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**PSYCHOLOGICAL ASPECTS OF TEACHING FOREIGN  
LANGUAGES TO UNIVERSITY STUDENTS**

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**INTRODUCTION**

In the modern world, foreign languages are becoming increasingly important, with the learning of such languages being one of the key conditions for the successful implementation of intercultural communication. The study of foreign languages acts as a means of forming linguistic identity. It is therefore evident that studying foreign languages is nowadays a necessary process for every person. To understand the culture and traditions of another nation, it is first of all necessary to know the language its people speak. The acquisition of a foreign language provides an opportunity to gain insight into the cultural and linguistic nuances of another nation. This process enables individuals to gain familiarity with the mentality, activities, customs, and sights of the country where the language is spoken. Furthermore, learning foreign languages can facilitate the expansion of one's perspective, the enrichment of one's worldview, the enhancement of diverse forms of memory, the cultivation of sustained attention, and the development of critical thinking.

In the contemporary era, the challenges associated with learning English are becoming increasingly significant. English is an international language, a leading means of intercultural and interlingual communication, a vehicle for constructing a global identity, and the most studied foreign language worldwide. It is not surprising that English is a compulsory subject at all levels of education, with a special emphasis on the first (bachelor's) and the second (master's) levels of higher education.

The integration of Ukraine into the European educational space represents the primary objective of contemporary Ukrainian education. This task necessitates the implementation of specific tasks and the achievement of defined goals. Among these, the most crucial is the stimulation of student and teacher mobility within the European region. Such mobility necessitates, above all, proficiency in global and selected international languages at the native level.

Nevertheless, in the context of the Ukrainian labour market, proficiency in a foreign language is also a priority. This is due to the fact that the modern labour market places a number of requirements on young professionals, one of the most important of which is the achievement of an appropriate level of foreign language communicative competence. This encompasses linguistic, communicative, social, and cultural competencies, as well as a high level of skills that enhance communication.

In contemporary psychology and pedagogy, there is a vigorous pursuit of efficacious methodologies for acquiring a foreign language, encompassing investigations into the antecedents that shape this process, which transcend the purview of linguodidactics. The most significant of these are psychological prerequisites, which are related to the individual and personal characteristics of learners. These characteristics can influence the process of assimilation of language norms, regularities of mental processes, features of volitional qualities, and motivation. The study of the influence of psychological prerequisites on the process of learning a foreign language, as well as determining the degree of such influence, is in keeping with the needs of modern society and allows us to answer many important questions of teaching methodology.

In accordance with contemporary methodologies for comprehending the process of acquiring foreign languages, the efficacy of this process is significantly contingent upon the psychological attributes of the individual, which determine the emergence of appropriate learning conditions. The most significant of these prerequisites can be identified as motivation to study a foreign language, the level of intellectual capacities for mastering a foreign language, the cognitive abilities of the person, the type of memory and its level, the learning style, the type and velocity of perception, the psychological impact of the language barrier phenomenon, the level of development of verbal memory, the ability to understand complex logical relationships and to identify abstract connections. These have been identified in the literature as influencing the effectiveness of learning by K. Swan<sup>1</sup>, S. D. Johnson<sup>2</sup>, P. Shea<sup>3</sup>, M. T. Keeton<sup>4</sup>. Laviniu Lăpădat has

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<sup>1</sup> Swan K. Learning effectiveness: What the research tells us. *Elements of Quality Online Education: Practice and Direction*. 2003. Vol. 4. Needham, MA: Sloan Center for Online Education. Pp. 13–45. URL: <https://cguevara.commons.gc.cuny.edu/files/2009/09/learning-effectiveness.pdf> (accessed 20.05.2024).

<sup>2</sup> Johnson S. D., Aragon S. R. Shaik N., Palma-Rivas N. Comparative analysis of learner satisfaction and learning outcomes in online and fact-to-face learning environments. *Journal of Interactive Learning Research*, 2000, Vol. 11. Issue 1. Pp. 29–49 (accessed 22.05.2024).

