



## The role and the registration of personal factors in the process of specialist's training in a foreign language the students in nonphilological Institution of higher education

High efficacy of teaching foreign languages in nonphilological Institution of higher education is an important moment in forming the specialist of any profile as a qualified specialist must speak a foreign language to a considerably high degree. Realizing the necessity of the Knowing at least one foreign language has become stranger with time in our society. For any specialist, if he wants to be successful in his domain, knowledge of foreign language is vitally important. That's why the preparation of students of nonlinguistic faculties in Institution of higher education for business communication becomes in modern conditions very important and represents the main part of professional preparation of a future specialist [4].

At the same time the analysis of teaching foreign language to students of nonlinguistic specialities shows that knowing of foreign language in a not specialized Institution of higher education in comparison with language faculty in specific conditions is carried out. A low efficacy of knowing of foreign language by the students of nonlinguistic faculties in Institution of higher education is mostly connected with objective reasons, which do not depend on teachers, authors of textbooks and methodic on the whole. That is that the lessons are very limited in time, various language level in the group, over-crowded groups and many other factors and conditions, which prevent the students from attaining a high level of command a foreign language by students of nonlinguistic Institutions of higher education [4].

More and more evident is the fact that we can observe an absence of demand of knowing a foreign language, in a wish to work hard, an interest to study this subject among the students of this faculty that shows the decrease of the motivation among the students.

In connection with this, there is a necessity to explore all possible ways of perfecting the educational process referring to nonlinguistic Institution of higher education as just the questions of the promotion of efficacy in the command of a foreign language in really existing conditions of this Institution of higher education demand extra attention.

One of the most important questions of the problem of perfection of educational activity is the revelation of psychological-pedagogical factors of success in the educational process, that is an urgent question of teaching psychology in general and training foreign language in particular. The success of command of foreign language depends on a number of outward and inside factors. And the latter exactly individual-psychological factors show a high success in the educational activity.



Conducted theoretical analysis, allowed to reveal such factors as motivation language abilities and activity. The revealed factors made up the totality of inside, individual peculiarities of students' personality, which provide efficacy of knowing a foreign language.

The analysis of psychological-pedagogical factors shows that they in their psychological essence are not only personal, individual qualities, suppositions, condition of possession by educational subject, foreign language in this case, but at the same time plays an executive role in the process of learning a foreign language.

The determining role of these factors consists in existing of some immanent leading trends in each of them. Consequently, the correlation of these factors or exactly their leading trends between them is necessary in solving the problem of teaching a foreign language. Combination, interrelationship, mutual dependence of revealed factors, according to psychological nature of activity is enough to realize the success of educational process.

Taking into account that the process of teaching a foreign language in a nonphilological Institution of higher education takes place under unsatisfactory conditions and that practical knowledge of a foreign language is one of the most important characteristics of the specialist of any type, a question was asked, in what way we can obtain the maximum efficacy of educational activity in a nonlinguistic Institution of higher education? It is a well-known fact that organizing and developing individual qualities of a personality descends on activity. It is expedient to play attention to psychological possibilities that are not sufficiently used in foreign language teaching.

Intensification of educational process, selection of the most efficacious educational methods and concrete methodical ways of work with students, which are based on individual-psychological peculiarities of the audience are determining for ensuring the quality of educational process in higher education Institutes and demand the use of the principal of individualization in teachers activity, which provides the stimulation of potential possibilities of every student [3]. In this case the most perspective approach to mastering a foreign language is a personally – oriented approach, wide developed by I.A. Zimnyaya, I.L. Bim, I.C. Iakimanskaia, and so on. In author's opinion according to this approach the organization of educational material, the way of organizing of the lesson must be constructed according with the personality of a student, his level of knowledge and faculty, abilities, intellect, needs and motives [1].

Extreme influence on the level of successful mastering of foreign language is produced by revealing and studying the totality of psychological-pedagogical factors; elaborating the model of teaching a foreign language which is based on a discount of discovered psychological-pedagogical factors and its introduction into educational-pedagogical process. Special organized activity of educational process with adaptation of individual-differentiate tasks and forms of work at the foreign language lessons forms and develops language's abilities, intellectual activity and contribute to appearance of good motivation of students involving every student into active study activity.



There was organized an experimental research to examine all the aims, which included two ways: establishing experiment, detached to study the level of development of totality of psychological-pedagogical factors students of nonlinguistic Institution of higher education; educational experiment based on foundation and development of complex interrelationship of discovered individual factors of students with low and average progress of command of foreign language in Institutions of higher education of nonlinguistic specialities, realizing the principal of individualization of education.

A stating experiment allowed to examine and to study the level of development and organization presented on the base of theoretical analysis of the totality of discovered capacities, intellectual activity and motivation of students of nonlinguistic Institution of higher education. As a result of carried out analysis, an idea that low capable and not capable students have a possibility to attain a higher level of possessing of foreign language, as a result of organization of language capacities, intellectual activity and motivational factor.

Educational experiment directed to founding and developing a complex of psychological-pedagogical factors on the base of realization in educational process made by the author of model of education of foreign language in condition of systematical adaptation active methods and forms of working at German lessons, caused an important effect of adoption of studied language, rise of the level of development of language capacities, intellectual activity and motivation, which are individual peculiarities of students among low capable and not capable students of experimental groups.

Experimental education confirmed the hypothesis of research and permitted to reveal an extreme influence of totality of psychological-pedagogical factors on a definitive level of progress command of foreign language. Stimulation of educational activity is the main psychological-pedagogical condition of progress in commanding a foreign language which determines good motivation, provides the development of intellectual activity and forms capacities of students for successful command of foreign language [2].

Complex approach in organization of educational process based on individual capacities of students, promotes high efficacy of mastering foreign language in nonlinguistic Institute of higher education.

#### The Literature

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