

# The Present-day Attitudes Towards the Studies of Foreign Languages and Pedagogical-Psychological Mechanisms of their Formation

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The reinstatement of Lithuania's independence, the establishment of the market economy and international integration have brought essential changes into technical and other universities of the country. The need to strengthen links between the subjects taught at the universities and everyday problems, to enlarge the amount of independent studies and the amount of research has become urgent. The point of view of students to their studies have changed greatly. This fact can be especially related with the studies of foreign languages because there now exist real possibilities to specialize in different fields of science abroad, to start an independent business, to trade with different countries and to adapt oneself quickly to the requirements of the market economy.

In order to study the present-day attitudes towards their studies, to conceive the psychological mechanisms of their activity and behavior, to find the way to the attitude's formation, to find out the regularities and the laws of their development and to create pedagogical and psychological conditions of attitudes formation, in 1995 we circulated a questionnaire among the students of the faculties of Mathematics (133 students) and Chemistry (67 students) at Vilnius University. The same questionnaire was used among the students of various faculties at Vilnius Technical University (civil engineering, business management, environment engineering, architecture, construction, economics) where 122 students were asked to respond. Some other experiments were carried out too.

The total number of students who filled out the questionnaire is statistically reliable and the sample confidential level is  $y=0,95$ .

The comparison of the obtained data at both universities especially in the field of the attitude measurement towards the foreign language studies is conditional. At the same time some changes which have taken place in the field of student and teacher activities are also stated. They of course do not reflect the real situation at the universities. In spite of this our investigations suggest that some tendencies in the formation of attitudes towards studies as well as to foreign language studies developing students' personal abilities, cognitive aptitudes are alike at both universities.

It is very important to know the prevailing motives of the applicants on entering the university. We present a summary table (Table 1).

**Table 1. Students' Attitudes to Choosing Their Speciality (%)**

<i>Indicators</i> <i>University</i>	<i>Wish to obtain this speciality</i>	<i>The influence of parents, friends</i>	<i>Wish to get a diploman</i>	<i>Wish to lead an easy life</i>	<i>Total number of students</i>
VU	75,0	13,0	15,5	5,5	200
VTU	45,0	13,1	46,0	7,4	122
Mean score	60,0	13,0	30,7	6,4	Total 322

On entering the university students had different attitudes towards their studies though the very process of studies and foreign language learning had quite different prevailing attitudes.

Our investigation of 322 students' attitudes towards foreign language learning at a higher school allows us to suggest that the teacher's influence on the student's attitude formation is minimal. This can be proved by the fact that none of the students have affirmed that their teacher of a foreign language had been a successful creator of the student's attitude towards this subject.

The aim of our article is to consider pedagogical and psychological conditions in the classroom for a better foreign language learning, the conditions which help to experience success and pleasure, to form a

positive attitude that gives birth to inspiration and wish to learn this language better. In our context the attitude towards a foreign language learning is understood as not only conscious (attitude) but also as sub-conscious (set) which is a more profound, unconscious concept. Accordingly, this problem requires specific methods that can be used to change the attitude from negative to more favourable and positive. This problem has not been thoroughly investigated in Eastern Europe as well as in Lithuania, especially in the field of foreign language learning. The first investigations in this field appeared in 1987 (4; 8; 5).

The formation of the positive attitude in the pedagogical process is based on the concept of D. Uznadze and his school: A. Prangishvili, S. Tchartishvili, I. Imedadze set theory, laws governing the attitude and that of conscious attitude (M. Smith, D. Brunner, Ch. Osgood, P. Tannenbaum).

The formation of the positive attitude in the pedagogical process requires to form systematically the inner position of an individual, favourable inner conditions, a steady positive „syndrome of reactions“ towards pedagogical and speech activities, the content and process of education, towards the teacher and his/her speciality, to assure three levels of its regulation:

a) cognitive, that deals with the interiorized valuable goals of an individual, sensible attitude: his/her personal position, ideals, desires, needs, interests, motives;

b) favourable emotions, affect, buoyancy (a permanent readiness for an activity, mutual trust between the students and the teacher, warm atmosphere, which leads to success, , creative thought, search, a deeper perception of new knowledge, types of activity, skills and habits;

c) conation or activity (that of creative, industrious, social, mental, learning, arts, sports) during which an individual realizes his/her goals, desires and demands. Thus the attitude exists long before the process of teaching and education and when it begins to work it changes dynamically together with the regulation and modulation of the individual's inner „syndrome of reactions“ towards different instructional and educational phenomena, situations and aspects.

Mastering communicative skills is an objective law governing the subject, a result of which is not a mere acquisition of knowledge, but the subject itself is changing at the same time“ [11; p. 15], „<·> it is realized thanks to the speech attitude formation and specification“ [14; p. 440].

It is necessary to create such conditions which could serve as a specific background to intensify the activity of the learner and in this way to allow him/her to broaden the ability of governing his/her learning process (the mastering of the subject and new material, retaining it at the same time).