<sup>3</sup> Shea P., Fredericksen E., Pickett A. Measures of learning effectiveness in the SUNY Learning Network. *Online Education: Proceedings of the 2000 Sloan Summer Workshop on Asynchronous Learning Networks, Volume 3*. Needham, MA: Sloan-C Press. 2001.

observed that the level of learners' intellectual abilities and their degree of persistence in learning a foreign language can also influence the effectiveness of learning<sup>5</sup>. Victoria A. Murphy states that "effectiveness of learning very much depends on characteristics of both the teacher (in terms of their skills as a practitioner and their proficiency in the foreign language) as well as the proficiency of the learner"<sup>6</sup>.

### 1. Research on the Effectiveness of Foreign Language Teaching

In the context of modern democratic Ukrainian society, it is therefore crucial to examine the issue of students' proficiency in foreign languages, alongside their native language. This will enable them to realise their full potential as unique individuals in the modern globalised world. The demands of modern social development on the personality of a professional are considerable. The phenomenon of personality, its actual and potential capabilities, directly relates to the solution of a wide range of practical problems, primarily those that occur in the system of training modern personnel. In this context, the science of psychology has considerable experience in studying the problem of personality and its development in both theoretical and applied, primarily pedagogical, aspects (I. V. Aprielieva, V. A. Demchenko<sup>7</sup>, E. Vayre, A.-M. Vonthron<sup>8</sup>,

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<sup>4</sup> Keeton M. T., Scheckley B.G., Krecji-Griggs J. *Effectiveness and Efficiency in Higher Education for Adults*. Council on Adult and Experiential Learning. Chicago : Kendall-Hunt. 2002.

<sup>5</sup> Lăpădat L. The Importance of Motivation in Foreign Language Learning. *Scientific Bulletin of the Politehnica University of Timișoara Transactions on Modern Languages*. 2024. Vol. 22. Pp. 142–152. URL: <https://doi.org/10.59168/VGLE2734> (accessed 28.05.2024).

<sup>6</sup> Murphy V. A., Arndt H. Foreign language learning and its impact on wider academic outcomes: A rapid evidence assessment. University of Oxford. Department of Education. July 2020. 239 p.

<sup>7</sup> Aprielieva I. V., Demchenko V. A., Kovalevska A. V., Kovalevska T. Y., Hladun T. S. Psychological Factors Influencing on the Motivation to Study of Students of TEI. *Propósitos y Representaciones. Número especial: Competencias profesionales para la formación universitaria internacional*. 2021. Núm. 9, SPE2. URL: <https://doi.org/10.20511/pyr2021.v9nSPE2.993> (accessed 21.05.2024).

<sup>8</sup> Vayre E., Vonthron A.-M. Relational and psychological factors affecting exam participation and student achievement in online college courses. *The Internet and Higher Education*. October 2019, Vol. 43. URL: <https://doi.org/10.1016/j.iheduc.2018.07.001> (accessed 27.05.2024).

Z. Xu<sup>9</sup>, L. M. Leong, S. M. Ahmadi<sup>10</sup>, C. Lu, W. Yang<sup>11</sup>, K. Draney, M. Wilson<sup>12</sup>).

A review of the literature on the subject reveals that the majority of studies on the psychological characteristics of students do not extend beyond short-term recordings. In parallel, the transformations that have taken place and continue to take place in society, mainly in the education system, have raised a number of new problems, the solution of which requires other, unconventional approaches. Therefore, the search for new means adequate to the specific content and significance of this problem, as well as for the successful solution of current and future tasks of the educational sector, is required.

The present study aims at ascertaining the significance of considering students' personal characteristics in the context of foreign language acquisition. In the learning process, it is important to consider not only what the teacher teaches and how the teacher teaches, that is to say, the content and methods of teaching a foreign language, but also how the student learns, including their value orientations, that is to say, their psychological approaches to the process of mastering foreign languages.

