

THE IMPORTANCE OF A POSITIVE ATTITUDE IN THE PROCESS OF LANGUAGE ACQUISITION

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ABSTRACT

This article focuses on theoretical and practical difficulties connected to the psychologically positive mindset of teachers and students and their function in individualized learning. The article discusses the experiment that demonstrated the influence of teachers' mindsets on the outcomes of the educational process. The impact of teachers' expectations for themselves, their pupils, and the educational process on the attainment of academic goals is highlighted in particular.

KEYWORDS: *productivity, educational process, positive attitude, cognitive activity, dual-level education; an optimistic outlook;*

Introduction

In connection with the qualitative changes in the higher education system (the transition to a two-level system) one of the most significant aspects of the personality-oriented educational paradigm becomes the productive educational activity of the student.

The productivity of the educational process depends on many indicators; one of them is the psychological attitude with which the teacher and students come to class. Attitude is a formed system of judgments, expectations and values, which is expressed both in the internal dialogue of a person with himself, and when communicating with other people. Installations have a wide range of activities and affect all aspects of human life. They are formed as a result of the past life experience of the individual and can create for her both enormous advantages and great limitations.

From the point of view of the educational process, installations act as unconscious regulators of the boundaries of knowledge, abilities and talents of a person. The mental image of how a person sees himself in the future predetermines his current actions and deeds, therefore, the setting within the educational process influences the formation of individual learning goals, the ways to achieve them and, as a result, the interaction between the teacher and the student at each lesson. The expectations of a person largely determine the nature of her actions and the interpretation of the reactions of others, which can either help achieve her goals and turn the person into the person she sees before her inner eye, or interfere with the learning process.

The concept of a positive attitude appeared within the framework of the psychology of positive thinking, the main thesis of which is that constant conscious adjustment and direction of thinking in a positive direction help a person achieve a long-term constructive and optimistic mood, which increases his satisfaction and quality of life.

In 1965, American researchers Robert Rosenthal and Lenora Jacobson conducted an experiment with students from a school in San Francisco, which became a clear confirmation of the

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indisputable influence of a psychological attitude on the educational process. Later, these studies were published in the book "Pygmalion in the classroom", so now this phenomenon is known as the Pygmalion effect. [1]

The researchers conducted tests to determine the level of intelligence among students in several classes and selected three classes of children. Under the terms of the experiment, the children were chosen completely at random, and there were no noteworthy results indicating their giftedness, but the school teachers who were selected to lead the classes in these classes were told that they were very talented and special children with outstanding mental abilities. They believed respected psychologists, despite the fact that children from the selected classes were no different from their peers from other classes. Class checks and teacher monitoring were conducted throughout the year. The teachers taught with more dedication to their work, were more patient in the case when the student could not immediately absorb a new idea, spent more time with the children after the lessons. When a child had problems mastering the material, the teacher believed that the problem was in how he teaches, and not in the student.

At the end of the school year, these three classes were leading not only in the school, but in the entire district - according to the results of standard tests, there was a jump in academic performance by 20-30% compared to the previous year - as expected by the organizers of the experiment.

The study concluded that if teachers expect high intellectual achievements, they begin to behave towards them more friendly, strive to encourage them, use different teaching methods, allowing a greater degree of freedom in their creative activity and in the cognitive activity of students. All this contributes to the improvement of the results of the educational process and affects the notions of the boys about themselves, their own expectations, motivation and way of thinking change for the better.

N. F. Koryakovtseva writes in her dissertation that social processes in modern society pose a challenge for the Russian education system to ensure such a nature of the educational process that guarantees the graduate social stability and mobility, conditions for his self-determination and self-development [2]. Awareness of the importance of the image of future achievements plays a big role in the successful development of the student's personality in all areas. It should be noted that in the educational process the attitude of the teacher is of great importance, because under its influence the attitudes of the trainees are formed. The teacher takes an authoritative position in relation to students, therefore, when analyzing the lesson plan, preparatory activities for the lesson and the learning process itself in the classroom, the teacher should ask himself: "What do I expect from my students? How do I see them? What qualities do they have? These questions will help to more accurately determine the mental image of students, the image that the teacher already has. The next step is to correlate the resulting image with the expected learning outcomes. Do students have the qualities necessary to achieve them? The reflection of the teacher in this case does not only to adjust the educational process in order to focus on those areas and tasks that, in his opinion, require additional consolidation and work on them, but it can also help the teacher create a more detailed mental positive image of students. Subsequently, this image will help the teacher to build the lesson most effectively.

