

Отримано: 25 жовтня 2024 р.

Прорецензовано: 17 листопада 2024 р.

Прийнято до друку: 26 листопада 2024 р.

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DOI: 10.25264/2519-2558-2024-24(92)-93-96

Volkova L. V., Chorna A. I. The importance of considering psychological aspects in the process of training philology students. *Наукові записки Національного університету «Острозька академія»: серія «Філологія»*. Острог : Вид-во НаУОА, 2024. Вип. 23(91). С. 93–96.

УДК: 37.015.3

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## THE IMPORTANCE OF CONSIDERING PSYCHOLOGICAL ASPECTS IN THE PROCESS OF TRAINING PHILOLOGY STUDENTS

The article is devoted to a comprehensive analysis of the psychological readiness of philology students to master professional foreign language communication, which is an integral part of their pedagogical and methodological training. The study focuses on the relationship between motivational, cognitive, emotional-volitional and cultural components that form the ability of students to successfully interact in a foreign language environment. Key psychological barriers are highlighted, such as anxiety, fear of mistakes, low self-esteem and insecurity, as well as problems of intercultural communication that arise due to insufficient understanding of cultural characteristics. When considering psychological readiness in the context of philological education, it should be taken into account that it includes both a personal component (the desire to improve one's knowledge and ability to reflect) and a professional component – an orientation towards the application of foreign language skills in teaching or translation activities.

The article examines in detail the pedagogical conditions that contribute to the development of psychological readiness, including interactive forms of learning, international language projects, the creation of a language environment and the involvement of digital technologies. The role of psychological support and motivational training in overcoming students' fears and anxiety is separately analyzed. The authors also address the problems of integrating theoretical and practical knowledge, offering recommendations for improving the educational process. The paper also proposes a number of practical recommendations that will contribute to the formation of this readiness, including the use of interactive methods, an individualized approach and the latest technologies.

The authors draw attention to the problems faced by future philologists and suggest ways to solve them through the adaptation of teaching methods, the introduction of new technologies and the development of intercultural competence. The practical aspect is presented in the form of recommendations for educational institutions.

The research materials are based on the results of modern scientific works, empirical research and practical experience. The article may be useful for teachers of higher education institutions, methodologists, researchers in the field of education and students who seek to increase the level of professional foreign language competence.

**Keywords:** motivation, cognitive development, emotional-volitional stability, intercultural competence, interactive methods, digital technologies.

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## ВАЖЛИВІСТЬ УРАХУВАННЯ ПСИХОЛОГІЧНИХ АСПЕКТІВ У ПРОЦЕСІ ПІДГОТОВКИ СТУДЕНТІВ-ФІЛОЛОГІВ

Стаття присвячена комплексному аналізу психологічної готовності студентів-філологів до опанування професійного іношомовного спілкування, що є невід'ємною складовою їхньої педагогічної та методичної підготовки. У дослідженні акцентовано увагу на взаємозв'язку мотиваційних, когнітивних, емоційно-вольових і культурних компонентів, які формують здатність студентів успішно взаємодіяти в іношомовному середовищі. Висвітлено ключові психологічні бар'єри, такі як тривожність, страх помилок, низька самооцінка та невпевненість, а також проблеми міжкультурної комунікації, що виникають через недостатнє розуміння культурних особливостей. Розглядаючи психологічну готовність у контексті філологічної освіти, слід враховувати, що вона включає як особистісний компонент (бажання вдосконалювати свої знання і здатність до рефлексії), так і професійний компонент – орієнтацію на застосування іношомовних навичок у викладацькій або перекладацькій діяльності.

У статті детально розглянуто педагогічні умови, які сприяють розвитку психологічної готовності, включно з інтерактивними формами навчання, міжнародними мовними проектами, створенням мовного середовища та залученням цифрових технологій. Окремо проаналізовано роль психологічної підтримки та мотиваційних тренінгів у подоланні страхів і тривожності студентів. Автори також звертаються до проблем інтеграції теоретичних і практичних знань, пропонуючи рекомендації для вдосконалення навчального процесу. У роботі також запропоновано низку практичних рекомендацій, що сприятимуть формуванню цієї готовності, включно з використанням інтерактивних методик, індивідуалізованого підходу та новітніх технологій.

*Автори звертають увагу на проблеми, з якими стикаються майбутні філологи, та пропонують шляхи їх вирішення через адаптацію методик навчання, впровадження новітніх технологій та розвиток міжкультурної компетентності. Практичний аспект викладений у формі рекомендацій для освітніх закладів.*

*Матеріали дослідження спираються на результати сучасних наукових праць, емпіричних досліджень і практичного досвіду. Стаття може бути корисною для викладачів закладів вищої освіти, педагогів-методистів, дослідників у сфері освіти та студентів, які прагнуть підвищити рівень професійної іношомовної компетентності.*

**Ключові слова:** мотивація, когнітивний розвиток, емоційно-вольова стабільність, міжкультурна компетенція, інтерактивні методи, цифрові технології.