The act of learning a foreign language can be perceived in a multitude of ways. For some individuals, the process of acquiring a foreign language appears to be exceedingly challenging, and the attainment of fluency in that language appears to be an unattainable goal. In such instances, the individual in question never completes the process. For some individuals, the process is more straightforward. The selected textbooks, which are used to learn a foreign language, are not a determining factor in this regard. The linguistic abilities of an individual are not a significant factor in this process, either. It has been demonstrated that the primary obstacle to

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<sup>9</sup> Xu Z., Xu, Q. Psychological factors influencing successful music learning using deep learning technologies. *Interactive Learning Environments*. 2023. Pp. 1–11. URL: <https://doi.org/10.1080/10494820.2023.2205449> (accessed 21.05.2024).

<sup>10</sup> Leong L. M., Ahmadi S. M. An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*. 2017. Vol. 2. No. 1. Pp. 34–41. URL: <https://sid.ir/paper/349619/en>

<sup>11</sup> Lu C., Yang W., Wu L. How Behavioural and Psychological Factors Influence STEM Performance in K-12 Schools: A Mediation Model. *Journal of Science Education and Technology*. 2023. Vol. 32. Pp. 379–389. URL: <https://doi.org/10.1007/s10956-023-10034-3> (accessed 29.05.2024).

<sup>12</sup> Jeon M., Draney K., Wilson M., Sun, Y. Investigation of adolescents' developmental stages in deductive reasoning: An application of a specialized confirmatory mixture IRT approach. *Behavior Research Methods*. 2020. Vol. 52. Issue 1. Pp. 224–235. URL: <https://doi.org/10.3758/s13428-019-01221-5> (accessed 20.05.2024).

learning a foreign language is psychological<sup>13 14</sup>. In this context the present study aims at examining the psychological underpinnings of foreign language learning and identifying effective strategies for overcoming psychological obstacles in acquiring a foreign language.

The relevance of this problem, its insufficient development in modern educational psychology, and its importance in solving practical problems of education in terms of developing the potential of the future teacher have led to the topic of our study being determined. This study will contribute to the resolution of a significant number of issues currently encountered in pedagogical practice. These relate primarily to the manner in which the principles of a personal approach, humanisation and humanitarisation can be introduced into the content of the real pedagogical process. The objective is to transform the educational process into a source of personal development for the student, thereby establishing it as a leading factor in the formation of the latter's ability to self-knowledge, self-esteem, self-improvement and self-transformation.

The study of the substantive transformations of the process of personality formation during all stages of its development has occupied and continues to occupy a central place in psychology, especially pedagogical psychology. The results of this study directly or indirectly contribute to the resolution of one of the field's central problems, namely, the problem of self-determination of human mental activity<sup>15 16 17</sup>. The significance of the matter under consideration becomes increasingly apparent in the context of the current renewal of the education system, which is oriented towards the humanisation of education and the fostering of the 'personal dimension' of the educational process. This entails the development of the individual's

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<sup>13</sup> Ahmed M. Psychological Barriers in the Acquisition of Second Language: A Non-Native Perspective. *Jurnal Sains Sosial dan Kemanusiaan*. 2022. Vol. 16. No 7. Pp. 1–9. URL: <https://ejournal.ukm.my/ebangi/issue/view/1208> (accessed 29.05.2024).

<sup>14</sup> Ovsyanko, G., Kyrychenko, S. Psychological features of studying a foreign language for professional purposes. *International Scientific Journal of Universities and Leadership*. 2021. Vol. 11. Pp. 158–167. URL: <https://doi.org/10.31874/2520-6702-2021-11-1-158-167> (accessed 23.05.2024).

<sup>15</sup> Deci E. L., Ryan, R. M. The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*. 2000. Vol. 11. Issue 4. Pp. 227–268. URL: [https://doi.org/10.1207/S15327965PLI1104\\_01](https://doi.org/10.1207/S15327965PLI1104_01) (accessed 27.05.2024).

<sup>16</sup> Ryan R. M., Williams G., Patrick H. Self-determination Theory and Physical Activity: the Dynamics of Motivation in Development and Wellness. 2009. *Hellenic Journal of Psychology*. Vol. 6. Issue 2. Pp. 106–124.

<sup>17</sup> Deci E. L., Ryan R. M. Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology / Psychologie canadienne*, 2008. Vol. 49. Issue 3. Pp. 182–185. URL: <https://doi.org/10.1037/a0012801> (accessed 24.05.2024).

capacity to independently and responsibly select their developmental trajectory.