To such inner factors and conditions belongs also the learner's attitude with its three constituents: cognitive, mnemonic and communicative (to render information to other people, to persuade somebody, etc.), their memory, motives, interests, needs, making an individual acquire new and very important for him/her information, reproduce and retain it. This kind learning when a student is striving actively to form and to educate his cognitive abilities is called education in broad sense in pedagogics.

It is basic in the formation of the positive attitude in pedagogical process and it requires **two conditions for its appearance – an urgent need and a situation** (it may be speech or a cognitive one), **which helps to meet this need**. It depends on the goals of an individual and then appropriate attitudes are formed: cognitive, mnemonic and communicative.

I. **A cognitive level** based on a cognitive attitude and deals with interiorized values of the individual, with a sensible attitude, personal position, ideals, goals, dreams, needs, interests, motives and so on.

Soviet pedagogica was in favour of completeness but in this respect completeness was ignored. Psychologists (I. Zimniaya, V. Artiomov, A. N. Leontyev, L. Bozhovich), schoolteachers (G. Shchiukina, R. Lemberg), methodologists (A. Miroljubov and others) very often make one of the constituents of the attitude – need, interest, motive absolutely dominating though they ought to form a harmonious, stimulating, cognitive, mnemonic, communicative system, i.e. the whole complex of factors that make human activities a process.

Sometimes an interest is a great miracle worker which can ensure the success of learning (I. Lerner, V. Davydov, V. Maksakovskij, G. Shchiukina), motives (cognitive, social, success, duty, etc.) or needs (13). Motivation, situation, needs and experience are the basis on which an attitude appears, i.e. motives, needs, interests, when they are met thanks to an individual in a given situation, give birth to an attitude.

Interests, motives and needs give a new impulse to an action, but they themselves without any situation do not create an attitude as a new phenomenon, Hence language learning stimulation deals not only with the interests of learners, but also with close and remote goals of learning, success, pleasure, real needs, speech situation, which form the conditions to meet the needs of the learner, to form his/her positive attitude.

It must be pointed out that sometimes the student's inner position is ignored or even frustrated during classes at a higher school with the help of the autocratic requirements of the teacher (if you cannot learn, don't study or you won't get a grant, etc.) and in this way the teacher himself creates resistance on the student's part or even a whole group of students can be incited against the teacher's personality or his subject. The latter (even if they are eager to master the subject) simply cannot as they are influenced by the negative attitude. And on the contrary if a student is encouraged by the teacher, he/she overcomes all the difficulties and inner barrier to reading, for instance, literature on speciality in English. These achievements will positively form the student's personality, will strengthen his/her will to overcome other difficulties in his/her studies.

An attitude can be perceived though it can be formed: from a very clear (+) one up to very weak (-), and at the same time it can be motivated (12).

In the questionnaire we have tried to clear out the students' attitude towards foreign language learning suggesting that they should answer the question that would help us to estimate their own attitudes and the criteria of its estimation (Table 2).

The results obtained show that most of the students (68,8%) want to master a foreign language, 34,7% perceive the necessity to learn a foreign language (a motive in this case is weaker). It is necessary to state

**Table 2. The Students' Attitude is Positive, Because ...**

Uni- versity	<i>Inner Criteris of the Estimation by the Students (%)</i>							<i>Total number students</i>
	<i>Eager to master a foreign language</i>	<i>Necessity to master a foreign language</i>	<i>The program requires</i>	<i>Enjoy success in mastering foreign language</i>	<i>Feel a pleasure in mastering a foreign language</i>	<i>Like the teacher</i>	<i>Like litera- ture</i>	
VU	67,5	35,0	8,0	2,0	4,0	5,5	3,5	200
VTU	69,7	34,4	–	3,3	6,6	–	–	122
Mean	68,6	34,7	4,0	2,6	5,3	2,7	1,7	
Total								322

that, for instance, at the Faculty of Mathematics a very favourable attitude toward language learning dominates among the students but among the students of the Faculty of Chemistry less than half of the students want to master a foreign language.

There is a different percentage of the students who want to learn a foreign language. (In comparison: 46,5%:21 %.) Only 2,6 of the students pointed out that they are mastering a foreign language successfully. This fact shows that language teaching methods prevailing at higher schools now are not of high standards.

The summary table of the students' responses suggest that an unfavourable attitude towards foreign language learning dominates among 5,25% of the students. The question arises: How to help them? ... Students don't want to learn a foreign language, because they are not succeeding (medium success or no success at all), they have no pleasure in learning a new language. Sometimes an attitude that they do not need any foreign language or autocratic relations between the teacher and the students dominate in the classroom.

Are the students satisfied with their foreign language knowledge? A summary of students' responses show that there are only 3,4% of freshmen, 6,8% of sophomores, 3,4% of senior, 4% of the fourth-year and 0,6% of the undergraduates (total 15,2% of students) who think that their English language acquirements are good enough.

