

## Artículo de investigación

## Psychological tendencies in teaching non-native language to junior schoolchildren

Psicología de las tendencias en la enseñanza no lingüística a la escuela secundaria

Tendências psicológicas no ensino de língua não nativa para crianças em idade escolar

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### Abstract

Psychological tendencies of language learning are described in this article. The interrelation between teaching language and such psychological components as perception, memory, attention, thinking, speech, etc. is considered. Some patterns of teaching Tatar language as nonnative language to junior schoolchildren are analyzed. The personal qualities of children of primary school age that can help in teaching are identified. The important advantage of teaching Tatar language in multilingual space allows more efficient organization of training and build it as close as possible to the natural process of using the native language. It is established that mastering speech skills in the Tatar language has positive effect on the psychological and physiological capabilities of students of primary school age. It is concluded that an important condition for the successful learning of a non-native language is to take into account the individual characteristics of students who depend on the nature of the environment and the child's ability to assimilate the learning material through memorization.

**Keywords:** psychological features, junior schoolchildren, learning, memory, perception, thinking, speech, nonnative language.

### Resumen

Las tendencias psicológicas del aprendizaje de idiomas se describen en este artículo. Se considera la interrelación entre el lenguaje de enseñanza y componentes psicológicos tales como la percepción, la memoria, la atención, el pensamiento, el habla, etc. Se analizan algunos patrones de enseñanza de la lengua tártara como lenguaje no nativo para niños de escuela primaria. Se identifican las cualidades personales de los niños en edad de escuela primaria que pueden ayudar a la enseñanza. La importante ventaja de enseñar el idioma tártaro en un espacio multilingüe permite una organización más eficaz de la capacitación y la desarrolla lo más cerca posible del proceso natural de uso del idioma nativo. Se establece que dominar las habilidades del habla en el idioma tártaro tiene un efecto positivo en las capacidades psicológicas y fisiológicas de los estudiantes en edad escolar primaria. Se concluye que una condición importante para el aprendizaje exitoso de un idioma no nativo es tener en cuenta las características individuales de los estudiantes que dependen de la naturaleza del entorno y la capacidad del niño para asimilar el material de aprendizaje mediante la memorización.

**Palabras clave:** Características psicológicas, escolares menores, aprendizaje, memoria, percepción, pensamiento, habla, lenguaje no nativo.

### Resumo

As tendências psicológicas da aprendizagem de línguas são descritas neste artigo. Considera-se a inter-relação entre a linguagem de ensino e os componentes psicológicos, como percepção, memória, atenção,

pensamento, fala etc. Alguns padrões de ensino da língua tártara são analisados como uma língua não nativa para crianças da escola primária. As qualidades pessoais das crianças em idade escolar primária que podem ajudar no ensino são identificadas. A importante vantagem de ensinar a língua tártara em um espaço multilíngüe permite uma organização mais eficiente do treinamento e o desenvolve o mais próximo possível do processo natural de usar a língua nativa. Unidos que dominam as habilidades de fala na linguagem Tatar tem um efeito positivo sobre as habilidades psicológicas e fisiológicas de estudantes em idade escolar. Conclui-se que uma condição importante para o sucesso da aprendizagem de uma língua estrangeira é levar em conta as características individuais dos alunos que dependem da natureza do ambiente e a capacidade da criança de assimilar o material de aprendizagem por memorização

**Palavras-chave:** Características psicológicas, escolares menores de idade, aprendizagem, memória, percepção, pensamento, fala, língua não nativa.

## Introduction

Mastering speech skills in Tatar language has positive effect on the psychological and physiological capabilities of junior high school student. At the same time, it also has its own distinctive features. It helps to establish the patterns of interaction between studied and native languages in the minds of junior high school student, allows us to identify the features of mental processes of pupils in the study of non-native language. When teaching the language it is important to take into account the speech processes occurring in both languages, the features of speech generation in non-native language, taking into account the ability to assimilate the material of students of a certain age, individual characteristics of the personality and other psychological phenomena.

Junior school age is characterized by the beginning of schooling and falls at the age of 6-7 to 10-11 years (Horlacher R, 2011). In order for the educational activity to be successful, positive and cognitive motivation is necessary. However, in this age period, gaming is still actual. Therefore, an important advantage of teaching Tatar language in the multilingual space is game motivation. It allows the natural and effective organization of training and builds it as close as possible to the natural process of using the native language. This becomes possible with the help of specially organized game in the educational process, practically any language units can be made communicatively valuable. And then the effectiveness of pupils' formation ability to communicate in a new language is enhanced by the interaction of game motivation and interest in school instruction (Galskova N. D., Nikitenko Z. N., 2004).