In contrast to the prevailing interpretation of the concept of personality as a person with functionally normalised traits, a carrier of properties (professionally important qualities) that meet the requirements of the profession, a position has been actively formed recently that asserts the need to understand the personality as a subject of its mental activity. Therefore, the personality of the teacher should be considered a subject of pedagogical activity management<sup>18 19 20</sup>. Nevertheless, it is reasonable to conclude that the concept of individual integrity has been acknowledged at the declarative level in the past.

Despite the plethora of proposed categories for describing personality, there is sufficient evidence to suggest that the ability to reflect on oneself is a valid and reliable indicator of personality<sup>21</sup>. This ability encompasses the capacity to take a value position towards oneself as a self-sufficient, self-worthy and self-determined person in its manifestations. It is therefore a suitable and appropriate construct for the context of this study.

The most fundamental psychological structures emerging during professional training serve as a criterion for self-identification. These have been identified as general internalisation, self-acceptance, meaningful life orientations, self-confidence and self-development motivation. For the purpose of successful learning and, subsequently, the realisation of oneself as a specialist, it is first and foremost essential for students to be able to recognise their capabilities and to carry out adequate self-assessment and self-control on this basis. The success of students in learning activities is contingent upon their self-esteem, as both overestimated and underestimated self-esteem act as barriers to their achievement in learning activities. These negative self-perceptions fail to stimulate progress. Individual with an adequate self-esteem are able to compare their needs with their actual capabilities, recognise their mistakes and correct them in a timely manner, and prevent them in the future.

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<sup>18</sup> Gourier, L.. Modeling pedagogical competences of technical university teacher. Joint International IGIP-SEFI Annual Conference. Trnava, Slovakia. 2010.

<sup>19</sup> Jesus R. C., Ricardo, P. F. The Teacher and the Pedagogical Activity: Functions and Structure of the Pedagogical Activity. *Contemporary Problems of Social Work*. 2017. Vol. 3. Issue 1. Pp. 69–75.

<sup>20</sup> Göncz, L. Teacher personality: a review of psychological research and guidelines for a more comprehensive theory in educational psychology. *Open Review of Educational Research*. 2017. Vol. 4. Issue 1. Pp.75–95.

<sup>21</sup> Gupta S. The Importance of Self-Reflection: How Looking Inward Can Improve Your Mental Health. *Very Well Mind*. May 26, 2023. URL: <https://www.verywellmind.com/self-reflection-importance-benefits-and-strategies-7500858> (accessed 21.05.2024).

In the context of reforming higher education in order to bring it closer to European standards, there are requirements for the language skills that students should acquire in the process of studying the educational component "Foreign language for Specific purposes". The subject focuses mainly on enhancing students' personal psychological activities through the following:

- Activation of students' thought processes;
- Formation of analytical, independent, flexible, variable, critical thinking;
- Development of prognostic and creative abilities and interests;
- Formation of adequate self-esteem and self-correction of knowledge;
- Acquisition of stress management skills and removal of language barriers;
- Adaptation to the reality of the contemporary labour market and new requirements for professional training;
- Stimulation of communication for further independent search for information and its use in educational and subsequently professional activities.

The results of teaching a foreign language are in correlation with the psychological characteristics of the personality of a student. To confirm this hypothesis, we have conducted research with a sample of 35 second-year bachelor's degree students (aged 18–19) of Lviv University of Trade and Economics: 15 students majoring in International Economic Relations and 20 majoring in Computer Science. All of them have been studying English as the main foreign language since primary school and have proceeded with it at university. To this purpose, a set of tests has been offered to the students to identify the following indicators: the level of English<sup>22</sup>, the level of intellectual abilities<sup>23</sup>, and persistence and motivation<sup>24</sup> in learning a foreign language.