In the modern world, a foreign language is not only a means of communication, but also a tool for integration into the international space. Philologists play a key role in this process, as they ensure the spread of linguistic and cultural literacy among the masses. According to the Ministry of Education and Science of Ukraine, almost 70% of graduates of philological specialties work in the field of education (Ministry of Education and Science of Ukraine, 2024). This emphasizes the importance of their training not only as teachers, but also as experts in intercultural communication.

However, many students face such problems as fear of speaking in front of an audience, insecurity in their own language abilities, and difficulties in perceiving cultural features. In this context, psychological readiness is a critical factor in successful professional activity.

In accordance with modern international educational requirements, a graduate of a higher educational institution (according to the recommendations of the Council of Europe Committee on Education) should have the ability to quickly and fluently express himself in a foreign language without noticeable difficulties associated with finding means of expression in the process of achieving their social, academic and professional goals. The psychological readiness of students for foreign language communication, in particular in professional and pedagogical contexts, is a key factor that determines their success in future activities. The formation of this readiness is becoming an urgent task, especially in connection with the need to create competitive specialists who are able to interact effectively in a multilingual environment.

Scientific research in recent years emphasizes the importance of developing students' psychological readiness as a component of professional competence. The works of Ukrainian and foreign scientists, such as Zalevska G.M., Yarmolovych M.V., Feldman Barrett L., consider the motivational and emotional-volitional aspects of teaching foreign language communication. These studies emphasize the importance of motivation, emotional stability, and cultural competence in forming readiness for professional interaction.

However, despite the significant volume of scientific works, the issue of integrating psychological support, new teaching methods, and intercultural competence into the process of preparing philology students for professional foreign language communication has not been sufficiently addressed. In addition, not all aspects of psychological barriers, in particular the fear of communication in a professional context, have received sufficient methodological justification. It is these unresolved aspects that are the main subject of this article.

The purpose of the article is a comprehensive study of the psychological readiness of philology students to master professional foreign language communication skills, identify the main barriers that arise in this process, and develop practical recommendations for overcoming them.

**The main objectives of the article:**

1. To determine the structure of psychological readiness for foreign language communication, including motivational, cognitive, emotional-volitional, and cultural components.
2. To analyze the psychological barriers that arise in the learning process and their impact on the professional development of students.
3. To evaluate modern methods of training philology students in the context of developing their psychological readiness.
4. To propose innovative methods and practical recommendations for improving the educational process focused on the formation of intercultural and professional competence.

**The article aims** to supplement existing approaches to the problem by proposing new methodological tools and specific ways to improve the educational process.

**Object of research:** the process of forming the psychological readiness of philology students for professional foreign language communication.

**Subject of research:** structure, factors and methods of forming the psychological readiness of philology students in the context of their professional training.

When considering psychological readiness in the context of philological education, it should be taken into account that it includes:

1. Personal component: desire to improve one's knowledge and ability to reflect.
2. Professional component: orientation towards the application of foreign language skills in teaching or translation activities.

The psychological readiness of philology students to master foreign language communication skills is a multifaceted phenomenon that determines the success of their future professional activities. The formation of psychological readiness of philology students is an important task of the higher education system, since this component significantly affects their ability to teach a foreign language, translate professional texts, conduct scientific activities or work in multilingual teams.

Psychological readiness includes motivational, cognitive, emotional-volitional and intercultural components, which are closely interrelated [Koval, 2019]. The motivational component determines the students' desire to master a foreign language and use it in professional contexts. High motivation helps to overcome learning difficulties, maintains a constant interest in improving language skills, and helps to overcome fears associated with the language environment. The cognitive component includes the ability to assimilate new knowledge, use language material in various situations, as well as critical thinking necessary for analyzing and adapting professional information. The emotional-volitional component helps to overcome anxiety that may arise in students when communicating with native speakers or performing complex communicative tasks [Babaeva, 2021]. The intercultural component provides the ability to effectively interact with representatives of other cultures, taking into account the peculiarities of their language behavior, etiquette, and values.

One of the main psychological barriers is anxiety, which blocks students' ability to use their knowledge effectively. It may arise from low self-esteem, fear of evaluation by others, or lack of practical experience.

Considering in more detail the topic of psychological barriers and their impact on the learning process, the following points should be highlighted:

1. Fear of communicating in a foreign language: many students feel discomfort when talking to native speakers. During a practical lesson, students may refuse to participate in the discussion, citing a "low level of knowledge".
2. Lack of support: insufficient interaction with teachers can lead to a loss of confidence. In this case, we recommend introducing mentoring programs between senior and junior students.
3. Imperfection of the educational process: the monotony of tasks and the lack of innovative teaching methods reduce the effectiveness of learning. The solution to this problem is seen through the use of cross-cultural projects, where students interact in international teams.

