

THE DEVELOPMENTAL LEVEL OF THE INTERNATIONAL STUDENT'S PSYCHOLOGICAL CULTURE AS A KEY POINT OF SUCCESSFUL LEARNING OF THE FOREIGN LANGUAGE

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This article discusses the impact of international student's psychological culture on his/her learning abilities of foreign languages and incorporation into his/her multicultural learning environment. This article describes the behavior and features of the psychological culture of Turkish students. It is also shown that the psychological (internal) culture interacts with the external culture. The external culture is defined as the national that has a great impact on the attitudes, thoughts and beliefs of the international student. The Hofstede's model enabled to describe the dimensions of Turkish culture and its connection with the learning process of the international student. The thorough analysis of behavior of international students at the language lessons gives a feedback for the teachers by planning the lesson in the multicultural group. The paper gives recommendations for teachers who are teaching Turkish students in the foreign language or are working with the international students of the multicultural group.

Keywords: the psychological (internal) culture, external culture, national culture, Hofstede's model, cultural dimensions.

РІВЕНЬ РОЗВИТКУ ПСИХОЛОГІЧНОЇ КУЛЬТУРИ СТУДЕНТА-ІНОЗЕМЦЯ ЯК ЧИННИК УСПІШНОГО ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ

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Ця стаття присвячена впливу психологічної культури іноземного студента на його здібності до вивчення іноземних мов та його адаптації до міжкультурного середовища з вивчення іноземної мови. В даній статі наведений опис поведінки і особливостей психологічної культури турецьких студентів. Також показано, що психологічна (внутрішня) культура взаємодіє зі зовнішньою культурою. Зовнішня культура визначається як національна, яка має великий вплив на настановлення, думки та вірування іноземного студента. Модель Хофштеде дала можливість описати виміри турецької культури і її зв'язку з процесом навчання студента-іноземця. Детальний аналіз поведінки іноземних студентів на парах з вивчення іноземної мови дає можливість викладачам звернути увагу на особливості психологічної культури студентів та спланувати відповідним чином методику проведення заняття в кросс-культурній групі. В статті наведені методичні рекомендації для викладачів, які працюють з турецьким контингентом або викладають в групі, слухачами якої виступають представники різних культур.

Ключові слова: психологічна (внутрішня) культура, зовнішня культура, національна культура, модель Хофштеде, виміри культури.

PROBLEM STATEMENT

Teaching foreign languages in the multicultural group of international students is based on linguistic and cultural competences. G. Gay has stressed that learning is principally based on the cultural orientation of the student [9]. By applying different learning methods of foreign languages the psychological culture and own cultural orientation of the international student help to identify the effective approach of learning foreign language. The psychological culture and own cultural orientation of the stu-

dent bring more understanding about his/her perception and interpretation of the received information as well as the way of its learning.

This study is determined by the need in training teachers of foreign languages to work with the representatives of different cultures in the international group or class and ensure a faster adaptation of the student to learning foreign language in the multicultural environment. The foundations of the psychological culture concept can be found in the works of the following scholars L. S. Vygotsky [30], W. Wundt, S. Freud, C. Jung [25], A. Maslow [21], M. Cole, S. L. Rubinstein [25], J. W. Berry and Y. H. Poortinga [2]), Russian (K. D. Ushinsky, M. Ya. Basov, B. G. Ananiev, I. A. Zimnyaya [25]) and Ukrainian psychologists (O. V. Vynoslavska [31]). However, the importance of impact of the psychological culture and own cultural orientation of the international student on the learning process of foreign languages is a less studied aspect. The purpose of the publication is to show the importance of the psychological culture and own cultural orientation of the student while he/she learns a foreign language in a multicultural group.

The psychological culture and own cultural orientation of the international student was defined as an object of the research. The analysis of the features of the psychological culture and own cultural orientation among the Turkish students was considered as the subject of the research.

In this connection, the following tasks were defined:

1. To provide the definition of a student's psychological culture in the process of learning a foreign language in a multicultural environment.
2. To carry out research work of the features of the psychological culture and own cultural orientation among Turkish students, learning a foreign language in a multicultural environment.
3. To provide methodological recommendations for teachers who are teaching Turkish students in the foreign language or are working with an international group of students.

RESULTS OF LITERATURE OVERVIEW

General culture of the person is linked with his/her internal or psychological culture. I. A. Zimnyaya noted that the psychological culture of the person combines the cultures of behavior, communication, interaction, intellectual activity and culture of self-regulation [25].

J.W. Berry, Y.H. Poortinga et al. refer the ideas, philosophy and belief of the person to the internal culture. They argued that «much of the language, religion, knowledge and beliefs of a person's social environment become internalized; the pre-existing features of one's culture become part of oneself in the process of enculturation and socialization» [2, 4]. In our view, the internal culture of the student will help the teacher to understand the student's way of thinking, his/her cultural difference in comparison to other members of the multicultural group and to establish good intercultural relations by choosing more effective methods of teaching the foreign language.

The internal (psychological) culture of a person is influenced by the external culture, values, wealth and welfare statements of the group and society. This external culture can be referred to the national one [25].

The Hofstede Model of Cultural Dimensions represents a deep analysis of the national (country's) culture. According to Geert Hofstede's study, the cultures are identified by the concepts of power distance, individualism versus collectivism, masculinity versus femininity, uncertainty avoidance and long-term versus short-term orientation [11, 5].

