

SELF-CONTROL AS A PSYCHOLOGICAL AND PEDAGOGICAL CONDITION FOR STIMULATING STUDENTS' SPEECH ACTIVITY IN THE PROCESS OF FOREIGN LANGUAGE LEARNING

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САМОКОНТРОЛЬ КАК ПСИХОЛОГО-ПЕДАГОГИЧЕСКОЕ УСЛОВИЕ СТИМУЛИРОВАНИЯ РЕЧЕВОЙ АКТИВНОСТИ СТУДЕНТОВ В ПРОЦЕССЕ ИНОЯЗЫЧНОЙ ПОДГОТОВКИ

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Аннотация. Данная статья посвящена проблеме самоконтроля и самокоррекции как условий стимулирования речевой активности студентов при овладении иностранным языком. В статье проанализированы психолого-педагогические основы сущности самоконтроля, а также психофизиологические механизмы, обеспечивающие функционирование самоконтроля; рассмотрены аспекты выработки навыков и умений самоконтроля; выявлены факторы, содействующие развитию самоконтроля.

Ключевые слова: самоконтроль, познавательная деятельность, взаимоконтроль, навыки самоконтроля, внешний самоконтроль, исправление ошибок, стадии самоконтроля.

Abstract. This article is devoted to the problem of self-control and self-correction as conditions for stimulating students' speech activity when mastering a foreign language. The article analyzes the psychological and pedagogical foundations of the essence of self-control, as well as the psychophysiological mechanisms that ensure the functioning of self-control; aspects of the development of skills of self-control are considered; factors contributing to the development of self-control are identified.

Key words: self-control, cognitive activity, mutual control, self-control skills, external self-control, error correction, stages of self-control.

The high quality of the teaching work of a teacher (in the unity of all its functions and components), as well as the self-training of students, is not yet a guarantee of achieving high results in the process of teaching any subject. The productivity of the educational process is largely determined by the ability of students to self-control and the degree of its development.

The term *self-control* generally refers to a person's ability to regulate the action he/she performs. In pedagogy and psychology, self-control is understood as "an effect, or a mechanism for comparing the implementation of an action with a given program" [Леонтьев, 1991, с.145].

What is the physiological nature of self-control? Research in the field of physiology (P.K. Anokhin) confirms the existence of a circular cycle of nervous processes: from the receptors to the cerebral cortex and back to the receptors. This indicates not only the presence of feedback between

the receptors and the brain, but also that the brain receives information about the quality of the action performed by the peripheral working apparatus. According to P.K. Anokhin, in parallel with the sending of the "command", a certain afferent model is being formed, which "is able to anticipate the future results of the action and compare them with the true results" [Леонтьев, 1991, с. 145]. This afferent model, without the participation of which any expedient activity is impossible, was called by him an action acceptor.

It is difficult to overestimate the importance of self-control as an evaluative and effective component of students' learning activities. Firstly, self-control contributes to a thorough understanding of the material being studied, and cognitive activity acquires a spiral-like, dispersed character. It is thanks to self-control that the so-called organic assimilation of knowledge takes place.

Secondly, the use of self-control in educational activities allows the student to check and evaluate not only their knowledge, but also the effectiveness, rationality of the methods and techniques by which this knowledge was obtained. Thirdly, self-control is of great educational importance. It causes qualitative shifts in the educational work of students, leads to a reflection of their capabilities and self-education of the individual as a whole. Using self-control, students get used to planning their activities, train and develop attention and memory [Дьяченко, 2003, с. 216].

The experience of GSTU teachers, as well as a survey of students, show that many students not only do not know the techniques of self-control, but also do not understand its essence and purpose, attributing the control function to the teacher. This indicates that in the classroom it is necessary to organize special work for students to master the skills of self-control.

In relation to the process of teaching a foreign language, the term *self-control* is understood in a broad (psychological and pedagogical) and narrow (methodological) sense. In the first case – as a component of educational and cognitive activity of students, in the second - as a component of speech activity, without which the conscious implementation of an unmistakable speech act is impossible.

The development of skills and abilities of self-control has two aspects. The first is associated with the student's objective assessment of the level of knowledge on the subject being studied. Such self-control is called ascertaining, since it is aimed at ascertaining the degree of assimilation of educational material. The second aspect of the formation of self-control involves not only assessing the quality of educational work, but also identifying and eliminating shortcomings in the use of cognitive activity techniques. This type of self-control is called corrective. The process of developing students' self-control skills goes in the direction from ascertaining to corrective, i.e. from monitoring and evaluating the results of activities to analyzing and evaluating the process of achieving these results [Бокуть, 1989, с. 58].

One of the important factors stimulating self-control is pedagogical control over the performance of students of all types of independent work. Many students, in conversations about ways to rationalize and optimize the learning process, mention that the systematic testing and evaluation of their knowledge by the teacher encourages regular high-quality training, the search for and use of effective methods of assimilation of educational material. It follows from the claim that in the conditions of studying at the university, regular monitoring of students' academic work is necessary. However, this is not enough. The teacher should equip students with a system of methods of educational work, assist in adjusting and choosing the best ways to assimilate educational material.