The analysis of diagnostic results revealed that 42% of the students demonstrated a high level of knowledge regarding language aspects of a foreign language, 36% exhibited an average level, and 22% displayed a low level. The results are conformable with the contemporary labour market requirements to specialists applying for positions within the field of study of specialities chosen by the students: graduates of both Computer Science and International Economic Relations are supposed to have a good command of

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<sup>22</sup> Test your English now. Online Tests of English. URL: <https://www.efset.org/> (accessed 20.05.2024).

<sup>23</sup> Quick IQ Test Online. URL: <https://www.mentalup.co/blog/free-online-iq-test> (accessed 22.05.2024).

<sup>24</sup> Career Motivation Test. URL: <https://www.psychologytoday.com/us/tests/career/career-motivation-test> (accessed 23.05.2024).

English (and another foreign language in case of the latter) to be successfully employed and to exercise the profession. Besides, in case of International Economic Relations, the university admission rules<sup>25</sup> require a minimum passing score of 140 points at External Independent Tests results by the Ukrainian Centre for Educational Quality Assessment.

In addition to the above, the obtained results are consistent with the findings of Paul Black, Patricia Broadfoot, and Richard Daugherty<sup>26</sup>. These indicate that the level of knowledge acquired during the learning of foreign languages is influenced not only by the methodology and content of the teacher's activities, but also by the individual psychological characteristics of the students, as well as social and psychological factors that affect the process of their learning. Consequently, students who are taught English by the same teacher may exhibit disparate outcomes.

The study of students' intellectual abilities has revealed that the indicators above average are for 25% of the students, 32% have an average level, and 43% have a below-average level. This indicates that students encounter difficulties in discovering their true cognitive potential or may exhibit anxiety when undertaking tasks, which can negatively impact the quality of their performance in testing. Since the test is designed to determine an integral indicator of general abilities, the obtained results can be associated with the influence of individual psychological factors<sup>27</sup>. Nevertheless, the low indicators concerning the generalised level of intellectual abilities do not impede the students' performance, final grades or engagement in extra-curricular activities. As for the subject "Foreign Language (English)", the generalised results being observed throughout the course of the study are rather satisfactory. The distribution of grades after the final exam at the second year of study is as follows: 35% (12 students) had excellent (A) grades, 20% (7 students) – good (B), 31% – good (C), 8% (3 students) – satisfactory (D), 6% (2 students) – satisfactory (E).

A high level of persistence and motivation in learning a foreign language is typical for 47% of students, while an average level is also observed in 38% of

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<sup>25</sup> Правила прийому на навчання до Львівського торговельно-економічного університету в 2024 році. Pravyła pryjomu na navchannia do Lvivskoho torhovelno-ekonomichnoho universytetu v 2024 rotsi [Admission regulations in Lviv University of Trade and Economics in 2024]. URL: <https://www.lute.lviv.ua/admissions/rules/?L=520> (accessed 30.05.2024).

<sup>26</sup> Black P., Broadfoot P., Daugherty R. Testing, motivation and learning. University of Cambridge School of Education. 2002. 15 p. URL: <https://www.researchgate.net/publication/258423327> (accessed 29.05.2024).

<sup>27</sup> Barlow A., Brown S. Correlations between modes of student cognitive engagement and instructional practices in undergraduate STEM courses. *International Journal of STEM Education*. 2020. Vol. 7. Issue 1. 18 p. URL: <https://doi.org/10.1186/s40594-020-00214-7> (accessed 25.05.2024).

cases, and a low level is evident in 15% of instances. The observed outcome can be attributed to the fact that not all students possess a sufficiently clear understanding of the necessity to study English and the manner in which they will utilise the acquired knowledge in their future lives. This may be also attributed to the fact that students, due to their age-specific characteristics, are inclined to engage in tasks that hold personal significance for them, with the understanding of the task's meaning being intrinsic to the individual. In the contemporary Ukrainian society, young people are fully cognizant of the significance of a foreign language for their future lives, the opportunities the knowledge of English brings and the reasons why it is essential to study it. Euro integration processes and the special attention to English in our country, the status of English as one of the languages of international communication in Ukraine have also contributed to a high level of motivation of learning this language. Only a small group demonstrated low levels of motivation, which can be explained by the students' engagement in certain types of activities not related to the chosen career, a focus on instantly getting a job, though not highly remunerable one, attention on personal life, relationships, etc. Another case might be that certain students, despite considering the knowledge of English as a significant factor for career growth and getting better well-paid jobs, are not willing to invest their time and effort for the sake of hypothetical achievements.

