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PSYCHOLOGICAL PECULIARITIES OF STUDENTS – FUTURE MANAGERS AND LAWYERS WHILE STUDYING FOREIGN LANGUAGES

Nesin Yu. M. – Candidate of Pedagogical Sciences,
Assistant Professor at the Department of Public Administration,
Law and Humanities of the Kherson State Agrarian and Economic University
ORCID: 0000-0002-8296-7025

The article is analyzed psychological peculiarities of higher education acquirers in the field of public administration and law, it is characterized nuances of psychological processes of acquirers of higher education and actions of lecturer in this context, it is offered models of pedagogical interaction between lecturers at higher educational institutions and studying youth, choice of affective means with the aim of mastering foreign languages. Using the experience of Ukrainian scientists the author tries to show the benefit from practical usage of inductive, deductive and translational methods in the process of sessions of foreign languages in the system lecturer of higher educational institution – students. The author confirms the priority of systematic, sequential actions. Taking into consideration this fact, it will give further impulse to organize creative work of acquirers of higher education. Thanks to thoughtful actions it is quite possible to master the level of knowledge of language, speech, social-cultural and general educational (strategic) competences. Big continuous experience of work at different higher educational institutions of Ukraine permits author to stress that the priority approaches for a lecturer are taking into account the process of thinking, speaking, reading, writing among higher education acquirers. The author emphasizes the peculiarity of psychics among 17–18 years old young men and young women, points out that actualization of teaching-cognitive activity leads to the concrete practical actions, broadens the circle of knowledge about the subject of research. Besides, psychological mood creates preconditions for the development of individuality and his/her self-realization. The author thinks that the further development of such factors as memory, imagination, perception, and also motivation can provide the growth of level of knowledge, skills and habits in the field of foreign languages. The author stresses the importance of contemporary authentic textbooks and avoiding bullying and forming of friendly collective of like-minded people – future managers and lawyers.

Key words: lecturers, acquirers of higher education, foreign languages, psychological peculiarities, public administration and law.

Несін Ю. М. Психологічні особливості здобувачів вищої освіти – майбутніх менеджерів і правників під час вивчення іноземних мов

У статті проаналізовано психологічні особливості здобувачів вищої освіти при вивченні іноземних мов в царині публічного управління і права, охарактеризовано нюанси психологічних процесів здобувачів і дії викладача при цьому, запропоновано моделі педагогічної взаємодії між викладачами і молоддю, що навчається, вибір ефективних засобів з метою оволодіння іноземними мовами. Посилаючись на досвід українських науковців, автор намагається показати користь від практичного застосування індуктивного, дедуктивного і традуктивного методів під час занять з іноземних мов в системі викладачів вищого навчального закладу – здобувачів вищої освіти. Автор стверджує пріоритетність системних, послідовних дій. Врахування цього може надати подальший поштовх для організації креативної роботи здобувачів вищої освіти. Завдяки продуманим діям цілком можливо вдосконалювати рівень володіння мовною, мовленнєвою, соціокультурною та загальнонавчальною (стратегічною) компетенцією. Великий безперервний досвід роботи у різноманітних вищих навчальних закладах України дозволяє автору зазначити, що пріоритетними підходами для викладача є врахування процесів мислення, говоріння, читання, письма серед здобувачів вищої освіти. Автор виокремлює особливості психіки 17-18 річних юнаків і юначок, наголошує, що актуалізація навчально-пізнавальної діяльності призводить до конкретних практичних дій, розширяє коло знань про предмет дослідження. Крім того, психологічний настрій створює умови для розвитку особистості та її самореалізації. Автор вважає, що подальший розвиток таких факторів як пам'яті, уваги,

сприймання, а також мотивації здатен забезпечити підвищення рівня знань, вмінь та навичок в царині іноземних мов.

Ключові слова: викладачі, здобувачі вищої освіти, іноземні мови, психологічні особливості, публічне управління і право.

Formulation of the problem in general. The teachers, pedagogues, lecturers who have extensive continuous work experience in the field of foreign languages, note that they fully agree with specialists, researchers, and experts, who rightly believe that we must take into account the age and individual characteristics of students of higher education, future managers and lawyers and it is one of the urgent problems of education. As scientists, lecturers, for example, have an opinion – in this connection, the problem of solving of the internal potential of the individual becomes more and more important.

In essence, a foreign language is closely related to four competences, among which we distinguish linguistic (phonetics, vocabulary, grammar), speech (listening, speaking, reading, writing), sociocultural (comparative studies), and general education or strategic (level of knowledge, skills and habits of young people at the beginning and at the end of the learning process).