**Table 3. An Attitude is Unfavourable Towards Foreign Language Learning, Because ...**

University	Student's Internal Criteria of Estimation (%)							Total number of students
	Don't want because it is difficult	Don't want because feel medium success	Have no success in learning a foreign language	Don't feel any pleasure in language learning	Won't need it in the future	Not interested in literature we are reading	Autocratic style of teaching prevails during language classes	
VU	-	0,5	0,5	1,5	8,5	0,5	1,0	200
VTU	2,46	1,6	0,8	2,5	0,8	-	-	122
Mean	1,43	1,0	0,06	2,0	0,06	0,2	0,5	Total 322

Only 12,5% of the first-year students, 12,1% of the second-year, 8,7% of the third-year, 2,1% of the fourth-year and 0,9% of the fifth-year students are not satisfied with their English language knowledge.

Thus 79,9% of the students consider that their English language knowledge is not good enough or partly sufficient and they are eager to intensify their English studies. The students have offered lots of suggestions about how to improve foreign language studies. In their opinion it is necessary to have foreign language classes in all the courses at the university. They suggested we should organize optional courses of foreign languages where the students could choose any foreign language. Students expressed their wish to create better conditions for reading literature on their speciality and according to their own needs for mastering spoken English. It is necessary to pay more attention to developing skills of written English as now students need not only to read or to speak a foreign language but also to write.

We are convinced that one of the main reasons that the students do not feel success in learning the language because of a exaggerated

attention on the teacher's part towards grammar. We are sure that it is necessary to introduce the students only to functional grammar that helps them to understand better the text they are reading, to express their thoughts in a written or spoken form, to systematize the phenomena of speech activity what will lead towards the student's self-dependent studies of foreign languages.

In summarizing the students' point of view, we may confirm that:

1. The students of the senior years feel that their English language acquisition is not sufficient.

2. During the last years the students' attitude towards foreign language studies have changed and became more favourable than some five years before.

3. We may conclude that foreign language teachers do not help the students to form their positive attitude towards foreign language studies as none of the students has pointed it out in the questionnaire.

It is clear that the favourable attitude of the students towards foreign language studies depends upon the difficulties of the language itself, on the interrelations of the languages that are taught at the university.

In pedagogical literature there are three types of reasons which cause specific difficulties while learning a foreign language:

- Objective that deal with phonetics, vocabularly and grammar peculiarities of the language.
- Age and physical capabilities of the students, their mental abilities.
- Peculiarities of the central nervous system as well as inborn abilities like attention, memory, development of linguistical reasoning, linguistic intuition.
- Deeply interrelated features of the languages the student already knows, which helps or sometimes makes it more difficult to master a new foreign language.

Consideration of all the difficulties that are connected with the process of learning a language is a guarantee for a better language learning.

In Table 4 we present the students' point of view of the linguistic difficulties of the English language.

**Table 4. Point of View of Vilnius University Students of the Linguistic Difficulties of the English Language**

<i>Evaluation</i> \ <i>Faculty</i>	<i>Mathematicians</i>	<i>Medical students</i>	<i>Chemists</i>	<i>Biologists</i>	<i>Physicists</i>	<i>Total in 5 Faculties of Vilnius University</i>
1. Very difficult	6,0	12,9	13,3	13,8	7,7	9,7
2. Rather difficult	66,0	61,3	53,3	56,9	51,9	53,2
3. Difficult to say	18,0	9,7	20,0	18,5	25,0	17,3
4. Rather easy	10,0	9,7	10,0	9,2	13,5	10,0
5. Very easy	–	3,2	–	–	1,9	0,8

The findings suggest that for 51,9% English is a very difficult subject, a quarter of the students (25%) did not manage to respond to the question and only 1,9% of the students said that English is an easy subject, for 13,5% of the students it is a very easy subject. If we put together all the answers, we shall see that 84,6% of the students who were asked to respond to this question answered that English is a difficult subject.

One of the most important and difficult things to foreign language learners is the system of the English tenses. In order to see if it is possible to form a favourable attitude towards this English language phenomenon, for instance, during one term, we have investigated the students' point of view of the understanding of the English language tenses and its dynamics. We present a diagram indicating the month of the measurement in the form of a test (Diagram 1).

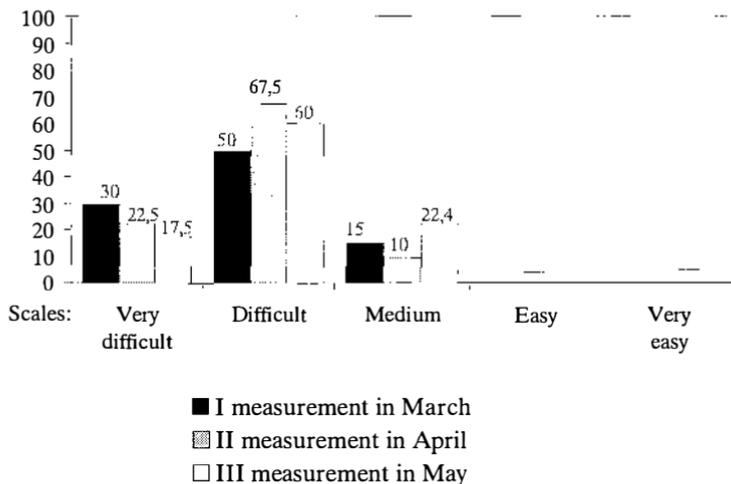
Striving to make the process of learning the system of the English tenses easier between the measurement on the assimilation of the material we gave our students different tasks in the form of pictorial presentation of the English tenses usage in the form of algorithms; vocabulary was closely related with the students' speciality. Technical teaching aids were also used to create favourable learning conditions to meet the students' needs, to make the process of learning a pleasure when the students can work individually according to his/her own pace and learning goals. The students could use self-control exercises.