We should not forget about the teacher's choice of the optimal methods and forms of control that are adequate to the tasks performed. With regard to foreign language classes, it should be noted that various types of speech activity act as an object of control and self-control. It is not always advisable to check one type of speech activity through another. Thus, retelling will not always be an adequate form of checking the understanding of the content of the text read or listened to, since the student may not be able to reproduce the content even if he/she understands it. In this case, it is possible to use the following system of self-control techniques:

- to isolate and title the main semantic parts of the text;

- to find sentences expressing the main idea of its individual parts;
- to answer the questions;
- to translate into your native language sentences that reveal the main idea of the text;
- to give a brief summary of what you have read.

The use of mutual control also contributes to the development of self-control. "Mutual control allows students to deepen their knowledge and skills, contributes to the development of attention and a responsible attitude to business, the formation of self-control skills. This is a higher form of action control, which is a means of teaching students self-control" [Бокуть, 1989, с.97]. The effectiveness of mutual control as an incentive for the formation of self-control is confirmed in practical classes in a foreign language when checking written papers (vocabulary dictation, essay, test), when retelling the content of the text read or listened to, when listening to a monologue on the topic.

A very important point that precedes mutual control is to familiarize students with the requirements that must be observed when completing the task, with the criteria by which the answers of fellow students are analyzed and evaluated. As such criteria, one can consider the correspondence of the reproduction to the content of the text, the disclosure of the main idea of the text, the consistency and logic of the presentation, the speech design of the utterance. Thus, students not only learn to evaluate the answers of fellow students according to certain parameters, but also subconsciously apply them to their potential answers, which has a positive effect on the formation of individual self-control. After a reasoned analysis of a fellow student's response, it is advisable to invite the evaluating student to give some advice to the respondent regarding the ways of optimal preparation of the statement. This contributes not only to the identification of shortcomings and errors in the response of a friend, but also the reasons why they were made, and therefore to the subsequent prevention of errors both in the speech of fellow students and in one's own.

Of great importance in mastering the techniques of self-control is the organization of practical activities (exercises), during which a multiple repetition of educational actions occurs. At the initial stage of the formation of self-control skills, students need to be given detailed instructions on how to perform educational activities in the form of algorithms and they also need to be familiarized with the samples of these activities.

As for self-control in a narrow methodological sense, it is "the highest indicator of foreign language proficiency and the key to its further improvement" [Порова, 1991, с. 248]. The ability to self-control develops as the language is mastered and goes from an external, conscious form to an internal, automatic one. With external self-control, the perceived or reproduced utterance is compared with the standard of an objective source of information (reference book, dictionary, etc.). The means of external self-control are keys and tests for self- and mutual verification of speaking. At the same time, the keys act as a standard, and the tests develop a comparison mechanism.

External self-control acts in unity with the teacher's control. The use of both contributes to the development of internal automatic self-control, thanks to which students can focus all their thoughts on the "content plan" of speech, while the "expression plan" is controlled automatically. If, when teaching a foreign language at school, as G.V. Rogova notes, we can only talk about the development of elements of internal self-control, then foreign language training at the university involves the development of self-control to a level that would be characterized by a high degree of automation and would be an "organic component" of a speech skill [Порова, 1991, с.250]. An indicator of this level of self-control should be the unmistakable speech of students.

The authors of the article share the opinion of I.D. Salistra that self-control is an important means of creating "immunity" against mistakes and acts as a way of mastering a foreign language [Леонтьев, 1991, с. 150]. Students have such a physiological apparatus that allows them to regulate their own activities before they receive an assessment of this activity from the outside. Regulation is expressed in the prevention of errors and in their correction.

An obvious form of manifestation of self-control as a component of speech activity is the very fact of the correction of mistakes made in speech, and also the speed and quality of correction. As a result of a study conducted by I.A. Zimnaya, I.I. Kitrosskaya and K.A. Michurina by

monitoring the speech of students in a foreign language in a number of special schools in Moscow, four levels of self-control formation were identified, and consequently, four levels of foreign language proficiency [Леонтьев, 1991, с. 150]. Each level manifests itself on the material of error correction. Only the last two levels are characterized by the presence of formed self-control, on the first two - self-control as a comparison mechanism is either absent or not fully formed, although all the components necessary for its formation have been worked out. Of course, the boundaries between these levels are nominal, but the degree of manifestation and functioning of self-control can be very clearly limited.

The teacher needs to focus on the level of formation of the student's self-control and exercise external control in such a way that it does not replace self-control, but creates all the conditions for its formation and use. As the level of self-control increases, the proportion of external control should decrease and only record cases of nonobservance of the former.

An important role in the process of forming self-control is played by the method of correcting mistakes by the teacher. I.A. Zimnaya gives the following system of techniques that signal students about mistakes in their foreign language speech:

- simple signal (tapping, mimicry);
- verbal indication of an error;
- indication of the linguistic error zone;
- indication of the place of error in the sentence;
- verbal prompt, i.e. through the presentation of a sample;
- correction, accompanied by an explanation [Леонтьев, 1991, с.151].

In accordance with the four levels of self-control, these signals are arranged as if in reverse order: the higher the level of self-control, the more reduced the teacher's signal about the mistake is. Observations of the external side of the manifestation of self-control of students studying English have shown that an increase in the level of self-control has a positive effect on their preparation and academic performance, stimulates not only the efforts of students to improve the methods of their academic work, but also cognitive activity, which, in turn, contributes to the stimulation of speech activity.

Thus, the great role of self-control, both in the overall structure of the educational process and in the structure of speech activity when teaching a foreign language, is explained by the fact that it has a positive effect not only on the cognitive activity of students, but also stimulates their speech activity.

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