Analysis of recent researches and publications. A number of Ukrainian scientists and researchers, among whom we can note such figures as V. O. Artemov, N. P. Basai, B. V. Belyaev, O. B. Bigich, G. E. Boretska, N. F. Borysko, T. V. Hora, P. I. Zinchenko, I. O. Zimnia, G. S. Kostyuk, V. Ya. Liaudis, S. Yu. Nikolayeva, T. K. Polonska, V. G. Redko, G. V. Rogova, N. M. Simonova, A. O. Smirnov, emphasize the importance of taking into account the psychological characteristics of higher education students while learning foreign languages.

Highlighting previously unresolved parts of the overall problem. Numerical studies of foreign and Ukrainian scientists make it possible to reveal the degree and nature of the relationship between academic success and the individual and psychological characteristics of students of higher education, future managers, administrators and lawyers, to reveal the most important parameters of individuality that affect the process of mastering foreign languages, but this does not mean that the problem consideration of age and individual differences in learning foreign languages is resolved. In our opinion, there are both objective (economic, political) and subjective reasons (non-disjunctiveness).

We believe that consideration of the psychological characteristics of higher education students in foreign language classes is not very common in the columns of scientific literature, so we will try to highlight it from our point of view, taking into account the large continuous pedagogical activity.

The purpose of the article. The importance and relevance of the modern pedagogical problem, its practical significance determined our choice and, accordingly, the goal of our article – highlighting the psychological characteristics of higher education students – future managers and lawyers in foreign language classes.

Presenting the main material. Future managers, administrators and lawyers understand that the development of a legal state is unthinkable without an appropriate level of legal culture of its citizens. The country's legal system must be transformed in such a way as to finally overcome legal nihilism and legal illiteracy.

One of the aspects of the comprehensive development of the individual is a high legal culture, because a physically healthy person cannot be considered harmoniously developed if he or she, having knowledge, skills and habits, while working or studying, violates laws and rights. A person's ability to understand the rules of coexistence and

the requirements of the law and to behave accordingly is not innate, it is formed under the influence of various activities, it is the result of communication with other people.

The socio-economic situation at the beginning of the twenties of the twenty-first century in Ukrainian society does not contribute to the formation of an appropriate moral environment for the education of young people. The worldwide coronavirus disease, which has developed into a pandemic, a full-scale war with the northern aggressor, occupation, destruction, deaths, injuries, uncertainty not only in tomorrow, but also in the next second of life and as consequences: the difficult financial situation of families, deterioration in the therefore, intra-family relations lead to an increase in the number of young people whose behavior goes beyond moral and legal norms. The level of crime is increasing, but one cannot accept the false statement that war will wipe out everything. We, citizens of Ukraine, must conscientiously obey the laws. Centuries later, the Roman politician Marcus Tullius Cicero (106–43 BC) asserted: “One must be a slave to the law to remain free”.

It is known that one of the main questions of the theory and practice of individual human development is the question of the relationship between the age, typological and individual characteristics of the acquirers of higher education, about the contradictory and changing relationships between them. Their combination will form the basis for the possibilities of further development of the psyche in the right directions and thereby contribute to the manifestation and development of the ability to master academic disciplines, in particular foreign languages. Famous scientists, including professor S. Yu. Nikolayeva [3], repeatedly reminded about this. It was she who initiated a number of measures at the end of the twentieth – the beginning of the twenty-first century to standardize Ukrainian approaches to teaching foreign languages with pan-European approaches.

It is clear that during the years of study in higher educational institutions, the weight of verbal memory mainly increases, figurative meaningful memorization, creative thinking begins to play a large role, the ability to build cause-and-effect relationships appears, speech-mentality is characterized by greater diversity activity, therefore cognitive and psychophysiological indicators are especially manifested and determined. At the same time, personal factors are not used enough.

If we pay attention to higher education students who are studying to be future managers, lawyers, and managers aged 17–18 (mostly in their first or second year of study), we will see some kind of diversity. Psychologists refer to this age as an older teenager or early youth. The above-mentioned age is characterized by a number of psychological features. Meanwhile, the age-specific nature of this period of a person's life is characterized by great uncertainty, which is reflected in all aspects of education: young people are worried. From this it follows that the method of organizing the subject content of communication in foreign language classes should be a problem, and the methods of solving it can be inductive, deductive and transductive. Each of the above-mentioned methods has its own significant advantages, and in our opinion, it is necessary to implement them appropriately in the educational process. The best teachers of Ukraine combine these methods in order to make the process of learning foreign languages more interesting, flexible and mobile.