A correlation analysis of the diagnostic results has demonstrated a statistically significant relationship between the level of students' knowledge of English as a foreign language and, primarily, the level of students' persistence and motivation to learn English. To a lesser extent the level of mastering English correlates to the level of students' intellectual abilities, although this indicator remains of a high significance. In light of these findings, recommendations for enhancing the efficacy of learning, with due consideration to its psychological foundations, include the necessity for initiatives aimed at augmenting the intellectual capacity, perseverance, and motivation of students in acquiring English as a foreign language.

Consequently, our research has enabled us to substantiate the hypothesis that the efficacy of linguistic instruction in a foreign language is contingent upon the psychological attributes of the students. Given the importance of considering the psychological characteristics of the learner, it is essential that the educational process prioritises the student's personality.

## **2. Personality-oriented Approach to Students in Foreign Language Teaching**

Organising the educational system of Ukraine in line with the principles of the European Union countries necessitates a restructuring of the higher education sector and a transformation of teaching methodologies. An educational process focused on enhancing students' cognitive activity requires a clear organisation, a thoughtful consideration of each of its

structural elements, a focus on the creativity of the teacher and student, a close connection of learning with professional activities, an ongoing orientation on self-education and social responsibility among students.

The experience of teaching during a considerable number of years' has demonstrated that the primary focus of the teacher's attention was on the learning process<sup>28</sup>. According to the curricula and programmes, there was a clearly defined range of knowledge and information that the teacher should have conveyed to the student. Besides, the respective roles of each participant in educational activity were clearly defined. The teacher was the central figure in the lesson, teaching and controlling, while the students studied and had to demonstrate what they had learned. Consequently, the student became the object of learning and was perceived as lacking sufficient knowledge and values, and the teacher was regarded as an experienced individual with a well-established system of knowledge and value orientations. Therefore, it was the responsibility of the teacher to persuade students of the necessity of learning and to facilitate a structured transfer of knowledge and values from teacher to student. To assess students' knowledge and motivate them to learn, a variety of assessment methods were employed, including tests and a rating system.

According to the traditional approach<sup>29</sup>, the teaching process should be conducted gradually and systematically their abilities and the level, commencing with introductory courses and concluding with the acquisition of professional language proficiency. All aspects of the curriculum should be subjected to rigorous assessment, with each stage of learning serving as a foundation for the subsequent one. Given that each student possesses a unique capacity for memorization and varying levels of proficiency, it is essential to organize students into groups according to their respective capabilities. This approach allows for more tailored instruction and fosters a collaborative learning environment. The principal method of encouraging students to learn is competition.

This traditional approach to learning necessitates the memorisation of a vast quantity of pre-prepared information, the accurate reproduction of what was taught. The process does not require the active involvement of the thinking process. In essence, the traditional system claims that knowledge is a tangible entity that exists in a pre-formed state and merely requires

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<sup>28</sup> Todorovic I. Importance of New Class Teaching Methods in Curricula Development in Developing Countries. *Handbook of Research on Enhancing Innovation in Higher Education Institutions*. Chapter 18. 2020. 695 p. URL: <https://doi.org/10.4018/978-1-7998-2708-5> (accessed 28.05.2024).

<sup>29</sup> Kharitonenko L. Innovations and traditions in Ukrainian language teaching at the educational establishments of Ukraine: cases, models of the future. *Futurity Education*. 2022. Vol. 2. Issue 1. Pp. 68–85. URL: <https://doi.org/10.57125/FED.2022.25.03.7> (accessed 22.05.2024).

assimilation, akin to a return to the era in which this knowledge was initially formulated. Consequently, in traditional education, the teacher occupies a central position in the classroom, acting as the primary source of information for students and as the arbiter of their knowledge, which they demonstrate in seminars, practical lessons, during sessions, and so forth. Furthermore, the student is regarded as a passive recipient of the knowledge imparted. For the reason of apparent disadvantages and obsolescence, the traditional method of education ought to no longer prevail in universities today.