In order to change the students' negative attitude towards self-dependent studies we tried to individualize the learning itself and used extensively the teaching algorithms in the field of grammar. The experience of using algorithms in teaching English grammar at the faculties of Sciences shows that students' knowledge is systematized more rationally and the habits of reading, translating, retelling, dialogue and monologue are developed much more rapidly. Teaching rational ways and methods of carrying out the tasks under the teacher's supervision in accordance with the algorithm of actions given by him naturally require to develop self-control skills and habits. It ensures the prevention of mistakes, creates student's self-confidence and forms a positive attitude towards self-dependent language studies and knowledge of the English tenses.

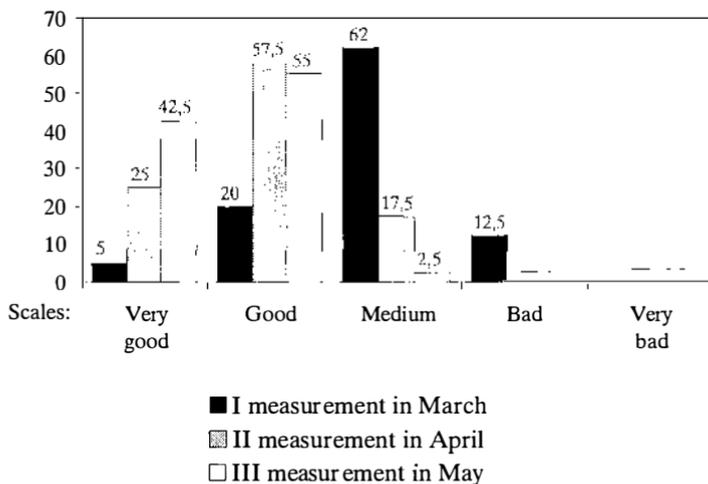
Every month three lessons were devoted to teaching grammar with a language activity satisfaction and during the fourth lesson a test (a translation from Lithuanian into English) was usually given and the measurement of the student's attitude was carried out using for this purpose the scales of Ch. Osgood and I. Linhart. This experiment was carried out among the first-year students of the Faculty of Mathematics. During the first investigation in March 30% of the students at this faculty pointed out that the system of English tenses was very difficult, 37,5% of the students emphasized that the formation of the English tenses was very difficult. After the second measurement in April the system of the English tenses was „very difficult“ for 22,5% of the students and the difficulty of the formation of tenses remained on the same level (37,5%). After the third measurement in May the attitude towards the English tenses became more favourable and the opinion that it is difficult decreased up to 17,5%. The students' attitude towards the system of English tenses and the difficulties of formation was evaluated by the students themselves.

In order to measure the change of the subconscious attitude (set) we used Ch. Osgood scales [10, p. 197] of a semantic differential which allows us to clear up the student's subconscious attitude (set) towards the system of English tenses. For this purpose the students were asked to evaluate their own point of view about the English language tenses ac-

*Diagram 1.* Students' Cognitive Level of the Attitude Dynamics Towards the Functional System of the English Language Tenses during March–April–May (%)



*Diagram 2.* Dynamics of the Students' Point of View on the System of the English Language Tenses According to the Scale „good–bad“ during March–April–May (%)



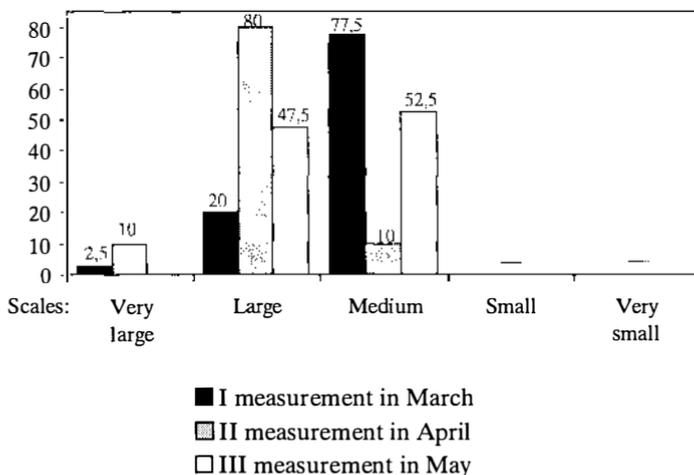
ording to four scales: „good–bad“: very good (1), good (2), medium (3), bad (4), very bad (5); „large–small“: very large (1), large (2), medium (3), small (4), very small (5); „soft–rough“: very soft (1), soft (2), medium (3), rough (4), very rough (5); „strong–weak“: very strong (1), strong (2), medium (3), weak (4), very weak (5).