Along with the development of abstract and holistic thinking, young people are transitioning to higher levels of speech. Thanks to the development of thinking, the speech of young boys and girls, young men and women becomes more complex in terms of content and structure, their active and passive vocabulary expands, which has a great positive value during the further acquisition of foreign languages. Verbal and written

expression of thought is improved, the pace of reading is accelerated, and the only thing that often slows forward movement is listening. The specifics of the phonetics of English and French languages sometimes make it difficult to clearly understand the morphological and syntactic aspects. Authentic video texts come to the rescue, which are slowly replacing audio productions, although the latter has far from exhausted itself. Audio and video products, their moderate, logical use will benefit the acquirers of higher education.

Writing as a type of activity should not lag behind listening, speaking, reading, so the teacher should work with students of higher education in such a way that they can correctly express their thoughts non-verbally. First of all, authentic foreign language texts, reference and encyclopedic literature, atlases, maps, dictionaries, and secondly the Internet can come to the aid of teachers and young people, since the information on it is not always correct and verified.

It is necessary to realize that writing, like any type of activity, cannot be unchanging. Recently, there are more and more Ukrainian words of foreign origin that are used not only in oral speech. An example of a Ukrainian neologism can be considered such a word as *skily*. It is clear that the word was borrowed, and the original is English *skills*. The authentic word is the second in the English chain knowledge – *skills* – *habits*. As far as we know, the modern fundamental Ukrainian explanatory dictionary has not been updated for at least eight years, so we will not find the above word on the pages of books in 2016 and, obviously, earlier, but on the big boards we can easily find and read the expressions like: “Pull your skills!». Gradually, the word *skills* began to appear in mass media and in science.

The current boy/girl, man/woman is, so to speak, a product of modern life, he/she is at the same time complex, interesting and controversial being; physical maturation of the individual is completed. Experts – well-known Ukrainian scientists Volkova N. P., Dychkivska I. M., Fitsula M. M. will confirm the fact that in terms of their physical development: today's 17–18-year-old boys and girls correspond to 22-year-old young people of the 30s of the last century [1; 2; 4]. In early adolescence, there are qualitative changes in all aspects of mental activity, when perception becomes arbitrary, it manifests itself in perceptual actions of systematic observation of objects, actions, behavior, experiences, and thoughts. The memory undergoes noticeable changes: the dominance of verbal-logical, long-term memory is noted among those who have higher education, its arbitrariness increases, the productivity of logical memorization increases, and its means are improved. The productivity of involuntary memory, the role of which depends on the organization of mental activity increases. Usually, what is remembered first of all is related to the interests and urgent needs of young people, their plans for the future.

Let's imagine that we take a closer look at the components of the cognitive processes of 17–18-year-old youth and its influence on learning foreign languages, one of the important aspects of mental development is intensive intellectual maturation, in which developmental thinking plays a leading role. The center of cognitive development is the formation of verbal and logical thinking, gradually there is a transition to higher levels of abstract and generalizing thinking. Scientific concepts, interpretations, definitions become not only a subject of study, but also a tool of knowledge. Students of higher education of this age are able to consciously master logical operations (analysis, synthesis, comparison, reflection, feedback, abstraction, specification, generalization). They develop and improve an individual cognitive style of solving cognitive and practical tasks, individual features of thinking are formed, in particular: breadth, depth, awareness, flexibility, independence, criticality, etc. One cannot disagree with the

fact that the thinking of young people of the same age differs in the ratio of visual-figurative and verbal-logical components, as well as their productivity levels. In particular, during the learning of foreign languages, the peculiarities of thinking affect the speed of formation of verbal connections and functional-linguistic generalizations, the flexibility of transformational processes. Depending on the level of development of a young person's productive thinking and the nature of the educational goal, the lecturer of foreign languages should direct this thinking in the direction from the concrete to the abstract and vice versa.

With this in mind, the presence of individual differences in thinking requires a variety of learning techniques. We, lecturers of English can use, for example, a set of active teaching methods (approaches, techniques), and among them:

- onion diagram;
- iceberg;
- traffic lights;
- reading circles;
- think-pair-share;
- fish bowl;
- K-W-L;
- quizzes;
- dramatization.

Besides, pedagogues have at their disposal a number of active teaching technologies that can help students to master their level of English. We can mention:

- brainstorming;
- the rule of seven reactions;
- metaplan;
- projects.

