

# Students' Effective Psychological and Pedagogical Interaction at the English Classes<sup>1</sup>

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## **Abstract**

The purpose of this paper is to analyze psychological and pedagogical conditions to maintain interactive atmosphere at the English classes. Research methods like a method of structural analysis, a content analysis method, scientific interpretation and synthesis of specific factual materials have been used. Four types of psychological and pedagogical group cooperation have been defined. In case of speech interaction organization at the foreign language lessons the second and the fourth types of psychological and pedagogical group cooperation are the most successful ones. The most reasonable and effective tasks to implement speech interaction in a foreign language class are: prediction, questioning, interview, discussion, report and role-playing. Recommendations for the teachers are addressed.

**Keywords:** Foreign Language; Speech Interaction; Interactive Approach; Psychological and Pedagogical Conditions.

## **1. Introduction**

Considering the changed role and the status of a foreign language as means of communication and mutual understanding in the world community and as a discipline at school and university, the modern training technique in foreign languages is directed to achieve notable results in a foreign language acquisition that emphasizes the optimization necessity of its competence-based content. The language culture is considered as an integral and essential part of human culture, emphasizing that globalization and integration of political, cultural and social life leads to establishing and strengthening relations between different countries. That is why it is very important for language teachers to keep abreast of the latest psyche-linguistics achievements and conform to the professional competence. A successful language teacher must acquire academic reading, translation and communicative skills to

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<sup>1</sup> Please cite this paper as follows:

Nikolaeva, O., Kozlova, Y., & Mefodeva, M. (2019). Students' effective psychological and pedagogical interaction at the English classes. *Journal of Research in Applied Linguistics*, 10(SP), 1049-1056.

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participate in the international intercourse (Cardoso, 2011; Němejc, 2017; Sumtsova, 2013).

Relevance of the chosen topic is due to the obvious need to identify the best ways of solving the tasks of students' communicative skills and competence formation and development.

Formation of communicative competence due to formation of speech interaction skills with respect to psychological and pedagogical types of cooperation largely motivates students to learn the language, accelerates this process and determines successful cross-cultural and international communication of students in the long view (Fahrutdinova & Marsheva, 2015).

Psychological and pedagogical speech interaction features of the individuals learning a foreign language are considered today in the context of interactive approach implying a capability to interact or be in the mode of conversation, dialogue with someone or something (for example, with a computer). Therefore, interactive training is, first of all, dialogue teaching during which speech interaction is performed (Hajhosseiny, 2012; Kim & Wilkinson, 2019; Sedlacek & Sedova, 2017; Sedova et al., 2014; Suvorova, 2016). According to L. S. Vygotsky, the person learns to think through communication with other people (Rieber, 1997). Communication within educational process is built upon three core aspects: the language, the teacher and the student. In the course of communication under their certain configuration the following types of educational cooperation are performed: teacher-teacher interaction in the system of cross-disciplinary communication, a teacher-student interaction and student-student interaction.

Getting started learning a foreign language, a teacher lays the foundation of speech communication, modeling speaking situations through a variety of pedagogical influences on students. Typically, such situations are very simple, informal and contain no more than one communicative task.

When choosing a pedagogical influence on students the psychological patterns of formation of the leading motivation are of particular importance. The teacher has to rely on the students' interests and desires, external (social) and internal (desire to give the correct answer, to express own opinion, to show the abilities) motives of foreign language communication (Stepanova, 2016; Abdul Rahman, 2019).

Further investigations show that the most important aspect in dialogue teaching is student-student interaction. In organizing such interaction in class any teacher should consider the general *psychological and pedagogical characteristics* of an educational activity: psychophysical age features, the previous experience of relationship and interaction in group, the level of communication culture, focus on a personality, the level of intellectual, moral and physical development, features of psyche (memory, perception, thinking), etc. (Stepanova, 2016).

The psychological analysis allows us to identify a number of organization types of in-group interaction or, in other words, psychological and pedagogical conditions affecting the success of speech interaction.

## **2. Methods and Materials**

### **2.1. Participants**

The hypothesized that speech communication based on dialogue teaching would be implemented successfully if it was based on psychological and pedagogical organization types of in-group interaction. It was successfully approved in practice with the second-year students of the Institute of Psychology and Education of Kazan Federal University during the period of 2015-2017 using the authors' original study guide "English for Psychologists" (Nikolaeva, et al., 2016; Millanei, et al., 2016). The main part of it includes 10 Units. Each Unit represents a set of three texts and a series of exercises supposing student-student interaction as well as exercises made with regard to different types of psychological and pedagogical in-group interaction. All the exercises of the Units are subdivided into pre-reading tasks, while-reading tasks and post-reading tasks that coincide with various phases of speech activities of students – from predicting to controlling. Each text pursues different educational aims. The main text (A) contains a new material for the reading and understanding by means of pretext activity (prediction). The following text (B) and the dialogue text (C) contain previously learnt the lexical and grammatical material but in new combinations. Texts are authentic (Breen, 1985; Kazakova & Evtyugina, 2016).

### **2.2. Procedure**

In order to demonstrate the possibility to train communicative skills based on psychological and pedagogical in-group interaction of students it is necessary to review one of the Units represented in the guide.

The first stage is "Prediction". Firstly, students predict a subject of the discussion studying quotations of prominent people, connected with the topic or stating it, for example, Unit 1. "Psychology is an expression in words of that what cannot be expressed in them" (by John Galsworthy). It is also a stage of presentation of a new lexical material.

The second stage is "Searching". At this stage, an introduction to the topic through the texts is carried out. In the post-reading section of every Unit, students are suggested to perform question-answer activity or "questioning".