The analysis of the diagram shows the dynamics of the students' point of view during March–April–May. 62% of the students reacted to the „medium“ in March, 17,5% – April, 2,5% – in May. A very distinct change towards the system of English tenses can be noticed at the scale division of „good“ after the first measurement in March when it reached to 20% and it increased up to 55% after the third measurement.

A very great increase in favour of the positive attitude could be noticed according to the scale „very good“ (Diagram 2). It is interesting to point out that there were no reactions among the students to the scale „very bad“ during the second and the third measurement.

From the diagram one can see, that 77,5% of the students pointed out in this scale their „medium“ point of view towards the system of the English tenses. After the second measurement the scale „large“ has inc-

*Diagram 3. Dynamics of the Students' Point of View on the System of the English Language Tenses According to the Scale „Large–Small“ during March–April–May (%)*



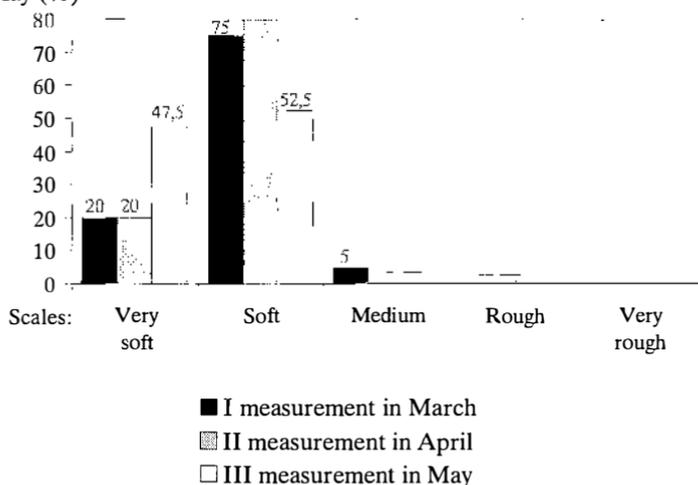
reased as pointed out by 80% of the students and during a month it increased even four times (20%:80%).

In this scale only 5% of the students during the first measurement reacted to „medium“, 75% of the students expressed their point of view with the help of the criterion „soft“, which on the second measurement reached the high of 80%. The students during all the three measurements did not react towards „rough“ and „very rough“.

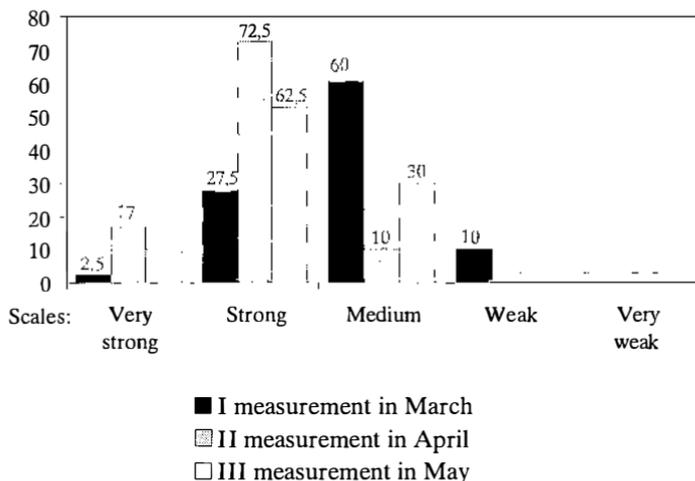
During the first measurement even 60% of the students reacted towards „medium“. After the second measurement this index decreased even six times. Most of the students reacted to the scale’s index „strong“. Let’s compare: during the first measurement 27,5% of the students, during the second measurement 72,5% of the students and during the third measurement 62,5% of the students.

How can we explain this dynamics of the attitude? Is it related with the practical usage of the English tenses? The results of the tests which were conducted during the last language lesson every mont (March–April–May) show the ability of the students to use the system of the English language tenses in practice gave us encouraging results.

*Diagram 4. Dynamics of the Students’ Pint of View on the System of the English Language Tenses According to the Scale „soft–rough“ during March–April–May (%)*



*Diagram 5. Dynamics of the Students' Point of View in the System of the English Language Tenses According to the Scale „strong-weak“ during March-April-May (%)*



**Table 5. The Dynamics of the Students' Practical Habits and Skills in Usage the English Language Tenses during March-April-May (%)**

<i>Students group</i>	<i>First Measurement in March</i>	<i>Second Measurement in April</i>	<i>Third Measurement in May</i>
Group I	38,0	54,4	80,8
Group II	48,2	63,4	81,0
Group III	37,5	56,0	72,5
Mean	41,2	57,4	78,1

As we can see from the results of the tests shown in the table practical habits and skills were constantly increasing. It can be traced not only in a separate group of students but also in all of them taken together where 40 students took part. This progress in the field of language could be seen not only in reading and translating literature on speciality but also in translating separate sentences from Lithuanian into English.