Memory plays an equally important role in mastering foreign languages and it helps a lot in the process of writing. At a young age, there is a desire to have long-term memory, to manage it, to increase its productivity. It is worth considering the fact that the memorization process of future lawyers, administrators, managers is not reduced to simple understanding, special methods of memorization and reproduction, preservation of consciously learned information are needed. The material to be memorized first enters the short-term memory, and then with the help of set of exercises it must be transferred to the long-term memory. Both types of memory are of great importance for the implementation of successful speech activity. The main trend in the development of memory of students of higher education is characterized by its further growth and strengthening of its arbitrariness. As psychologists note, 17–18-year-old boys and girls are mainly dominated by arbitrary memorization, which turns out to be effective if they are aware of the need and expediency of memorizing this or that material, as well as the effectiveness of the final result. To remember material from foreign languages will help the awareness of the characteristic features of this material, correlation and semantic grouping of the objects of memorization, as well as reliance on intensive coordinated work. It is characteristic that students of higher education have a rather strongly developed introspection, they are self-critical, because they have some experience in communication. In any case, for a teacher the combination of individual, pair and group forms of work in foreign language classes is relevant. It is important that the teacher acts in front of the youth in various guises: as an organizer, partner, moderator, director, screenwriter, understudy, etc. At the same time, the students are

faced with a general cognitive task, and the pedagogue organizes and stimulates a joint search where each person can do his/her share of the work.

Involuntary memory also acquires a specific character, the role of which, in our opinion, should not be underestimated. The productivity of this memory depends on the mental work of young people in the process of learning foreign languages. Sometimes acquirers of higher education involuntarily remember what acts as an obstacle, a difficulty in their educational activities. In addition, what is related to their current needs, requests and interests, plans for the future is involuntarily remembered. For this type of memory, reflective methods and methods of working with educational material in foreign language classes (reference outline, algorithm, mental map, intelligence map, cluster) are especially relevant.

For a future lawyer memory has great importance, because without memorizing of various information related to the law, and legal relations, it will be very difficult for any student of higher education to improve his/her skills. The development of imagination, perception, as well as motivation should be aimed at the final successful result. It is not for nothing that modern psychologists call motivation the “starting mechanism” of any individual activity, since the level of foreign language proficiency will depend on its power and stability.

Nowadays, in our opinion, we should be as close as possible to the European educational values. Respect for a person, a life without oppression and humiliation should be in the center of attention. Ukraine is a part of Europe, and students of higher education should receive:

- information on current issues of law in Europe;
- general legal awareness; a sense of respect for the civilized countries of Europe;
- knowledge, skills and habits of legal behavior in Ukraine;
- intolerant attitude towards offenses and crime;
- the desire to actively participate in the fight against negative phenomena in life;
- examples of overcoming misconceptions, negative skills and habits of behavior in the legal consciousness of young people.

Qualitative changes in connection with the processes of integration and globalization are inevitable. Possession of at least two foreign languages is welcomed and this is openly stated in the European Language Standards [5]. A future manager, administrator, lawyer without knowledge of foreign languages is currently perceived as an inexperienced person.

Special attention, in our opinion, should be paid to modern authentic textbooks. Considering a textbook as a book that contains the basics of scientific knowledge in a certain discipline, the material of which is presented in accordance with the learning objectives, determined by the program and the requirements of didactics, we note that there are currently a large number of decent English-language textbooks of the world-famous publishing houses “Oxford University Press”, “Cambridge University Press”, “Macmillan”, “Webster”, “Express Publishing”. The last on this list is the London publishing house, which does not have a very large and majestic historical foundation, but during the last 13–14 years it has printed a number of educational books related to public administration and law. Textbooks from the “Career Paths” series “Management” and “Law” can be a vivid example. Usually ten to twenty people creatively work side by side on each textbook for several years. Among them are scientists, researchers, designers, photographers, artists, translators, proofreaders, and editors. The concrete task for a lecturer of English is to adjust psychologically youth collective to work, using this or that textbook.

Conclusions. Summing up, we note that the psychological characteristics of higher education graduates – future managers, administrators, lawyers should always be taken into account. The process of learning foreign languages is never easy, even taking into account the fact that the first two courses are actually non-specialized, specialization begins with the third year of study. This especially applies to the field of public administration, management, and law. Constant changes, disruptive processes will require great efforts from future managers, administrators, and lawyers. Accordingly, teachers of foreign languages need to put in a lot of effort. Further development of the cognitive sphere of young people is not limited only to the above-mentioned information and parameters. Here we can and should add the problems of focusing the attention of young people on classes with the development of reproductive and creative imagination, solving issues with choosing the most suitable textbook, as well as discipline and possible manifestations of bullying and its overcoming, the formation of a friendly team of like-minded people, where an atmosphere of empathy, sympathy, and emotional community would prevail. We aim to address the above issues in our next publications.

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