

Relaxation as a Way of Success at English Classes

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Abstract: Relevance of the problem under study is caused by need of further development of foreign language teaching methodology, scientific substantiation of modern innovative theoretical and procedural-technological research in the field of improvement of the national school. This study is directed on identification of ways how to make English classes more effective. The leading approach to research of this problem are logical and gnosiological analysis, method of actualization, selection, systematization and generalization of foreign language teaching methods and original sources. The main result of the research is that impact on students' mental activity is a natural component of educational process. And, one of the ways to succeed at teaching English is relaxation. It was established that making the best use of relaxation at English classes prevents from monotony, uniformity in educational process and assists in making a positive impact on a cognitive activity of students and opens their personal potential. Materials of the study can be useful for enrichment foreign language teaching methodology and pedagogy.

Key words: Relaxation, foreign language teaching methodology, psychology, English class, education, student

INTRODUCTION

Systematic relaxation is necessary to activate the work place in training, especially when it is accompanied with monotony, uniformity, scarcity of space. It was found out long ago both in psychological and in teaching practice. As a result of studying by Kostyuck (1969), Valeev and Baranova (2015), Atkinson (1958), Barbuto and Scholl (1998) and Balarich (1951), etc., we consider relaxation in general, as a quick switch to another activity which differs greatly from the basic one and helps to take off psychological, physical and emotional fatigue. Pedagogical experience today has a rich set of forms of relaxation, increasing efficiency of studies, in particular of an English class at any stage and any period.

About >70 years ago Artemov (1940) studied methodological practices in psychology. He wrote, that psychology "provides the material for foreign language teaching methodology in understanding the techniques of teaching and also in understanding the psychological nature of language".

According to Belyaev (1965) it is necessary to use psychology at a foreign language class. It doubly increases the gnostic and methodical potential of a lesson. He examines the use of psychological methods and techniques as an integrated training system. The most reasonable and rational, he calls a consciously

practical way which requires an additional development of appropriate teaching methods. He also believes that all the particular techniques and methods that are used when teaching a foreign language have to be psychologically justified (Belyaev, 1965). At the same time, we can state the absence of scientific works in which relaxation at English classes is an independent object of research. Meanwhile, such a study would reveal methodological determinancy of this fact, would show and explain mechanisms of its efficiency.

MATERIALS AND METHODS

Theoretical and methodological base of the research are: conceptual ideas of comparative and pedagogical research (Dzhurinskiy, 1993; Malkova, 1983; Pilipovskiy, 1997; Tsyrlina, 1999) psychology and pedagogical theories of personality development in the process of training (Vygotskiy, 1996; Lerner, 1981), the concept of person-oriented training (Bondarevskaya, 1995). The research methods used in the study are typical for a methodology of the study of foreign language teaching methodology: logical and gnosiological analysis, method of actualization, selection, systematization and generalization of foreign language teaching methods and original sources. They allowed understanding the effectiveness of relaxation at English classes.

RESULTS AND DISCUSSION

As a result of comprehensive study of effectiveness of relaxation at English classes, we confirm that there is a very wide range of forms of relaxation. They differ in manifestation and impact. They are the following:

- Time-based from one or two replies taking a few seconds to a game or a performance, occupying a lesson or several lessons penetrating the entire academic year
- content-based, according to coverage of an academic subject from pronunciation of separate meaningless sounds, syllables to organization of an party or an excursion in English
- According to a contribution to a process of training and education autonomous, operating only within one part of a lesson or having branched connections, passing from a lesson to lesson with complications, extending the entire process

Skillful application of various forms of relaxation can significantly enhance possibilities of increasing effectiveness of an English class in modern conditions. A lesson draws attention of both theorists and practitioners of training. We all know that content, organization and carrying out a lesson determine force of impact on pupils of an educational process.

It is necessary to show a possibility of increasing the effectiveness of an English class in modern conditions. Naturally, there are a lot of opportunities to achieve this purpose. Let's focus only on those that can and should be used immediately, without delay. It is necessary to provide intellectual and emotional development of a younger generation in order to prevent damaging an academic subject's prestige in the eyes of students.

To involve everyone in vigorous oral and intellectual activity, a teacher should develop and improve his or her organizing abilities (even in some way director's abilities) to prepare some kind a lesson scenario (who where when and how will "be involved"). Observations show that some positive developments in the use of different organizational forms of students' work (including individual, pair and team work in a language laboratory) have already been made at schools. Solution of this problem of a lesson is directly connected with using various means of presentation including those that require application of technical means of training.

