and updating of knowledge possessed by professionals to professional activities in the conditions of an open world. Adult learners need to know explicitly how their English training will help them for the same reason they need skills to practice during class time and targeted content: they are time-poor. Most adult learners are not interested in learning English simply as an academic exercise. They need English for greater career opportunities or to access higher education, that's why adult learners need each lesson to be targeted at delivering specific knowledge with practical outcomes.

**Research results.** Teaching at foreign language training courses for a long period, the teacher encounters groups of completely different composition. Age difference, psychological characteristics of students, social status, occupation and place of work – all these factors greatly affect the attitude to learning, to cognitive activity as such, to the teacher as a carrier of certain educational stereotypes, to learner's status as a student. A number of factors meet like pieces of a jigsaw puzzle during practical classes in the group. The main task of the teacher is to ensure a link between motivation, emotions and intellect of students working in a group. This requires considerable psychological training, since the teacher should take into account not only the presence or absence of student's motivation, but also its qualitative structure and intensity, namely, if it is external or internal motivation, or a combination of these both types, if it is expressed or not.

We suggest dividing the students into four groups according to the most significant motivation types:

1) individuals who strive to win. The main purpose of the activity for such people is competing to prove their significance and superiority, they constantly compare themselves to others (conditionally we can call them "leaders");

2) people who try to avoid stress, love entertainment and cannot stand routine, fail to continue boring activities, quickly ignite and fade losing interest (it is possible to classify them as «funny people»);

3) students, who are looking only for logic, are interested in learning for the sake of knowledge, they perceive each new stage as another puzzle to be solved, they do not care about awards and honours (we conditionally suggest a word

“researchers” to mark this group);

4) students who are capable of empathizing, care about the feelings of other people. For these people learning and acquiring new knowledge presume another goal - to help someone, to solve a problem (this group is called “helpers”).

It should be noted that in real life there are almost no pure types, but the leading motivation types of the described groups determine which driving forces of an individual prevail, what is important for a person, what gives him/her the reason to act. Thus, the question of motivating students is acute for teachers working with adult learners. Adulthood is an intermediate stage, because a person feels a certain separation from the youth as well as from the older generation. During this period such things as revision of values and priorities, creating a family, giving birth to and upbringing of children occur. Thus, the psychological burden on the individual, taking into account personal, social, professional and financial responsibilities, is significant, and sometimes excessive. This should be taken into account when building relationship in a group. Therefore, motivating to complete the tasks will be more effective if the teacher takes into account certain underlying motives of students. Accordingly formulated goal of the tasks and expected result, which launches the mechanisms of student’s internal responsibility and self-actualization, will make learning process more personally meaningful.

For all four groups of motivation types, praise and support are key aspects. In comparison with children adults are often much more afraid of mistakes, losing credibility, and looking stupid. It is the task of the teacher to help learners overcome the fears and psychological complexes inherited from school and university. Criticism, ridicule, fear of being punished, losing respect and making mistakes are the main enemies in learning a foreign language. But it is impossible to avoid mistakes in the classroom, because normative writing, speaking, reading, and listening skills cannot be developed without lexical, phonetic, and grammatical failures. We suggest using the «green pen» approach, highlighting what is correct, carefully analyzing errors and not using a five-grade evaluation system, because it has only three positive grades and two negative ones. It is desirable to use the points accrued for statements (oral and written) that have achieved a communicative goal (which do not reflect the teacher’s good or bad attitude to the student, but show the number of successful attempts to accomplish the task).

Learning a foreign language by adults requires to apply previously formed integrative intellectual skills. In practice, the situation looks quite complicated, because being fully fledged individuals, students do not have intellectual skills, so building cause-and-effect relationships while doing a task, selecting, analyzing, comparing, summarizing information, making conclusions sometimes may be a significant stumbling block for them. Thus, giving instructions for the exercises, it is necessary to indicate how the task should be completed, what exactly should be done and in what sequence to simplify the acquisition of skills and abilities.

The relationship between the emotional and intellectual spheres needs special attention. The main intellectual feeling [3] is the joy of cognition, so classes filled with such «discoveries» with novelty, surprise, joy of acquiring new

knowledge stimulate the brain, the process of memorization, the creation of positive stable associations. Therefore, the format of classes should be reconsidered in favor of communicative activities that involve search, problem solving, project making, creativity etc., since simple demonstration of knowledge or information has become completely meaningless nowadays, because any information, including foreign languages, has become so accessible, that spending an hour and a half on retelling theoretical information from textbooks or manuals is not relevant. However, it is important to take into consideration the offered groups of motivation types in order to set the task effectively, take into account the driving forces of an individual, ensure maximum intellectual and emotional inclusion in the learning process.

Another point that can not be missed when talking about foreign language training of adults is professional deformation of the individual [1]. "Professionals" are characterized by transferring the style of business communication to non-business relationships; narrowing the range of interests and needs. Therefore, when teaching foreign languages to adults, teacher should take into account students' occupation, because it influences the atmosphere in the classroom in a significant way.

Motivation is essential for learning. Motivation determines your goals and the choices you'll make and the steps you'll take (or not take) to achieve those goals. In the case of language learning, motivation is what drives you to sign up for those language lessons or download that language learning app. Motivation leads to increased effort and dedication to the goal at large and the tasks at hand – in other words, the in-class language practice activities and the self-study at home. Plus, motivation is what determines our attitude towards learning. This particularly affects us as teachers because it's the difference between a happy, engaged student and a distracted, unhappy student.