The above problems can be solved with the help of the following recommendations for increasing the level of psychological readiness:

1. Implementation of innovative teaching methods: use of language exchange platforms, such as Tandem or HelloTalk, where students can communicate with native speakers (Tandem: Language Exchange App, 2024).
2. Creation of a language environment: organization of events, such as language clubs, seminars, workshops in cooperation with native speakers.
3. Psychological support of future specialists: conducting trainings to develop confidence, in particular through theatrical exercises or debates.

To master a foreign language, you need not only to acquire linguistic knowledge, but also to formulate the skills and abilities to use the language in practice. The ability to use a foreign language in life means communicating in it, both orally and in writing. The main goal in learning a foreign language is communication. Speaking about the formation of foreign language speech competence, it should be noted the need to take into account the psychological characteristics of those who learn and the speech process itself, knowledge of the essence of mental processes that accompany any educational process. Learning to communicate cannot be reduced exclusively to the formation of skills and abilities of foreign language speech activity, that is, mastering the linguistic code, since it involves understanding the speech and psychological context inherent in certain situations. Mastering a foreign language is an active form of the ability to use a foreign language in real communication conditions, while learning a foreign language is the assimilation of language forms used in a communication situation.

**Conclusions and prospects for further development.** The psychological readiness of philology students for foreign language communication is a fundamental component of their professional training, which combines knowledge, skills, and emotional and volitional qualities necessary for successful communication in a multilingual and intercultural environment. The analysis shows that the formation of such readiness is an extremely complex process, as it encompasses numerous aspects, including the motivational potential of students, their ability to assimilate new knowledge, as well as emotional stability in difficult communicative situations (Babaeva, 2021). The success of future specialists depends on the integration of these components, because they provide not only technical, but also psychological readiness to solve professional tasks. The motivational component of psychological readiness acts as a driving force that determines students' desire for self-development, their active participation in the educational process, and interest in improving foreign language skills (Koval, 2019).

Awareness of the professional need for foreign language proficiency forms a sense of purpose and a sustained interest in the discipline, which, in turn, affects the overall level of competence. At the same time, it is important to understand that students' motivation can be reduced due to insufficient immersion in the language environment, lack of practical application of knowledge, or lack of confidence in their own abilities. Thus, the education system should create conditions that would encourage students to actively use the language both in educational and extracurricular situations. The cognitive aspect of psychological readiness encompasses students' ability to analyze, assimilate, and creatively apply foreign language material in professional contexts. This requires the development of critical thinking, which allows adapting knowledge to real needs, and the ability to effectively solve communicative tasks in non-standard conditions. It is also important to consider that students' cognitive abilities cannot develop in isolation from practical activities, so their formation should be closely linked to active learning methods, such as project work, role-playing games or simulations of professional situations (Rogers, 1980).

The emotional-volitional component is critically important for overcoming psychological barriers, such as anxiety, fear of mistakes or insecurity in communicating with native speakers. Anxiety can significantly affect a student's ability to use their knowledge in real time, blocking thinking and causing emotional discomfort. Therefore, the development of emotional stability is an integral part of psychological readiness. For this, it is necessary to involve special trainings aimed at increasing self-confidence, teaching students self-regulation techniques, such as relaxation or visualization, as well as creating a safe learning environment that stimulates communicative activity.

The intercultural component is important, it determines the ability of students to interact with representatives of other cultures on the basis of mutual respect and understanding. Professional foreign language communication is inextricably linked with intercultural communication, therefore the formation of this component is an important task for teachers. Successful intercultural interaction requires students to have a deep understanding of the norms and values of a foreign language culture, knowledge of the features of non-verbal communication and the ability to adapt to cultural differences. Teaching intercultural communication should include the integration of authentic materials, analysis of real cases, organization of joint projects with native speakers and participation in international exchange programs (Koval, 2019).

A comprehensive approach to the formation of psychological readiness should take into account both the individual characteristics of each student and the general trends in the development of the modern education system. The use of interactive teaching methods, the creation of a language environment, the active introduction of digital technologies and the provision of psychological support are the tools that allow achieving a harmonious combination of motivational, cognitive, emotional and intercultural components. It

is also important to stimulate students' desire for constant self-improvement, which is the key to their successful integration into a multilingual professional environment.

The results of the study indicate that the formation of psychological readiness is not only a pedagogical, but also a socio-psychological task that requires the joint efforts of students, teachers and educational institutions. The effective implementation of this task will allow preparing highly qualified specialists who will be able not only to use a foreign language in professional activities, but also to actively contribute to the development of intercultural dialogue and the integration of Ukraine into the world space.

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