

підхід, проводять факультативні заняття з іноземної мови, здійснюють тренування активних моделей у ситуаціях професійного спілкування, поєднують навчальну діяльність з творчими завданнями: створенням презентацій, виконанням спільних проектів із застосуванням мультимедійних засобів. Під час первинного опанування лексику та граматику широко використовується переклад і реферування фахової літератури. Тому навчальні заклади МВС повинні готувати фахівців до можливої співпраці з працівниками правоохоронних органів інших країн. Навчальна програма передбачає вивчення особливостей поліцейських структур та правових систем інших країн, вивчення діяльності національних і міжнародних організацій по боротьбі зі злочинністю. Враховуючи зазначене вище, можна дійти висновку, що вивчення іноземної мови є засобом, за допомогою якого, з одного боку, відбувається розширення професійних знань, а з іншого, здійснюється формування вмінь та навичок із реалізації отриманих знань у ситуаціях професійного спілкування.

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## **EDUCATIONAL PSYCHOLOGY IN TEACHING EFL FROM A THEORETICAL PERSPECTIVE**

### **ОСВІТНЯ ПСИХОЛОГІЯ У НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ В ТЕОРЕТИЧНОМУ РАКУРСІ**

*У статті на основі аналізу доступних досліджень представлені основні підходи до трактування поняття "освітня психологія". Увага до ролі вчителя у навчальному процесі може бути ефективною у вивченні мови.*

**Ключові слова:** освітня психологія, процес викладання та навчання, викладач, англійська мова як іноземна.

*The article, based on the analysis of available research, presents main approaches to the interpretation of the concept "educational psychology". Attention to the teacher's role in the teaching process can be effective in learning the language.*

**Keywords:** educational psychology, teaching-learning process, teacher, EFL.

English acts as a “lingua franca”, a common language that enables people from diverse backgrounds to communicate. It essentially refers to a language that is learned and spoken internationally and is characterized not only by the number of its native speakers but also by its second-language speakers.

Most teachers and students involved in the teaching-learning process for many hours in the class, but they haven't had much success. That's why psychologists working in the field of education are focused on identifying and studying learning methods to better understand how people absorb and retain new information.

Today's educational system is highly multifaceted. Learning processes are complex processes, where the teacher needs continuous development of his or her educational skills and teaching methods to suit general and specific educational goals, to achieve these goals and to ensure that the educational process is successful in performing them. There is no single learning approach that works for everyone. Learning is a lifelong endeavour.

Lack of motivation is a major obstacle to the student's academic achievement, so all teacher's efforts to eliminate these obstacles and to provide an incentive for the class to learn more. A skilful teacher reduces the student's stress and anxiety, and strengthen their self-esteem. The teacher should allow the learners to speak without tension even if they make a mistake in their words and created an intimate environment in the class which the learners can participate in the group discussions. The psychologists believe that the teacher should play the role of teacher-centred in the class and prevent any anxiety and also patiently correct their mistakes [3].

The aim of this paper is to investigate to what extent educational psychology helps teachers for achieving the objectives of teaching and increasing their efficiency.

Psychology effect education in every field of the teaching-learning process. As rightly noted by the authors, education and psychology are interdependent [1]. It is impossible to disagree that today in the modern era, educational psychology is the foundation of education.

The field of educational psychology has a long and prestigious history; it started with the ancient Greek philosophers like Plato and Aristotle. Now, educational psychology is developed to discuss the best methods and strategies of teaching and other issues concerning the learning process such as the relationship between a student and a teacher, and the nature of learning [2].

By examining the definitions provided by different scholars in their works it is possible to ascertain the real essence of educational psychology.

According to Moufida Bouffar educational psychology is the branch of psychology focused on the development of effective teaching techniques and the assessment of learners' aptitudes and progress [2]. In other words, educational psychology is the study of the behaviour, social, ethical, and cognitive development of students during their growth from children to adult learners. Educational psychologists develop and apply theories of teaching, learning, and human development to determine the most effective ways for educators to teach students.