The investigation and an experimental teaching involved three groups of the first-year students of the Faculty of Mathematics. Usually the

students during the first-year language studies at the university are taught to systematize the language material which they were taught at school. This is usually done at the foreign language classes and in a language laboratory where the students work independently. For our experimental work we have been using a manual „English for Mathematicians“ by S. Shanshyeva, which has a special section for the student’s self-dependent work with recordings in a language laboratory, which enables the student to work independently. For this purpose a group of teachers of the English language department issued a special aid for the students of sciences dealing with English grammar to work independently in the language laboratory (2).

This practical aid in grammar for the students of science helped to create for them „favourable“ study conditions for language learning and at the same time to provide conditions for independent preparation for every lesson in conscious assimilation of the English grammar.

Our investigations have proved that:

- It is possible to form a positive attitude on a conscious and subconscious level.
- Practical habits and skills of the students help to change their attitude towards a subject itself or a separate topic with the help of the teacher’s skills in the techniques of teaching. Our experimental teaching on attitude formation towards the system of English tenses can serve as an example of it.
- Students’ unfavourable point of view about the topic or the subject itself can be changed with the help of the teacher’s skills in the teaching techniques.

**II. The second level of the attitude formation** is the confidence between the students and the teacher, warm atmosphere, and readiness for a language activity.

The attitude in the students’ minds is formed thanks to favourable emotions. Emotional experience is an emotional estimation of the concrete object which leads the students to active and creative thinking. If a state is an unconscious state of mind, the emotions are the first level leading towards a conscious perception of a concrete phenomenon thanks to objectivation. Usually the phenomenon of objectivation is followed

by a favourable emotional experience, satisfaction with one's activity, confidence in one's abilities. It shows the student's likes or dislikes concerning the given object he/she is going to study.

For instance, according to our investigations carried out in 1988/89 the attitude of 36% of the students towards their speciality chosen at Vilnius University and Vilnius Technical University became negative. The point of view about his/her speciality depends on the student's value orientation, self-understanding of one's possibilities, future work peculiarities and so on. Our opinion is based on the students' point of view about their attitude towards their command of the English language acquisition at secondary school.

The data obtained show that only 8% of future mathematicians, 1,5% of future biologists are satisfied with their English language knowledge at school. Among the students of the Faculty of Chemistry there were none of them who were satisfied with their English. Instead of this there were lots of students who were not satisfied with their knowledge: 40% of future chemists 48,4% of the medical students. It is gratifying that students themselves are able to evaluate their knowledge self-critically.

**Table 6. Students' Emotional Point of View Towards Command of Their English Language Mastering at School (%)**

<i>Emotional estimation</i> \ <i>Faculties</i>	<i>Mathematics</i>	<i>Medicine</i>	<i>Chemistry</i>	<i>Natural Sciences</i>	<i>Physics</i>	<i>Total in 5 faculties of Vilnius University</i>
1. Yes, very satisfied	8,0	6,5	–	1,5	7,7	4,4
2. Yes, more or less satisfied	18,0	9,7	6,7	16,9	15,4	13,3
3. Difficult to say	20,0	–	16,7	10,8	13,5	11,7
4. Not very satisfied	46,0	48,4	40,0	44,6	42,3	40,7
5. Not satisfied at all	8,0	35,5	30,0	26,6	19,2	20,6

The constituent parts in a creation of warm atmosphere, for the sake of readiness to start language learning are more extensively revealed in the article „The principle of the positive attitude and its application in teaching languages“ by V. Šernas. The author of the article points out some most important components in the formation of an emotional state of an individual:

1) sincere (not formal) manner of relations, respect and strictness towards the students or a group of students;

2) belief in their capabilities and a great wish to help them, kindness on the teacher's part;

3) the personality of a teacher, his/her high respect among the students, the ability to feel and understand the student, his/her wishes and needs;

4) pedagogical skills to govern the student audience (organizational), intellectual, emotional, etc.). Any of these components were discussed separately in pedagogical literature but the pedagogical process is indivisible. For instance, confidence in the pupil's personality was discussed many times by Lomonosov, Pirogov, Ushinskyi, Suchomlinskyi, Amonashvili and others, but this tendency was overshadowed by the rational pedagogical trend (Herbart and others), which is based on „drill“ and restrictions of the pupil's self-dependent work. Long ago E. Thorndike pointed out one of the four laws determining success – satisfaction.

H. Palmer confirmed that educational games help the people to assimilate practical language habits and skills, a variety of language teaching technique, good relationship between the student and the teacher (3).

R. Lado pointed out one of the most important foreign language learning principles: the learner's satisfaction with his/her language activity, a desire to get better acquainted with a new foreign language, the native speaker's culture and so on.

E. Jacotot, H. Palmer, M. West, R. Lado and others have asserted that the success in language learning depends directly on the learner himself. As we have seen above some scholars stressed the importance of motives, interests, while others satisfaction, an attitude towards the subject, the teacher or favourable emotions during the process of learning.

