



## PSYCHOLOGICAL ASPECTS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE TO PHILOLOGY STUDENTS

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**Abstract:** Teaching Russian as a Foreign Language (RFL) is a complex process that requires not only knowledge of grammatical rules and vocabulary but also an understanding of the specific psychological characteristics of the learners. This article analyzes the key psychological aspects of RFL instruction that influence the effectiveness of the learning process and contribute to the successful integration of the learner into the Russian-speaking environment.

**Keywords:** psychological characteristics, motivation, cognitive and emotional aspects, speech situation.

### Introduction:

Modern psychology places emphasis on the theory of communication and interaction, which form the basis of various trainings: communicative, social-perceptual, personal growth, as well as programs for ethnocultural adaptation. These theories and trainings are especially valuable for the practice of teaching foreign languages. Modern researchers agree on the need to reform methods of teaching foreign languages. This requires a rethinking of psychological and pedagogical concepts, which, although relevant in the past, today need serious revision taking into account the realities of a changed world [2]. The methodology of teaching foreign languages is inextricably linked with psychology. It is based on knowledge about how people perceive information when learning languages, how thinking influences this process and vice versa, how the conscious and unconscious interact (for example, voluntary and involuntary attention, awareness and imitation)[4]. The methodology also takes into account the psychological aspects of skill formation, motivation and learning activities.

Scientists A.A. studied the psychology of mastering foreign languages, the theory of speech activity, and the development of thinking in the learning process. Leontyev, G.A. Kitaigorodskaya, I.A. Zimnyaya, M.K. Kabardov, M.Yu. Orlov, L.D. Okhitina, Mackenzie, Alba Hues, A. Chaer and others. Having studied the works of researchers, we can note the following factors in teaching RCT:

#### 1. Motivation and interest

Motivation is a key factor that determines the success of RCT training. It can be internal (interest in language, culture, desire to communicate with Russian-speaking people) and external (need for study, work, obtaining citizenship).

#### 2. Cognitive features

- Level of linguistic competence: Previous experience in learning languages, as well as the level of the native language, influence the learning process of RFL.

- Cognitive style: The ability for abstract thinking, analytical skills and memorization is necessary to master the complex grammatical system of the Russian language.

- Mindfulness: The ability to focus on vocabulary, grammar and phonics is essential for effective learning.

- Memory: Different types of memory (short-term, long-term, semantic) play an important role in learning new words, phrases and grammatical rules.

### 3. Emotional characteristics

- Fear of making mistakes: Fear of making mistakes can negatively impact motivation and self-confidence.

- Shame: Not knowing a language can cause feelings of shame, especially when communicating with native speakers.

- Frustration: The complexity of the learning process can lead to frustration and a desire to quit learning the language.

### 4. Social features

- Cultural differences: Differences in culture and mentality can create difficulties in understanding linguistic communication.

- Social integration: RFL training promotes integration into the Russian-speaking environment, expanding the circle of communication and social connections.

- Communication skills: The ability to communicate and interact with native speakers is an important factor in the learning process.

### 5. Psychological teaching methods

- Communication methodology: focuses on developing communication skills and using language in real-life situations.

- Game technique: increases motivation and interest in learning, helps to master language material in a relaxed atmosphere.

- Project methodology: allows you to apply the acquired knowledge in practical tasks and projects.

### 6. The role of the teacher

- Motivating students: the teacher must create a stimulating environment, encourage active participation and demonstrate the value of learning RCTs.

- Individual approach: take into account different levels of knowledge, cognitive and emotional characteristics of students.

- Communication and Feedback: Provide effective communication, give clear feedback and help overcome difficulties.

McKenzie and Alba Hues note that “across the social sciences, researchers recognize the fundamental role of emotional phenomena,” and they call this new area of interest “emotionology.” Positive emotions play an important role in our lives, having beneficial effects on us:

#### 1. Expand horizons.

Like a compass, positive emotions guide us towards new experiences, exploration and learning, making our world a wider and more interesting place.