The advantages of the progressive approach are evident. The student's personality and active creative work are at the centre of learning activities. Consequently, the student is not merely an object of this process, but also a subject. The role of the teacher undergoes a qualitative transformation. The teacher assumes the role of a creator and researcher who ought to take into account the age and individual psychological characteristics of the students, their abilities, and the level of knowledge and skills acquired at the previous stages of learning foreign languages. It is the responsibility of the teacher to ensure that the student is able to perceive the information in a conscious manner. This approach enables them to organise classroom activities and, in particular, students' independent work on this basis. This entails a deep understanding of the essence and content of the tasks, the process of performing tasks, and the content of the information. Furthermore, it requires the selection of material in accordance with the student's cognitive style, practical needs and inclinations. In certain cases, the personal interests of the student may be taken into consideration during the selection of materials.

The progressive method is predicated on the principle of cooperation rather than competition. Consequently, the teacher assumes the role of an advisor, consultant, and organiser of the student's independent creative activity. The ultimate objective of this approach is for each student to achieve proficiency in a foreign language. Each stage of the learning process is considered to be self-sufficient and is regarded as a valuable, complete unit, rather than as a mere preparation for the next stage. The primary objective of this process is to encourage high levels of activity among students.

Consequently, while previously the most crucial personal attributes for a teacher were will, authoritarianism, organisation, clarity, discipline, rigour, and so forth, in contemporary circumstances, loyalty, openness, democracy, and sociability are becoming of paramount importance.

Several studies have indicated that the issue of students' preparedness for a fundamentally new role in the learning process – the transition from an object to a subject of the learning process – is of equal importance. Given the centrality of the student's personality in the educational process today, it is an important task to educate a new generation of self-motivated, creative specialists who will be able to continue improving their language

competence throughout their lives. Consequently, the independent work of students constitutes an essential component of the learning process. If the independent work is successfully organised, there is a gradual and smooth transition to the independent accumulation of knowledge and skills with elements of research work. The extent of this transition is contingent upon the manner in which the learning process is organised and the methods employed by both the teacher and the student.

The concept of modern humanistic education<sup>30</sup> is based on the principles of respect for the learner; the creation of favourable conditions for their development and self-development; fostering of love for life, for oneself, for others; the instilment of a sense of empathy, responsibility, ethical justice, and the granting of autonomy and freedom of choice. In such circumstances, the highest value is considered to be the individual's personality.

The level of proficiency in a foreign language is not solely dependent on the utilisation of the latest technological tools; it is also contingent upon the aspirations, efforts, interests and abilities of each individual student. Given the diversity of students' abilities, capabilities, and attitudes to the learning process, it is necessary to adopt an individualised and differentiated approach to learning.

We may observe a paradigm shift regarding the priorities of education. The personal qualities of a student that were previously valued included obedience, good memory, reproduction of information, thoroughness, discipline, perseverance, and a focus on assessment, or especially on the obtained grades. In contrast to the above, now analytical and creative thinking come to the fore; intellectual flexibility, responsibility, independence, self-respect; general internalisation; self-worth, self-commitment, the ability to find valuable information, analyse, and summarise it; the presence of a locus of control, self-acceptance and self-confidence, as well as meaningful life orientations are cherished above all. This constitutes the fundamental basis of self-perception as a self-sufficient individual with the capacity to direct their development trajectory. This basis confers upon the individual the status of a subject in their own right, with the capacity to act and to be acted upon. Thus, the successful high-level mastery of a foreign language is contingent upon the collaboration of two creative individuals: the teacher and the student, and their shared aspiration to achieve the set goals in learning a foreign language.

