

THE ROLE AND CONSIDERATION OF PERSONAL FACTORS IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE TO STUDENTS AT A NON-PHILOLOGICAL UNIVERSITY

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Abstract: The article discusses the awareness of the need to speak at least one foreign language. The low efficiency of mastering a foreign language by students of non-linguistic faculties of universities is largely due to completely objective reasons that do not depend on teachers. In this regard, there is a need to explore possible ways to improve the educational process in relation to a non-linguistic university, since it is precisely the issues of increasing the efficiency of mastering a foreign language in the real existing conditions of a given university that require additional attention.

Key words: overcrowding of groups, determining role, according to the psychological nature, demand for knowledge, extreme influence.

High efficiency of teaching a foreign language at a non-philological university is a necessary moment in the formation of a specialist of any profile due to the fact that a qualified specialist must speak a foreign language to a fairly high degree. Awareness of the need to speak at least one foreign language has gradually strengthened in our society. For any specialist, if he wants to succeed in his field, knowledge of a foreign language is vital. Therefore, preparing students of non-linguistic faculties of universities for business foreign language communication is acquiring significant importance in modern conditions and is an integral part of the professional training of a future specialist.

At the same time, an analysis of teaching a foreign language to students of non-linguistic specialties indicates that mastering a foreign language in a non-specialized university takes place under specific conditions in comparison with the language department. The low efficiency of mastering a foreign language by students of non-linguistic faculties of universities is largely due to completely objective reasons that do not depend on teachers, textbook compilers and methodology in general. This is a very limited number of classes in time, different language levels in the group, overcrowding of groups and many other factors and conditions that hinder the achievement of a high level of mastery of a foreign language by students of non-linguistic universities.

It is increasingly obvious that students at this university lack demand for knowledge of a foreign language, desire to work hard, and interest in studying this subject, which indicates a decrease in motivation among students.

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efficiency of mastering a foreign language in the real existing conditions of a given university that require additional attention.

One of the important issues in the problem of improving educational activities is the identification of psychological and pedagogical factors for the success of the educational process, which is a pressing issue in the psychology of learning in general and teaching a foreign language in particular. The success of mastering a foreign language depends on a number of external and internal factors.

The latter, namely individual psychological factors, determine the high success of educational activities.

The theoretical analysis carried out allowed us to identify factors such as motivation, language abilities and activity (external and internal). The identified factors constituted a set of internal, individual characteristics of the students' personality, ensuring the effectiveness of mastering a foreign language.

Analysis of psychological and pedagogical factors indicates that, in their psychological essence, they are not only personal, individual qualities, prerequisites, conditions for mastering an academic subject, in this case a foreign language, but at the same time play an executive role in the process of mastering a foreign language. The determining role of the identified factors lies in the fact that each of them inherently contains some leading tendencies. Therefore, it is necessary to correlate these factors, or more precisely their leading tendencies, with each other when solving the problem of teaching a foreign language. The combination, relationship, interdependence of the identified factors, according to the psychological nature of the activity, is sufficient to ensure the success of the educational process.

Considering that the process of teaching a foreign language in a non-philological university proceeds in unsatisfactory conditions and that practical knowledge of a foreign language is one of the most important characteristics of a specialist in any field, the question was raised, how can one achieve maximum efficiency of educational activities in a non-linguistic university? It is well known that the formation and development of individual personality traits occurs in activity. It is advisable to turn to psychological capabilities that are not yet sufficiently used in teaching a foreign language.

Intensification of the learning process, selection of the most effective teaching methods and specific methodological techniques for working with students, based on the individual psychological characteristics of the audience, are decisive for ensuring the quality of the educational process in university education and require the use of the principle of individualization of learning in the activities of the teacher, ensuring the activation of the potential capabilities of each student .

The identification and study of a set of psychological and pedagogical factors has an extreme impact on the level of success in mastering a foreign language; development of a foreign language teaching model based on taking into account identified psychological and pedagogical factors and its implementation in the educational process. Specially organized activities of the educational process with the use of individually differentiated tasks and forms of work in foreign language classes form and develop language abilities, intellectual activity and contribute to the emergence of positive motivation among students, involving each student in active learning activities. To test the above objectives, an experimental study was undertaken, including two approaches: a finding experiment aimed at studying the level of development of a set of psychological and pedagogical factors among students at a non-linguistic university; a teaching experiment based on the formation and development of a

complex relationship between identified individual factors among students with low and average success in proficiency in a foreign language in universities of non-linguistic specialties, implementing the principle of individualization of learning.

The ascertaining experiment made it possible to consider and study the level of development and formation of the set of identified psychological and pedagogical factors presented on the basis of theoretical analysis; language abilities, intellectual activity and motivation among students of a non-linguistic university. As a result of the analysis, the idea was put forward that average and low-ability students have the opportunity to achieve a higher level of proficiency in a foreign language as a result of the formation of language abilities, intellectual activity and motivational factors.

The educational experiment, aimed at the formation and development of a complex of psychological and pedagogical factors based on the implementation in the educational process of the foreign language teaching model developed by the author in the conditions of systematic application of active methods and forms of work in German language classes, led to a significant effect in mastering the target language, raising the level of development language abilities, intellectual activity and motivation, which are individual characteristics of students of average and low ability students in experimental groups.

Experimental learning confirmed the research hypothesis and made it possible to detect the extreme influence of a combination of psychological and pedagogical factors on a certain level of success in mastering a foreign language.

Activation of educational activity is the main psychological and pedagogical condition for the success of mastering a foreign language, which determines positive motivation, ensures the development of intellectual activity and forms the ability of students to successfully master a foreign language. An integrated approach to organizing the educational process, based on the individual capabilities of students, contributes to the high efficiency of mastering a foreign language in a non-linguistic university.

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