In a nutshell, motivated learners will work more effectively towards their goal of learning the language – and this is what we want in our classrooms.

Also, learners bring with them a wealth of knowledge, opinions, and curiosity. They naturally want to interact with their classmates (and their teacher) on a personal level. They want to share their experiences and ideas and communicate those. After all, this is a large part of what they will be communicating and how they will be communicating in English in the outside world.

Being listened to and your ideas and thoughts being appreciated is a great motivator for any person. Personalising activities make them more meaningful for learners and, as an added bonus, makes the language more memorable.

Finally, don't forget that adult learners bring more than just knowledge into the classroom. They bring work stress and family responsibility and fatigue. Our adults might not be motivated to learn English on any given day simply because they are tired or distracted or stressed. We need to help them forget about the outside world and its problems for the duration of the lesson so they can focus on learning.

**Conclusion.** Creating a link between motivation, emotions and intellect of adult learners in foreign language classroom improves the efficiency of learning,

stimulates the inclusion of various body resources into the successful development of foreign language communication skills on condition that learning process is carried out in a comfortable psychological environment. A special role in the process of adult learning is played by motivational factors of students' intellectual and linguistic behavior, their life experience. In the process of working with a group of adults, the teacher acts as a conductor, who can and should, using his/her methodological skills, psychological training, all communication tools, transform each task, each training exercise so that it effectively involves students in learning activities, taking into account those driving forces that motivate the students to active participation in the learning process. And one more very important thing: allowing students to share their own experiences creates authentic and meaningful speaking, listening, and writing tasks. What point is there in asking a student from Ukraine to describe a day in London or some traditional food of the USA? People want to tell *their* stories, and that desire will motivate them to learn the vocabulary and sentence structures to do so. Feeling **valued** and **listened to** is a powerful motivator.

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**ЩЕРБИНА О. О., СЕМЕНЯКО І. М., ЛЕОНТЬЄВА О. В. Навчання дорослих іноземної мови: психологічний комфорт на заняттях.**

Заняття з іноземних мов, мовні курси для дорослих стають все більш популярними в Україні завдяки глобалізації, відкритим кордонам та міжнародному співробітництву. У наш час люди мають більше можливостей для ефективного навчання та самореалізації, вдосконалення та оновлення своїх знань, залишаючись на вершині свого професійного життя. Але деякі труднощі можуть виникнути в організації навчання дорослих, такі як психологічний клімат у класі, професійна деформація, стрес на роботі, соціальні та особисті проблеми тощо. Проводячи заняття на курсах іноземної підготовки тривалий період, викладач стикається з групами абсолютно різного складу. Вікові відмінності, психологічні особливості слухачів, соціальний статус, професія, місце роботи – всі названі фактори неабияк впливають на ставлення до навчання, до пізнавальної діяльності як такої, до викладача, як носія певних навчальних стереотипів, до свого статусу студента. Основне завдання викладача – забезпечити зв'язок між мотивацією, емоціями та інтелектом слухачів, які працюють у групі. Розподіл слухачів на чотири групи за найважливішими типами мотивації дозволяє ефективно ставити завдання, враховувати рушійні сили особистості, забезпечувати максимальне інтелектуальне та емоційне залучення до роботи під час занять. Працюючи в дорослій аудиторії, викладач також повинен враховувати рід занять слухачів, оскільки цей чинник є не менш важливим для організації навчального процесу.

**Ключові слова:** курси іноземних мов; дорослі слухачі; організація навчання дорослих іноземних мов; психологічна атмосфера; уміння і навички.

**ЩЕРБИНА Е. А., СЕМЕНЯКО И. М., ЛЕОНТЬЕВА О. В. Обучение взрослых иностранному языку: психологический комфорт на занятиях.**

Занятия по обучению иностранным языкам взрослых становятся все более популярными в Украине благодаря глобализации, открытым границам и международному сотрудничеству. В наше время люди имеют больше возможностей для эффективного обучения и самореализации, совершенствования и обновления своих знаний, оставаясь на вершине своей профессиональной жизни. Но некоторые трудности могут возникнуть в организации обучения взрослых, такие как психологический климат в классе, профессиональная деформация, стресс на работе, социальные и личные проблемы и тому подобное. Проводя занятия на курсах иностранных языков в течение долгого времени, преподаватель сталкивается с тем, что группы слушателей могут быть различны по составу. Возрастные отличия, психологические особенности слушателей, социальный статус, профессия, место работы – все указанные факторы имеют заметное влияние на отношение к учебному процессу, к познавательной деятельности как таковой, к преподавателю, как носителю определенных поведенческих или социальных стереотипов, а также к своему статусу студента. Основная задача преподавателя – обеспечить связь между мотивацией, эмоциями и интеллектом слушателей, работающих в группе. Распределение слушателей на четыре группы по важнейшим типам мотивации позволяет эффективно ставить задачи, учитывать движущие силы личности, обеспечивать максимальное интеллектуальное и эмоциональное привлечение к работе во время занятий. Работая во взрослой аудитории, преподаватель также должен учитывать род занятий слушателей, поскольку этот фактор является не менее важным для организации учебного процесса.

**Ключевые слова:** курсы иностранных языков; взрослые слушатели; организация обучения взрослых иностранным языкам; психологическая атмосфера; умения и навыки.