The third stage is "Communication". Students are offered to state their own opinions or an "oral report" and to participate in a "discussion" like:

Unit 1. *Say which of the ideas of the text attracted your attention most of all* (1. About Psychology; 2. About psychologists; 3. The emergence of Psychology; 4. Different branches of Psychology).

*Retell the text in short. Use any of the following phrases:*

1. The subject of the text is ... 2. The author of the text says that ... 3. He points out that ... 4. Next the author emphasizes the idea that ... 5. The author goes on saying that ... 6. The text ends with ...

*Summarize the general ideas of all the two texts in English.*

Every Unit closes with a “role playing” when students have to show profound knowledge of newly-acquired vocabulary. Students take roles of science-enthusiastic students like this:

*Study the following conversational Model, showing your interest and surprise:*

- 1) A: Psychology is the study of the mind and behaviour.  
H: Oh! Is it?
- 2) A: Psychology is not only a talk therapy.  
H: Oh! Isn't it?

*Read Dialogue 1 and fill in the gaps with missing constructions as in the Model.*

*Find out your partner's point of view on the role of Psychology in our life, using the sample Dialogue 1.*

### **3. Results**

#### ***3.1. Psychological and Pedagogical Conditions (Cooperation Types)***

To organize a speech communication with the second-year students of the Institute of Psychology and Education of Kazan Federal University the following psychological and pedagogical conditions or organization types of in-group cooperation (interaction) have been accepted:

- common subject and product of activity;
- setting the dialogue roles among students;
- a combination of interactions among students with different status positions;
- students' discussion on a common topic.

The first type of a cooperation involved getting a correct result and it was created under the conditions when each student carried out a part of all-group process individually with all group simultaneously or in turn. It could be also a pair work. In case of this cooperation type the teacher estimated both a final result of collaborative activities, and each student's work in-group. At the foreign language class, this type

of interaction is mostly implemented through “jigsaw” in the form of jigsaw-reading and jigsaw-speaking, “completion”, “split dialogue”.

During the second type of cooperation students related to each other as representatives of different professions, literary and historical heroes. Such interaction was implemented during role-playing when participants built their speech behavior on behalf of a certain character. Those dialogues were of practical and similar to natural speech communication conditions nature. A typical task of this type was “role-playing”, “scenario”, “questioning”.

The third type of cooperation was called “the group solving of speech tasks” when the student according to his inclinations and abilities performed a special function in general group process of making a decision. Several functional roles were determined for the effective group task solution: the leader-coordinator (his task was to analyze conditions and factors of a problem situation), the idea man (he develops an activity program), the critic (he has to control and assess) and the performer. Typical examples of this kind of interaction are “brainstorming”, “project work”, “oral reporting”.

The fourth type of interaction was the students' discussion of the same topic for a group. In this case, according to Gerkina (2009), the art of the teacher is implemented in the following directions:

1. to direct the discussion on the educational problem in the right direction;
2. to create comfortable atmosphere in class;
3. not to suppress other incentives of students to educational and cognitive activity;
4. to create a scientific system of education based on achievements of core and related sciences.

Thus, a carefully organized discussion intensified verbal and speech students' interaction made a contribution to dia- and poly-logical teaching. This type was presented by simulation of debates, disputes, conferences, and various interviews. The examples of activities are “prediction”, “problem solving” and “interviewing”. According to the previous practice, the most effective types of students' in-group interaction are the second and the fourth ones when as it is easy to combine a discussion and a role play (Appatova, 1989).

The findings suggest that in case of speech communication organization at a foreign language class one of the important aspects in educational cooperation is student-student interaction. An efficiency and quality of this process in many respects depends on psychological and pedagogical factors.

#### **4. Discussion**

The theoretical base of the research is founded on the scientific works and theoretical assumptions in language teaching methods formulated by Russian scientists: Zimnyaya (1991), Passov (1989), Kostomarov (2014), Milrud (2005). We draw our attention to the works in the field of psychology learning by Tyukov (2019), Zimnyaya (1991); in the field of psychology of teaching foreign languages training by Ilyinskaya (1980); on problems of communicative methods in teaching a foreign language by Boldyrev (2018).

A teacher-friendly handbook which presented a range of games designed to promote the communicative use of language in the classroom, was of particular interest (Byrne, 1991). Games were aimed to facilitate student talk and collaboration and each one had clearly identifiable objectives.

Over the past 10 years there has been a growing interest among ESL/EFL teachers in using cooperative-learning activities (Halls, 2002). Cooperative learning is more than just putting students into groups and giving them something to do. Cooperative learning principles and techniques were worked out so that teachers could use them to encourage mutual helpfulness and the active participation of all group members.

In some works, devoted to the teaching of a foreign language, the development of speech skills, taking into account the psychological and pedagogical types of in-group interaction were touched upon in line with the study of other issues. However, no special theoretical studies have been undertaken, saying nothing about practical works on the problem of implementing dialogue communication through the organization of psychological and pedagogical in-group interaction.

#### **5. Conclusion**

The results of a pilot testing indicate that the application of psychological and pedagogical conditions considered in the course of research helps to promote the development of some elements of communicative competence, and the formation and development of students' speech interaction skills is an essential part of it.

We consider our conclusion that all types of psychological and pedagogical cooperation can be successfully implemented at the foreign language classes. But the empirical analysis shows that the most effective and attractive types of interaction for students are role-playing and discussion.

Moreover, introduction of numerous types of activities at the lessons revealed the fact that technologies of communicative competence development stimulate verbal and cogitative activity, increase students' motivation and possess a high training and motivating potential.

## Recommendations

The results and conclusions obtained in the course of the study are primarily of methodological interest. They can be used for further development of language skills formation technologies and in the organization of lecture courses and seminars on the methods of teaching a foreign language.

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