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## **THE WAYS OF FOREIGN LANGUAGE MASTERING BY ADULT STUDENTS**

**The problem raising.** Nowadays the pace of life is constantly increasing and becoming more and more intensive. A lot of people strive to make a brilliant carrier. Fortunately, many opportunities are open for future professionals. The majority of them put a lot of efforts for it and achieve great success in spite of different obstacles. Foreign language mastering is considered to be the main component in this situation.

Everybody knows that foreign languages make our life more interesting, more colourful and open many horizons before us. It is excellent for those people who know at least one foreign language. But, unfortunately, a lot of people don't believe in their abilities and perspective of foreign language learning frightens them. As a result, motivation disappears and gives way to psychological barrier. This factor has a negative influence on future professionals and makes them unable to master foreign languages. That's why it becomes necessary to find the most effective ways of foreign languages mastering. It'll be the main **purpose** of our research.

**The main material presentation.** Many future professionals can be proficient in foreign languages but the level of their knowledge can be quite different. English is considered to be an international language and it is used practically in all spheres of activity. Some of them are able to speak English fluently and they want to improve only some skills. But, unfortunately, a teacher can meet with people who are very bad at English. Such adults can have so-called primitive knowledge and this factor doesn't allow them to feel confident because of it. That's why a teacher must be ready for working with so-called a fairly mixed audience. It is really necessary for a teacher to direct his efforts to future specialists' needs and to understand their psychology for creating a calm, peaceful and friendly atmosphere in English classes. Normal

psychological climate helps to develop the spirit of cooperation between a teacher and adult students. Adults always appreciate their time and prefer not to waste it on trifles. Consequently, a teacher must be all-rounder, erudite and be verse in many issues. Therefore, it is necessary for him to be in constant search for relevant literature and reliable information on a particular issue. A lot of specialists are very inquisitive and they like asking different questions. In its turn, work with such supplementary sources as mass media, special (professional) literature, manuals, dictionaries, references and, of course, Internet resources also encourages both, a teacher and adult students, to be in constant development. A particular attention should be given to the thematic course organization which reflects the participants' learning objectives and interests. It happens because a lot of future professionals are eager to master special vocabulary (e. g. scientific, technical, medical terminology, neologisms, belonging to different spheres etc). Learning is a bilateral process which combines a teacher and the participants' efforts activity.

Motivation is counted to be the basis of any activity (Zimnyaya, 1997). Motivation is subdivided into extrinsic and intrinsic ones. Extrinsic motivation is dictated by external circumstances, rules and standards. It is a group of motives, based on external incentives and conditions. E. g. I work hard because I want to get paid. I study English and I want to be an interpreter because it is a very this is a very prestigious job. I don't like English but I want to be a leader in my group. I must master English because it promotes career growth.

Intrinsic motivation is stipulated by the implementation of certain activities and informed choice. As a rule, adults are guided by intrinsic motivation because they want not only to master English but also strive to address professional issues and to achieve personal development. Everything internal is realized by a person as a «rush of the soul» is based on his personality traits: character, inclinations, etc. E. g. I want to know English because it is my cup of tea. I want to speak English fluently because I want to travel around the world (Trofimov, 2001: 390).

As we can see from the given examples, motivation can be both positive or negative. Extrinsic motivation is linked with intrinsic one and supported by it.

Extrinsic motivation practically always plays so-called «strategic role» because it sets the tone for the entire period of learning. Intrinsic motivation plays so-called «tactical» role because it is «warmed up» by the process of language mastering. This motivation is really close and relevant. Why? The learning process should be structured in such a way that the adult students felt pleasure and satisfaction.

Positive motivation witnesses about the person's desire to do smth in the hope of positive reinforcement. E. g. I'll rework and get days-off. I'll represent my English report at the conference and my chief will give me a bonus. Negative motivation can be a promise to perform an action, sometimes not too pleasant. E. g. I'll try to come to my work in time to avoid fine and an explanatory note. I don't like English. I'll do my best to pass my English examination well because I'm afraid that my parents will blame me for the bad result.

Communication, as the kind of intrinsic motivation, is considered to be the first and natural necessity for students. Informal conversations on different themes and special sociological questionnaires show that all adult students are eager to speak English with their friends and colleagues, to read books for outlook extension, to correspond for professional reason and for pleasure, to speak fluently with native speakers. Communication encourages adult students to learning. Such collective forms of work in class as work in pairs, role plays, role situations, dramatization helps to make English classes attractive. It is also possible to tell the same about educational informative and training material and conversational topics connected with a lot of interesting and urgent issues. Today practically all adults are eager to enlarge their professional and conversational vocabulary, to deepen their knowledge on various language aspects and to get conversational practice of modern English. The teacher's main task is not to demonstrate only his own knowledge, habits and skills or the level of English but to help the participants to master the language. Adult students' speaking time should exceed the teacher's speaking practice. The prevalence of adults' English speaking practice and extracurricular activities provide an opportunity of demonstrating creativity, independence and initiative in working with supplementary sources (Kan-Kalik, 1990). Different manuals and, especially