#### 2. Neutralize negativity.

As an antidote, positive emotions help cope with the effects of stress and negative experiences, restoring inner balance.

#### 3. Strengthen resilience.



Like a shield, positive emotions strengthen our resistance to difficulties. They promote adaptation to unpleasant events, speed up the body's recovery and help to find joy and interest even in difficult situations.

4. Contribute to the formation of personal resources. This: the social connections that come from smiling, the mental skills that are honed through imaginative play, and even when baby animals practice self-preservation techniques during romp.[6]

In order for speech to be speech in essence, and not just in form, it is necessary that the basis for its generation and stimulation be a motive, i.e. the speaker's intention to participate in communication. In order for such a motive to appear in the lesson, it is necessary to create a speech situation. A situation is the circumstances in which the speaker is placed and which give him the need to speak [3]. In educational conditions, the motive does not arise by itself and very often speech is caused by the dictates of the teacher. The result is fictitious speech, which is speech only in form. It is the need and inner desire to speak out, the American psychologist Rivers regards, as the first and necessary condition for communicating in a foreign language. In order to create motivation to communicate in a foreign language in educational settings, it is necessary to use the situation, since the motive of speech "nests" in the situation. To create a learning situation that evokes speech, you need to imagine its structure. The structure of a training speech situation is as follows:

- a certain segment of reality (a specific place and time of action where non-speech and speech behavior occurs), which can be outlined verbally or depicted using visual means;
- actors (interlocutors, with all their inherent characteristics and certain relationships to each other, influencing the speech intentions of the speakers) [3].

Interaction and cooperation between teacher and student, teacher and group, and students among themselves is one of the most important structural elements of its organizational system. The organization of interpersonal interactions is structured in such a way that the student comes to the fore, and around him, through his efforts, consciously regulated by the teacher, a system of relationships is constructed that allows everyone to reveal their capabilities as fully as possible.

The task of every teacher is to increase the effectiveness of teaching and educating students. The low level of foreign language knowledge of students is explained by the imperfection of the lesson; most often the student is a passive observer, while the teacher takes an active position. The process of teaching a foreign language involves the communicative activity of each student, and this is facilitated by the teacher's ability to establish psychological contact and mutual understanding with students.

The situations created by the teacher in the lesson are organized as an interweaving of role expectations and informal personal manifestations. A student, depending on his personality type, the degree of proficiency in the language being studied, and the specific role in a given situation, can "express himself" or "hide behind his social role" [1]. Managing gaming activities is also managing group communication. The teacher thoughtfully involves everyone in the overall activity, thoughtfully distributes roles for each new game, sketch, makes everyone a temporary leader, in a word, manages communication, teaches how to communicate. To manage communication, the teacher must also master the means of establishing and maintaining contact, that is, its external technology, and arbitrarily control it.

On the other hand, he must teach students contact techniques, certain communication stereotypes, etc. So, the method of activating the capabilities of the individual and the team is based on the basic principles of the psychology of communication within the framework of activity theory. Communication activities are understood in a broad sense as collective interaction that takes place in the process of team formation with the goal of revealing the creative potential of each student in the educational process.

It is important to create an atmosphere in the classroom where the student feels comfortable and free to express his thoughts, even if they are imperfect. A teacher should be not only a source of knowledge, but also a reliable partner in the learning process. He should help the student formulate his thoughts, correct mistakes, but do this tactfully and with respect. Only in such an environment will a student be able to maximize his potential and achieve success in learning the language. When teaching a foreign language, the teacher is required to be able to listen to the student, i.e. do not interrupt, respect his opinion, because... Each person is an individual and has the right to express his point of view, as well as take into account his level of language proficiency. Not every student can immediately express their thoughts perfectly competently and fluently, but this does not mean that their opinion is less valuable.

#### **Conclusion:**

The teacher must be aware of the importance of motivation, cognitive, emotional and social aspects of learning, and also use modern psychological teaching methods to achieve better results. Taking into account the psychological characteristics of students when teaching RFL allows you to make the learning process more effective, exciting and helps you argue your position, develops the ability to defend your point of view, and improves communication skills.

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