The main ways to change the attitude are oral and written affirmations, meditative visualizations and written detailed descriptions of what, in the opinion of the teacher, the qualities, skills, abilities and talents of the trainees should be endowed with, what results their joint work will bring, what the lesson should be, etc. Thus, the teacher tunes in to a predetermined scenario of working with students, and the students, being placed within the prescribed framework and being under the

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authoritative influence of the teacher, begin to meet his expectations. [3]

The positive thinking of a teacher in a dialogue with students is manifested primarily in a balanced, respectful and equal position in relation to students, because the learning process does not imply competition between the teacher and the student, it is a joint activity aimed at achieving the set goals, in which the most important thing is to increase the level knowledge and competence of trainees in a particular area. In the conditions of teaching foreign languages, teachers often face the fact that students cannot cope with a certain type of task, they cannot pronounce this or that sound correctly, sometimes the whole phonetic system of a new language seems too difficult for them. In such situations, it is necessary to explain to students the importance of their attitude to this rule, sound, and the system as a whole. If they say "I can't" and "I can't", then this is most likely to happen, because they even formalized their installation in an auditory form. [4]

The ultimate goal of mastering a foreign language is clear and simple - it is the ability to express yourself in a foreign language, i.e., the development of that communicative and intercultural competence that will allow you to work with information in the target language both orally and in writing in accordance with the thematic conditionality of the situation. Modern life realities are pushing yesterday's schoolchildren to further study a foreign language, regardless of which particular field of activity is chosen for professional growth. A foreign language is needed both for obtaining information in their specialty, and for everyday communication, not only because of the growing number of borrowings in modern Russian, but also to obtain up-to-date authentic information. It is a well-known fact that any form of learning has a close relationship with motivation. It is no secret that teaching is often perceived by young people as something uninteresting, unpleasant, and associated with certain burdens and difficulties. Successful mastering of a foreign language requires motivation, concentration, the ability to perceive educational material and creativity, the latter being important for both students and teachers. "In order to make the process of improving the level of foreign language proficiency successful and fruitful, to create a favorable atmosphere for the development of the personality and creative potential of students, qualified teachers strive to develop a cognitive interest in the discipline being studied, to reveal interesting features of the meanings and beauty of the internal form of language units, to discover or understand something new and essential for itself." [5]

Intrinsic motivation is an incentive to perform certain actions within the student himself, i.e. an internally motivated individual learns a foreign language, experiencing interest, joy and a need for knowledge, since he attaches great importance to this for the successful construction of his personal life and professional activities and sees this as an opportunity for a positive solution to personal problems. At the heart of external motivation are incentives to acquire knowledge that are outside the personality of the student, i.e. there is no direct connection between the student and the educational material, but it has a stimulating effect on the formation of motivation for the successful acquisition of a foreign language. Here we can talk about the desire to receive positive ratings, praise, or to gain prestige and respect in the eyes of others. However, it is difficult to draw a clear line between intrinsic and extrinsic motivation and treat them as two separate areas. External motives in functional terms should imply the presence of internal motivation. Students must know why they set themselves certain goals, that is, they must have certain external motives. [6]

In foreign language classes, we are dealing, on the one hand, with the motives, emotions, views, goals and expectations of the student, on the other hand, with the situations of teaching and learning, groups of students, the teacher and his participation in the educational process, educational material.

In professionally oriented teaching of a foreign language, the determining factor is "external

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social necessity", i.e. integration into the profession through communication with foreign colleagues, entry into the language professional community of another country. The means of achieving integration in this case is the setting of specific goals and their implementation in the study of a foreign language (certificate of language learning required for professional qualifications, participation in student exchange, study at a foreign university, advanced training or practice in another country). The carriers of motivation are both the students themselves and the teacher.[7]

How can a teacher change the attitude of students to the material and to themselves? First of all, students need to be praised and focus on what they are especially good at. This does not negate the analysis and processing of errors, in this case the sequence of discussion is important: a student who first heard praise for his work is likely to listen to the subsequent explanation of the rule with more attention than the student whose work was criticized. From this we can conclude that a positive attitude permeates all stages of the pedagogical process: starting to form in the imagination of the teacher, and then taking on a written form in lesson plans, student characteristics and affirmations, it finds its expression in the verbal message that the teacher carries to the students. According to the main theses of the psychology of positive thinking, all participants in the learning process are initially talented, able to easily and quickly learn new material and have all the necessary resources to successfully complete the educational path to their goals.

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