Consequently, the most crucial aspect of equipping contemporary competitive personnel with the requisite skills and abilities for the

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<sup>30</sup> Tasnim Z., Ahmed R. Rise of Humanistic Education:: Are learners 'humans' or simply 'machines'?. *Crossings: A Journal of English Studies*. 2022 Vol. 13. Pp. 106–117. <https://doi.org/10.59817/cjes.v13i1.23> (accessed 20.05.2024).

workplace is a comprehensive observation and examination of each individual, a differentiated and individualised approach based on this examination, and the utilisation of such pedagogical techniques and methodologies that compel students to engage in the process of learning and acquiring new knowledge, as well as self-improvement, on their own initiative. For a student aspiring to become a professional, it is not only important to comprehend and absorb information but also to master the practical application and decision-making processes associated with it. In such circumstances, the focus shifts from the direct information provided by the teacher to the utilisation of interactive forms and methodologies for working with students under the guidance of the teacher, with an emphasis on independent work with the use of digital technologies, etc. Thus, the manner in which the learning activities of students are managed is undergoing a gradual transformation with a special emphasis on the acquisition of communicative skills<sup>31</sup>.

Ultimately, the adoption of new approaches will result in an increase in Ukraine's European cultural identity and integration into the pan-European educational process. In such circumstances, education will become trustworthy and will gain credibility and recognition not only in our country, but also in other countries engaged in international cooperation, including the European Union.

## CONCLUSIONS

Over the last thirty years, modern Ukrainian society has undergone crucial social transformations, which has led to the need for highly qualified professionals possessing a good command of foreign languages. The processes of globalization and aspirations of Ukrainians for integration into the European community have fomented the need for specialists who are capable of solving practical tasks through cooperation with partners from abroad with the use of foreign languages, particularly English, as a prior vehicle of communication.

In modern psychology and education, there's a lot of interest in finding the best ways to learn a foreign language. It is indisputable that the training of specialists, their professional and social activity largely depends on the knowledge, skills, and abilities acquired during their studies in higher education, but this training should not be limited only to their formation. The solution goes beyond the science of linguodidactics. The most important things to consider are the psychological factors that affect how

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well a student learns a language. These include things like the learner's individual psychological characteristics and personal attributes. The most important of these are motivation to learn a foreign language, the level of intellectual capacities indicating how well a student can learn a foreign language, cognitive abilities, memory and learning style, etc.

The conducted research has confirmed that the results of teaching a foreign language (English, in case of this particular study) depend on the psychological characteristics of the student's personality. There is a strong link between how much the level of knowledge of English as a foreign language and how motivated and persistent the students are when it comes to learning the language. Besides, how well students can use English also correlates to their general intelligence. Based on these findings, we suggest that to improve the effectiveness of learning, teachers should focus on initiatives that help students develop their intellectual abilities, resilience, and motivation when learning foreign languages.

To achieve these goals, traditional approaches to teaching should be replaced by progressive ones, which put the personality of the student and his necessities, expectations and interests in the centre of the learning process.

In light of the above, there is a change in how education is viewed. Nowadays, analytical and creative thinking are more important than obedience and memory. Intellectual flexibility, responsibility, independence, and self-respect, are of great importance. Self-commitment and the ability to find valuable information, to analyse and to summarise are also valued. This is the foundation of how students are seen as individuals who can chart their personal educational development path. Therefore, a student's success in learning a foreign language depends on the teacher and the student working together to achieve the set goals.

The implementation of modern approaches to teaching foreign languages with a focus on the personality of the student and the student's psychological characteristics contributes to the effectiveness of the process of learning a foreign language.

## SUMMARY

The article examines the psychological aspects of teaching foreign languages in light of modern requirements in the contemporary educational system of Ukraine. The research deals with the relevance of individual psychological factors of students, in particular motivation to study foreign languages, persistence in learning, general intellectual abilities. A correlation between the aforementioned factors is analysed. The main focus is on the formation of individual structures that are the essence of the characteristics of the individual as a subject of pedagogical activity. The

article analyses the features of the relationship between teachers and students and pedagogical approaches to enhance the psychological adaptation of students, which affects the success of learning and reflects on their professional activities in the future. A comparative analysis between the traditional and the modern approaches to foreign language teaching are given. The obvious advantages of the progressive approach are emphasized. The orientation of foreign language teaching onto the personality of students and their individual psychological characteristics are substantiated, which leads to successful results in learning a foreign language.

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