Using emotional impact techniques (games, rhymes, verses, proverbs, songs, musical numbers, performing physical drills with pronunciation of carried-out actions accompanied by music, pictures, toys, etc.) as the

experiment of successfully working teachers shows, strengthens the interest of students to study English and creates favorable conditions for its mastering. Solving the problem of motivation is closely related to personal characteristics of a teacher, his or her creativity, constant searches for methods which work well in this particular group.

We speak about motivation maintenance because, according to all accounts, vast majority of students starts learning English with enthusiasm and a great desire to succeed. This fact contains a strong emotional charge, providing a strong motivation and positive attitude towards English as an academic subject. But, such an attitude toward the ultimate goal of training isn't enough for the guarantee of success if students don't have a positive emotionally attitude to the process of mastering English, to regular classes throughout training. It is known that positive emotions, raising a susceptibility of analyzers and excitability of nerve centers in a cerebral cortex, have a beneficial impact on mastering any school subject. We admit that the problem of emotional interest at English classes is especially urgent and this fact distinguishes this subject from all other subjects of a school cycle.

We are interested in private motives motives that appear during the training activity and, according to researchers, who have the highest degree of pedagogical activity. It should be noted that the emotional appeal of an educational process, promoting development of students' episodic interest, undoubtedly, also has a positive impact on formation of a stable interest in learning English, transforming the positive emotional reaction to a stable tendency. An attractiveness of an educational process, its richness with positive emotions, finally, cannot but have a positive impact on students' need in learning English.

As a result of monotonously arriving information and the same type of exercises students become passive observers, but not active participants of an educational process. According to the research made by Valeev and Baranova (2015) 'recognition of a student as a subject of educational activity and organization of training process with his maximum motivation, subject experience, reflection have undoubted value'.

In modern pedagogical literature a problem of psychological activity is often considered in two aspects: in the so-called personal aspect (i.e., a part of motivation) and in terms of an educational process of a course (i.e., a part of mental activity of pupils). A successful organization of an educational process, methods and teaching materials promote formation of positive learning motivation. However, students should start applying their

knowledge in practice as soon as possible because if the motivation is based only on that fact that process of training is interesting, it is still far from being a solution to this problem (Milrud, 1991).

Use of the dubbed movies gives us a chance to approach the solution of the problem of motivation simultaneously in two ways: on the one hand, audio-visual tutorials are motivated themselves (they are interesting in themselves and enliven the educational process), on the other hand, they are the area where students can apply their knowledge and skills received during training that also supports the motivation.

The problem of positive influence of humour as an emotional factor in the learning foreign languages is almost not investigated both in methodological and in psychological aspects. However, this problem is quite extensive. It includes important questions of forming a sense of humour and using humour as a psycho-physiological relaxation factor and as additional incentive which can help training and memorizing. But the recognition of the principle that humour should be an integral part of teaching a foreign language occurs very seldom.

We believe that audio-visual tutorials done in good taste, pedagogical tact and soft humour should contribute to creation of pleasant atmosphere in a class. In turn, it has to create special psychological spirit because without it any fruitful work on mastering English is impossible.

In order to become such an incentive, it is necessary for artistic aspect of audio-visual materials to be of a high level, as well as and their artistic taste should be faultless. Because as soon as an element of novelty wears off, an increasing role will belong to quality of this or that training material. Therefore, external entertaining surely has to lead to developing good taste, promoting aesthetic education.

An educational process at a lesson occurs in the form of pedagogical communication. Such communication makes on pupils a certain psychological influence positive, zero, negative. However, it is believed that psychical activity of students in educational process is inappropriate because such an influence can be considered only as medical purposes psychotherapeutic treatment, psychological correction, consultation service in extreme life situations. No wonder that in the medical literature there is too much information on how to make a positive impact on psychical activity of a person. In methodological and pedagogical literature such information is almost never found and it leads to negative consequences: unskillful pedagogical communication prevents students' cognitive activity, in

some cases, students' psyche suffers and creative possibilities of a students' personality remain completely undisclosed.

CONCLUSION

Thus, impact on students' mental activity is a natural component of educational process. However, a teacher is not a psychotherapist, besides methods of psychological influence applicable in medical practice, can't be directly transferred to the sphere of relations between a teacher and students. Nevertheless, there are a lot in common in the activity of a psychotherapist and a teacher and first of all a desire to make a positive impact on a cognitive activity of students, to open personal potential of students, to create favorable external and internal conditions to overcome difficulties. The solution of these tasks by a teacher we call a pedagogical influence. It is carried out by means of the most various forms.

The results of the research can find application when reading courses on foreign language teaching methodology and pedagogy at teacher training colleges and universities, when writing tutorials on language teaching methods and in improving pedagogical culture of the general public.

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