In addition, one of motivation sources for mastering one's native language is the need for communication. Non-native language on the

same motivational basis can be assimilated, if necessary, by the means of communication between two (Tatar and Russian) languages (Gardner R. C, 2011).

Acquisition of skills takes place within the framework of step-by-step formation theory of mental actions (Galperin P. Ya, 1995). Management of this process creates the necessary conditions for acquiring the speech skills of Russian students in a non-native language.

According to this theory, the first stage involves acquaintance with the language material that is to be learned. Presentation of educational material depends on teacher, as well as orientation on how this or that action should be done. At the second stage, conscious comprehension takes place using external "supports" - signs, models, tables, schemes, etc.

It should also be noted that the first two stages require students to "actively" perceive the language material that is going to be studied. Its conditions are created by the teacher in the course of preliminary preparatory work. The next stage presupposes the consolidation of the previously studied material, first in the "external" speech, and then - "with the pronunciation to oneself." Such a step-by-step formation of mental actions in mastering speech skills allows teacher to manage this process. In this way, students are led to a gradual mastery of certain speech skills that contribute to their further automation in the utterance.

One of the important psychological requirements for teaching language is the connection between thinking and speaking. Thinking is the process of reflecting the objective reality in our representations, judgments and concepts (Abduraximov Q. A, 2015). Speech (language), in turn, is the historical heritage of

people, "a product of long-term social use" (Vygotsky L. S, 1999).

Preservation of language is equal to preservation of culture and the ethnos itself. Language is a conditional system of sound symbols through which a person transmits his thoughts, emotions and desires, i.e. there is communication between people. "Human thinking - whatever form it takes - is impossible without language. Every thought arises and develops in an indissoluble connection with speech " (Petrovsky A. V, 2007).

Before entering the school, thinking has a visual-figurative character. They are involuntary attention, memory and imagination (Tomlinson H.B., Hyson M, 2012). Therefore, the child easily switches from one action to another. Perception of a material by pupils are inclined to pay attention to its bright submission, emotional coloring. However, their attention is characterized with instability: they can concentrate only for a few minutes. Children do not perceive long (more than 2-3 minutes) monologic explanations of the teacher; therefore any explanation should be built in the form of a conversation. Junior high school students are very impulsive, it is difficult to restrain themselves, they do not know how to control their behavior, so they quickly become tired. Decline of working capacity comes already in 10 minutes after the beginning of the lesson (Gaskova N. D., Nikitenko Z. N., 2004). Some pupils have good speech production in the native language, while speech production of others is worse. It means that the process of speaking is poorly developed. According to some psychologists, the mechanism of speaking works also when teaching the second language (Efimenko S. V, 2010).

The age of children from 6 to 7 years, according to A.A.Leontyev, L. Roberts and others, is considered to be the most productive in the development of thinking and speech ability (Vygotsky L. S, 1999). Foreign researchers (Wood C., Wrenn P, 1999). have identified the following qualities which refers to children of primary school age: low concentration of attention; predisposition to kinesthetic forms of work; preference to study the whole, not the private; concentration of attention occurs here and now; understanding of the situation outstrips the understanding of the foreign language; rapid memorization is accompanied by rapid forgetting; mechanical memory prevails over the logical memory; absence of constraints

in speaking; to fear of making mistakes and willingness to work on them.

The period of primary school age is characterized by a transition from involuntary perception to a purposeful voluntary observation of an object. At the beginning of this period, perception is not yet differentiated, so the child sometimes confuses letters and figures similar in spelling (Fischer J., Rettig M, 2004).

If at the initial stage of learning the child has analyzing perception, then by the end of the junior school age, the synthesizing perception develops. He can establish connections between the elements of the perceived. Therefore, it is important to use the demonstration materials such as pictures and illustrations when teaching Tatar language. We found in the early studies (Kharisova, C.M., et. al, 2015) that when children were asked to tell what was painted in the picture, 8 to 9 year old children tried to describe the picture in a non-native language, and a child older than 9 years gave their own interpretation to what they saw.

Development of the first classes pupils' speech abilities activates speech activity: speech thinking becomes more profound, memory, attention, imagination is improved, skills are developed to independently analyze, compare, generalize linguistic and speech materials, i.e. there is a process of preparation for communication in the language of another culture. Therefore, as an object of education, one should act, as I.A. Zimnyaya said: "... speech activity has interrelationship with speaking, listening, reading, writing, translating..." (Winter I. A, 1985).