Educational psychology can also be defined as understanding the educational syllabuses, studies and scientific understanding of the human behaviours that appear during the educational process. In addition, psychology provides methods and therapeutic strategies to solve educational problems [4].

As Saheleh Kheirabadi points out educational psychology is trying to use the principles of psychology and its various branches in the field of education. In educational psychology, topics such as: different learning methods and its rules, the process of thinking, memorizing, remembering, memory, intelligence, motivation, measurement, the role of teachers and learners in the transfer of learning, the

condition and situation of learning, discipline and academic achievement are considered and studied [3].

The teachers must be a good psychologist before they play the role of a teacher. Teacher's awareness of the student's motivation and its relationship with the teaching process provides a framework by which the teacher can choose effective teaching methods to teach the English language to them.

The knowledge of educational psychology enlightens the teacher about the ways and means in which learning can take place in the best possible manner. It is an indisputable fact that educational psychology helps the teacher to study the ability, interests, intelligence, needs and adopt different techniques of teaching for effective communication.

Jay Prakash remarks in this context that the importance of educational psychology for an EFL teacher can be divided into two aspects:

- 1) to study teaching and learning situations;
- 2) application of teaching and learning principles.

**1) To study teaching and learning situations.**

Educational psychology contributes a lot to increasing the teaching efficiency of the teacher in different areas mentioned below:

**a) Individual difference:** a teacher has to understand the individual difference of students regarding their ability, interests, attitudes and need at different levels of growth and development.

**b) To know the classroom teaching-learning process:** a well-developed theory of classroom teaching and learning is helpful for transacting the content to the students effectively, which includes classroom climate and the teaching competence which are required for effective communication and presentation of content.

**c) Awareness of effective methods of teaching:** classroom teaching depends on the teachers' knowledge about the interest of students and methods of teaching for the students of different age-groups.

**d) Curriculum development:** the developmental characteristics and needs of the students are also taken into account in the formulation of the curriculum.

**e) To study the mental health of students:** in the process of teaching and learning activities in the classroom, the mental health of the teacher and the taught plays a significant role.

**f) Guidance to the students:** A teacher has to play different roles in school as a guide, philosopher, and leader. The knowledge of psychology enables the teacher to provide the necessary educational and vocational guidance to the students of different age groups.

**g) Measuring learning outcomes:** the testing activities help in measuring learning outcomes of the students to judge their improvement and effectiveness of the teaching-learning process.

## **2) Application of teaching and learning principles.**

**a) Objectives of Education:** teachers have to create the learning conditions to provide knowledge and experiences to the students for the changes in behaviour.

**b) Use of Audio-Visual aids in teaching:** many difficult concepts can be made easy and interesting by the use of audio-visual teaching aids.

**c) Co-curricular activities:** other activities like games, sports scouting, girls guiding, debates, cultural programmes are essential along with curricular activities for whole some development of the child.

**d) Preparation of time table:** the classroom teaching of various subjects is organized by a perfectly arranged time table. Knowledge preparation of time-table needs thoroughly psychology.

**e) Democratic administration:** the students' problems are to be solved sympathetically through mutual discussion and understanding.

The study of educational psychology is thus very useful for teachers for planning, organizing and evaluating the teaching-learning activities in the class [5].

Therefore, the teacher's success is a fundamental principle and the attention of all teachers to the use of educational and behavioural methods should be prioritized. Good teachers are responsible for ensuring the success and progress of their students. For this reason, this paper is highlighted the teacher's success depends on their psychological knowledge [3].

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## **СУЧАСНІ ТЕНДЕНЦІЇ У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ В УКРАЇНІ**

*У статті розглянуто основні зміни у викладанні англійської мови у вищій школі України за останні роки. Визначено основні новації, що базуються на європейському досвіді, розкрито їх сутність.*

**Ключові слова:** *викладання англійської мови, європейські підходи, новації, європейські стандарти, реформи, зміни, методи навчання, мовна освіта.*