I. Pavlov emphasized the importance of emotions in the formation of dynamic stereotypes. Dull, boring language classes usually are not interesting for young people and they have then no favourable emotions for language studies. „Without a smile, encouraging glances and intonation, humour, which help to reach a positive contact, without res-

pect and love to one's pupils, it is difficult to achieve such a moment during which all the students could take part in a teaching process actively. If the teacher ignores emotional part of the language teaching process, it will still exist, but being negative it will not help but on the contrary it will hamper." (1)

How can one help the student to form his/her positive attitude towards the subject, language and its learning process? We should use more extensively the methods of emotional stimulation. Joy, anger, surprise, deeper inner experience, positive emotions make an educational process more active. These methods of emotional and linguistical stimulation must be known to every teacher:

1. Cognitive games: „Travelling“, „Constructor“, quizzes in order to better understanding the student's speciality, the fauna, the difficulties in construction, the achievements in science, etc., what helps to master the language better.

2. The analysis of everyday and linguistic situations. For instance, translating a text on speciality, considering the patent written in English or German, discussing the progress of science and technology in order to show how these discoveries influence man's life.

3. The creation of attractive linguistic situations, e.g. how new theoretical or practical knowledge is to be put in practice or grammar rules during language activity. Such examples for a wider discussions can be chosen by the students themselves.

4. Attractive comparisons of various language constructions or types of communication (speaking, reading, writing) in different languages, or discoveries with language learning.

5. The application of the content of teaching in creating new, actual language situations, pointing out the influence of scientific discoveries in technology, art and so on.

6. The effect of surprise obtained with the help of experiments; thanks to their paradoxical affects (entertaining grammar, physics, mathematics, chemistry), the paradox of Pascal, the grand scope of technical achievements and so on.

7. Educational discussions. For instance, in order to cause an interest in the vocabulary, etymology of words. Educational discussions sti-

multitude interest in linguistics, science, popular science literature. Young people are eager to think, search and find out the secrets of science especially if they are encouraged by the teacher. Such learning conditions create the student's curiosity to master the target language better.

8. Picturesqueness and emotionality of the teacher's language is one of the emotionally stimulating methods in the pedagogical process.

9. The idea of self-education. Its aim is to look deeper into language studies, the possibilities of learning, the future of science and technology, the importance of the language for the development of science and technology.

10. The method of explanation of importance of language learning. For instance, students of a technical university can not always understand the importance of a foreign language mastering in his/her speciality. In such cases explanation and persuasion may be of great help. Today proficiency in foreign languages can further your career prospects.

11. Various types of group or individual encouragement in foreign language studies.

12. Student's independent search related with his/her satisfaction in discovery, positive emotions emerging thanks to a better language comprehension.

13. Various games, different types of quizzes having inter-subject, inter-linguistical relations. For instance, polysemantic words and the patents of inventions.

The following logical stimulating methods for the creation of a favourable atmosphere during language classes can be of great help:

1. Problem-oriented methods (heuristic, investigating, etc.) on a trend, task or topical level. The level of a problem depends on the course, the type of the student audience, the subject and the level of the students' language comprehension. At the beginning of the problem-oriented teaching the teacher himself raises, formulates and solves the language teaching problems to ensure the readiness of the students for its solution. During the second stage the students themselves join into the solution of problematic situations in the field of language learning (a hypothesis is formulated, ways of the solution are searched, the results are checked using for this purpose the methods of information analysis).

2. Methods of systematizing, a system of systems made on the basis of the subject in order to help the learner to relate his linguistic experience, different facts about the language, methods of activity, searching for logical consistency, the whole complex, the topic, the course, inter-linguistical, inter-subject relations in the minds of the students. For instance, in language teaching students' philological experience is widely used, various schemes (that of declination, conjugation, functional peculiarities), algorithms devoted to language facts converting them into the linguistic habits and skills, denotation tables reflecting inter-subject relations according to speciality and theme are extensively used.

**The third level of the attitude is a conative** (behavior, activity) component. During the activity an individual puts into practice his goals, desires and aspirations. This state of the subject is dynamic. The investigators of the attitude point out that the attitude is formed thanks to the factors of the initial activity: needs, situations and action. The actions are purposeful because the subject tries to fulfill everything what corresponds his needs and situations and it means that the attitude is the very last psychological mechanism that regulates every action, the immediate reason of the action and the psychological basis. Every action and behavior of an individual depends upon the attitude. That's why an attitude is primary, behavior is secondary. The attitude is the inner readiness of an individual which takes place among other psychic processes of an individual and his/her real actions in self-realization his/her beliefs.

Students' disposition being one of the components of the attitude gives us a possibility to understand the student's point of view towards foreign languages (Table 7; data of 1988/89).

As it can be seen from Table 7 68,8% of the students are favourably disposed towards foreign language studies. The rest 31,2% of the students are not ready to start learning foreign language at the Faculties of Sciences at Vilnius University. They lack inner confidence for its usefulness, self-reliance on one's ability to start learning foreign languages at higher school. Earlier presented Tables 2 and 3 where inner criteria of student's evaluation are shown reflect a favourable disposition towards foreign language studies.