According to scientists, the activity of consciousness is accompanied by the activity of the language that is connected to a speech process where language grammar "acts" as a "mechanism" or "...device generating the sentence in the process of re-creation...;vocabulary and grammatical structure are means of activation in the process of thought formation and speech"( Katsnelson S. D, 1972).

Speech imitation presupposes inner speech as a stage that precedes speaking and is the basis of an expanded utterance. At the stage of "transforming the dotted inner speech into an unfolded speaker needs support"that helps to switch more quickly and more correctly to external speech (Luriya A. R, 1979).

Practical speaking skills can be developed in isolation from theoretical knowledge. Explanation of the rules speeds up the mastery of speech but does not guarantee the skillful use of language. Therefore, scientists for the last years agree that it is not necessary to teach words and rules or facts about language but it is important to teach how to act out in the process of learning language. A person should be able to create new statements independently in any situation. Scientists emphasize that we not only repeat everything and everything under similar conditions when speaking; often a learner uses words that are not provided by any dictionaries, combine them in the most unexpected way and constantly create new words and expressions.

The basis to study any language (including native language) is the process of active cognition and not mechanical imitation. According to this a child can imitate only what lies in the zone of his intellectual capabilities (Vygotsky L. S, 1999). "In order to imitate, it is necessary to have some kind of transition from what I know to what I do not have" (Bayanova L.F, 2013). Thus, it becomes obvious to speak in the studied language or speak independently, it is needed to master the appropriate rules for the use of this language.

### Methods

Educational process is an organized, teacher-controlled activity aimed at mastering students with knowledge and skills. Taking into account the nature of the educational process and the subject under study, various rules for organizing receptions and ways of interaction between junior school children and the teacher are used in practice. From our point of view, in order to identify the psychological features of teaching the Tatar language as one of the Turkic languages, it was correctly and as objectively as possible to use the natural method of observation, when research is carried out in natural conditions without the intervention of the psychologist in the educational process, that is, when the child learns the language in a natural speech environment.

### Results

It is important to take into account the individual characteristics of students in teaching Tatar language. It depends on the nature of the environment and the child's ability to memorize the educational material. Moreover, the quality

of assimilation is directly related to the motivation which causes the activity of the trainee.

Desire to learn the culture of Tatar people, perspective of mastering his language as an instrument of communication stimulates the process of studying the language. Teacher, seeing the psychological needs of students, should support their initiative, interest in the studied language. The use of meaningful texts for this purpose with a linguistic, cultural and ethnocultural component, various visual aids, audio and video materials creates a positive psychological attitude and a sense of joy from what has been heard and seen. Knowledge of the psychophysiological characteristics of children (Stukalenko N. M., Vachugov M. V, 2014) will allow him to determine the degree of accessibility and feasibility of the material studied which will provide an opportunity to develop the most optimal variant of teaching the second language.

Memory is an important psychological process in teaching Tatar language. In this process, all types and levels of memory are involved. However, a special role is assigned to motor memory. Vivid sensations contribute to attract attention of higher brain departments and help keep the information received for a longer period of time. To do this, the educational process (Kalimullin A.M, 2014) must include an interesting video, a rare photo, to demonstrate an effective dialogue, include paradoxical stories from the life of literary heroes, etc.

From a psychological point of view, lesson should be bright and dynamic, the reasoning is consistent and logical, the teacher's speech is clear and expressive, the images memorable, the pace is optimal.

### Discussion

Scientists underline that bilingualism develops only when a person in at least one language is able to express his thought in an adequate form. An important role in teaching is played by the parents' attitude to the process of teaching children. They can stimulate the desire for knowledge, or, become a source of reluctance to learn (Nemeth K.N, 2012).

The success of learning non-native language in junior school age (Shakirova G.F, 2017) depends on the following psychological factors:

learners' psychophysiological readiness to systemic mastery the second language; features of cognitive activity and cognitive activity of students; learners' higher mental functions features development (memory, attention, thinking, perception, imagination); personal characteristics of students; randomness of behavior, communication skills formation; positive motivation to learn a foreign language (Harisov F. F, 2001); certain level of knowledge and understanding of the world around us.

### Conclusion

We outlined the following psychological tendencies in the teaching of younger pupils to a non-native language:

- psychophysiological readiness of the learner to systemic mastery the second language;
- cognitive activity features and cognitive activity of students;
- developmental features of higher mental functions (memory, attention, thinking, perception, imagination);
- emotional-volitional and personal characteristics of students;
- arbitrariness of behavior, communication skills formation;
- positive motivation to learn a second language;
- certain knowledge level and understanding the world around us.

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