Internet Resources, help the future specialists to broaden their horizons concerning as various tasks performing as supplementary events organization. Role forms of work are also very good for adults because they meet their interests. It is primarily related to the participants' various age groups and, of course, their abilities. Internet resources help to communicate with native speakers from English-speaking countries. It is this fact that contributes to the development of interpersonal, international and intercultural communication. It also promotes to overcome psychological barrier of the «first impression», barrier of mentality and perception, barrier of age, barrier of social status, barrier of failure expectation, barrier of fear about mistake and barrier of individual peculiarities.

Let's consider them in more details but at first pay attention to the definition a «psychological barrier» in general. Psychological barrier is a person's particular condition which doesn't allow him to realize his innermost dream, to achieve his aim, to take a certain position in the career. Inability to get over oneself on account of inner fears and anxieties is also called a «psychological barrier» ([www.vitamarg.com](http://www.vitamarg.com)).

Barrier of the «first impression» is counted to be one of the most common variants. People don't like their opponents and that's why they are eager to finish this acquaintance. In this case the person's behaviour can change in the worst side. A talkative and benevolent person can turn into a shy silent and tries to avoid further conversation with his opponent.

Barrier of mentality and perception also points to that fact that «many men, many minds», It's true but many people are too offensive and sensitive. On the one hand, they are conscious that all people are different and have different opinions. But on the other hand, the divergence of views leaves a bad aftertaste in their souls.

Barrier of age means a certain psychological discomfort connected with age difference. An adult student can feel awkwardness and be perplexed if the teacher is much younger. The same thing can be said about the teacher if he is younger than his students. He can also feel embarrassment.

Barrier of social status is also a sore subject for a lot of adult students. Many of

them are anxious about so-called «certain status in society». This factor often act as a a peculiar «heavy burden» in teaching English.

Barrier of failure expectation implies the fact that adult students will not be able to master English at all even in spite of all ongoing titanic efforts. They don't believe in their potential and think that they are failures.

Barrier of fear about mistake at first witnesses that some students can have gaps in their knowledge. That's why they can't complete a task exceptionally because they are afraid of making a mistake. Even the most insignificant one.

Barrier of individual peculiarities indicates the students' success rate and speed of learning material acquisition. It is necessary to take into consideration such factors as students' type of mentality and a kind of memory.

According to one well-known proverb «Where there's a will there's a way» it is possible to cope with a lot difficulties and obstacles. In this case it concerns varieties of psychological barriers which are enumerated above. Even in spite of that fact that a person hesitates to speak English with his group mates or with a teacher because of being a real laughing-stock among them he has a lot of opportunities to change this «sensitive» situation for the best. Primarily, the strongest traits of his character will give a wonderful chance to do it. Each person is inquisitive and even curious in some degree. Obstinate and ambitious «social climbers» are not limited only by books, notes or even TV programmes. They like to sit on Internet forums or web conferencing especially with native speakers. There are a lot of specialized and universal sites there. Each person can choose a site which he needs for his profile ([greenwich.org.ua](http://greenwich.org.ua)) .

**Conclusion.** Therefore, it is necessary for the teacher to choose the democratic mode of communicative interaction organization and to talk into consideration the participants' individual abilities and interests. The teacher must also focus on one more very significant factor. E. g. If he wants his adult students to represent their reports or to dramatize the compiled dialogues or monologues he must listen them very attentively to the end. In any case he should not interrupt their speech. He should point out their mistakes only after finishing the speech. The teachers' criticism

must be reasonable and fair. He must not humiliate the students' dignity by no means if he wants them to be successful in English.

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**Summary. Yablonska T. M. The ways of foreign language mastering by adult students.**

*This article is devoted to the most effective ways of foreign language mastering by adult students and their role in modern future professionals' life and career. A special attention is paid to such positive and negative factors as motivation, its classification, psychological barriers and their varieties are dealt with. The role of supplementary sources and Internet resources is also determined.*

**Key words:** *means of foreign language mastering, adult students, motivation, psychological barriers, Internet resources.*

**Анотація. Яблонська Т. М. Засоби оволодіння іноземною мовою дорослими студентами.**

*Стаття присвячена розгляду найбільш ефективних засобів оволодіння іноземною мовою дорослими студентами та їх ролі у сучасному житті та кар'єрі майбутніх професіоналів. Особлива увага приділяється таким позитивним та негативним факторам, як мотивація, її класифікація, психологічні бар'єри та їх різновиди. Також визначено роль додаткових джерел та інтернет ресурсів.*

**Ключові слова:** *засоби оволодіння іноземною мовою, дорослі студенти, мотивація, психологічні бар'єри, інтернет ресурси.*