**Table 7. Students' Readiness to Study Foreign Languages at the Faculties of Sciences at Vilnius University (%)**

<i>Level of readiness</i> \ <i>Faculties</i>	<i>Mathe- matics</i>	<i>Medi- cine</i>	<i>Chemi- stry</i>	<i>Natural Sciences</i>	<i>Physics</i>	<i>Total in 5 faculties of Vilnius University</i>
1. Very high	26,0	25,8	36,7	26,2	25,8	25,8
2. High	40,0	25,8	36,7	41,4	24,9	30,0
3. Medium	40,0	48,4	30,0	30,8	44,2	35,0
4. Low	4,0	3,2	10,0	4,6	7,7	5,2

A positive attitude towards foreign language studies requires steady efforts on the teacher's part to make the student get interested in language studies by providing favourable conditions for his/her language activity, to give them an opportunity to feel pleasure in the shortest possible time, to provide inspiration for further development of student's language activity.

The successful organization of an activity depends upon many factors:

1) the attitude towards such an activity; 2) readiness, self-preparedness (psychological, spiritual, etc.) for such actions; 3) confidence in the fact that he/she is ready to perform an action; 4) a scheme of an action; 5) the ability to analyze one's own or other people's work or the functioning of an instrument or equipment; 6) possibilities to strengthen one's ego among one's friends, colleagues and the faculty, to prove one's abilities, etc; 7) the objectiveness of the individual in the evaluation of one's work, etc.

The activity itself can stimulate or impede the formation of cognitive, communicative, mnemonic attitudes, the formation of a personality and a good specialist. At the same time the results of education, upbringing, technical and spiritual, the results in language mastering are changing.

Purposeful investigations in the field of a favourable attitude formation allows us to make some general conclusions:

- Student's favourable attitude towards the language learning is a guarantee of successful studies;

- Both conscious and subconscious attitudes towards foreign language studies can be formed in the pedagogical process.
- Of great help in the formation of the favourable attitude can be;
  - a) an individual himself, if during a language activity his/her interior, spiritual and exterior needs are successfully met;
  - b) the teacher, if he/she conducts language classes ingeniously and guarantees activity of an individual successfully;
  - c) the student community itself, if a favourable attitude towards the foreign language studies is formed;
  - d) a democratic style of communication between the teacher and the students during language classes;
  - e) a well-equipped language laboratory, a system of practical advisers how to study foreign languages (6, 7, 9), a system of well prepared foreign language textbooks, according to students' specialities that create favourable conditions for self-dependent studies;
  - f) real possibilities to use the target language for a deeper specialization and so on.

The formation of a favourable attitude requires a close interrelation in the student's mind (on cognitive, affective and conative levels), when harmonious complex of students' needs, desires, linguistic and other everyday situations are formed, when the student can realize himself in language activities.

A complex realization of these recommendations could help to create favourable conditions to meet the increased students' needs to master foreign languages at a higher school.

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## **DABARTINĖS STUDENTŲ NUOSTATOS MOKANTIS UŽSIENIO KALBŲ IR PEDAGOGINIS BEI PSICHOLOGINIS JŲ FORMAVIMAS**

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Santrauka

Straipsnyje aptariamos kai kurios teigiamos užsienio kalbų mokymosi nuostatos aukštosiose Lietuvos mokyklose, pedagoginės psichologinės problemos ir būdai teigiamai studento nuostatai mokymo procese formuoti. Straipsnyje apibendrinami rezultatai eksperimento, kurį atlikome siekdami patikrinti studentų nuostatas, suvokti jų veiklos, poelgių psichinius mechanizmus, jų formavimąsi, dėsningumą mokantis užsienio kalbų, taip pat kai kurias pedagogines ir psichologines šių nuostatų formavimo sąlygas. Eksperimente dalyvavo 133 Vilniaus universiteto Matematikos fakulteto I–IV kursų ir 67 Chemijos fakulteto, taip pat 122 Vilniaus technikos universiteto įvairių fakultetų studentai.

Palankios nuostatos suformavimas pedagoginiame procese pagrįstas D. Узнадзе ir jo mokyklos (A. Prangišvili, I. Imedadzės ir kt.) teorija; studentų nuostatai tirti taikėme C. Osgudo ir I. Linharto skales.

Iš tyrimų matyti, kad siekiant sudaryti palankią mokymosi nuostatą reikia sistemingai formuoti individo vidinę poziciją, vidines asmenybės sąlygas, pastovų teigia-

mą „reakcijų sindromą“ pedagoginei, kalbinei veiklai, mokymo turiniui ir procesui, dėstytojui, specialybei ir garantuoti tris nuostatos reguliavimo, sudarymo lygius: kognityvinį, palankų emocijų ir veiklos.

Atlikti 322 studentų svetimoms kalboms mokymosi nuostatos tyrimai. Iš jų galima spręsti, kad dabar dėstytojo pedagoginės veiklos įtaka palankiai nuostatai formuotis yra minimali. Nė vienas iš apklaustų studentų neįvardijo savo užsienio kalbų dėstytojų kaip palankios nuostatos kūrėjų.

Straipsnio pabaigoje pateikiamos išvados ir pedagoginės rekomendacijos studento teigiamai nuostatai mokantis užsienio kalbų formuoti ir reguliuoti.