The power distance index of Hofstede shows to which extent the unequal power distribution is accepted and expected by people who are having more or less power.

Individualism refers to the loose connection with people. Collectivism is referred to the strong group cohesion and expressing loyalty and respect to the group members.

Masculinity shows the orientation of society on traditional male and female roles.

Such cultural dimension as a long-term orientation was added by Geert Hofstede in the 1990s. This dimension demonstrates to what extent the values of society can be evaluated. If they are long-standing, they are oriented to the future (for instance, high family values, values of education and training). In comparison to the long-standing values, the short-term are such values as those related to the past and present (respect to the customs and traditions, reciprocity) [12-16]. With the reference to the aforementioned cultural dimensions, we have proceeded to make an analysis of students' readiness to learn taking into consideration his/her psychological culture. As a result of this analysis, we wrote some methodological recommendations that will help the teachers of foreign languages to cooperate with the Turkish and other international students by deeply analyzing the features of each individual psychological culture in the multicultural group.

The aforementioned differentiation of national cultures helps teachers of foreign languages to develop the corresponding teaching techniques. Additionally, the teachers should be aware that all international students have different learning styles. It is critical for the teacher to know more about individualistic learning style of the international student based on his/her native culture [4; 8; 23].

Ukrainian higher educational institutions are mostly attractive for study for international students who are originally from CIS countries, Turkey, Iran, China and African countries.

Many international students are studying at the leading National Technical University of Ukraine «Kyiv Polytechnic Institute», most of them being of Turkish origin. A thorough analysis of the Turkish culture enabled to develop recommendations about improving the learning abilities of the foreign language (Ukrainian and Russian) among international students.

The culture of Turkey is collectivistic and has a strong emphasis on the relatedness of a person to his or her group [3]. This fact can't be neglected while teaching foreign languages.

According to J. Cummins «the classroom must be a community of learning where knowledge is generated by teachers and students together» [7, 221]. The word «community» has got a special meaning for the Turkish culture. By the explanation of a new topic or reading texts, the teacher should give the Turkish students some time for discussion, clarifying and understanding unknown or unclear words, sentences, lexical and grammatical complications in the group by their further interpreting in their own language. All this will contribute to the use of the prior knowledge of the students for their better understanding and faster learning. The teacher should also take into consideration the role of emotions of Turkish students while explaining a new topic or writing assignments. Feeling of loneliness in the foreign country, homesickness, complicated acclimatization and lack of the foreign language knowledge among international students can cause anger, anxiety and impatience by learning and understanding a new topic [10; 17; 28; 29].

In every culture, emotions are of great importance. B. Mesquita noted that in the collectivistic culture «emotions are expected to stress and reproduce the self in relation to others or the self in relation to the world». Therefore, it is very important for the teacher to keep a tight connection with the group of Turkish students and motivate the group by praising every group member. In such a way, every student will become more authoritative for his/her group [6; 20].

The teacher should keep in mind that the best way to learn new words and phrases is to learn them with the group by repeating them several times in the group, as the feeling of group unity helps the students to freely demonstrate their knowledge and learning abilities [26; 27].

The culture of Turkey is hierarchical, it has to be particularly noticed in the relations between superiors and subordinates. It is stated that these relations are paternalistic. The superior is perceived as a parent who delivers support, care and protection. The subordinate show their loyalty and readiness to comply with [1]. These relations can also be interpreted from a pedagogical point of view. The teacher who will manage to get authority over his/her students is associated with the parent, elder brother or close relative for Turkish students. His/her opinion is very influential on them. The teacher should take this fact into consideration and make his/her efforts to increase the motivation of international students in learning a foreign language [19; 22; 24].

J. Wink and L. Putney have stated that learning foreign languages is based on the collaborative work of student and teacher. The teacher is responsible for maintaining this collaboration [32]. D. K. Kelly states that through role games, problem-solving, small group work and class discussion this collaboration will be more productive and progressive [18].

Y. Yamazaki argues that representatives of high-context cultures (Chinese, Arabic) tend to be sensitive to immediate environment and non-verbal behavior. They pay special attention to the messages of non-verbal communication. The importance of verbal messages and logical thinking are typical for the representatives of low-context cultures [33].

CONCLUSIONS

1. Cultural norms are an integral part of every interpersonal communication and learning process. The successful learning of the international student can be achieved by the developmental level of his/her psychological (internal) culture. Psychological culture of the person is a way of thinking, his/her perception of the external world and attitudes related to the interactions with other people. The psychological culture of the individual is linked with the external culture that encompasses the values, thoughts and beliefs of the group.

2. The analysis of teaching foreign language to a group of Turkish or Irish students is based on the Cultural Dimensions of Hofstede Model. Turkish culture is a collectivistic culture, the term «community» is very important for Turkish students. The best way to learn foreign language is a discussion in the group or «community» explanation. Turkish culture is a culture of impressions and emotions. The teachers should be more tolerant and loyal with the students, whose aggressive behavior is related to the emotional burst.

3. A successful learning process of international students can be provided by the application of pedagogical approaches based on the own cultural orientation of the student, his/her perception, prior knowledge and experience. These approaches will accelerate the process of current learning among the international students and create more friendly and comfortable learning environment. Furthermore, the above mentioned recommendations will help lecturers to understand the cultural orientation of each student in the group and maintain a fruitful and collaborative work by learning.

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Стаття надійшла до редакції 26.11.2012 р.