

Psychological aspects and features of teaching foreign languages to ESP students through online technologies

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Abstract

Teaching and learning any subject, including English as a foreign language, is a complex process that involves multiple interactions between students, teachers, social environment, and classroom groups. All of this can be affected by the part of day, the weather, or many other secondary factors. All the factors that students bring to the classroom, including their beliefs, personality, sense of self, and relationships with the people around them, affect their behavior in the classroom. Similarly, teachers' behavior in the classroom and interaction with students can be affected by the factors listed above. In this article the reasons and some special features of psychology of teaching English to ESP students are analyzed and provided effective recommendations in these classes.

Key words: psychology, features of teaching English, online tools, internet.

Introduction

In order to support students and their success in their language learning efforts, teachers need the knowledge and skills to manage these interacting factors pedagogically and psychologically. Let's give an example as a proof of the above idea: imagine that you are preparing to teach. Summer vacation is almost here, but you are already feeling the early heat, and to make matters worse, the noisy construction work has just started outside your classroom, preventing you from opening the classroom window. The students in your class are about to take a high-stakes exam that could have a significant impact on their future, and you are aware that some of the students in your class are experiencing stress related to this exam. To further clarify the picture, there is some tension and excitement surrounding the upcoming end-of-term social event, the final exam. In conclusion, it is clear that the teacher of each subject, including the language, feels the extent to which the psychological factors in this situation affect the teaching process. The following chapter examines the above-mentioned and other psychological and pedagogical factors and foundations of using online tools in the teaching of English as a foreign language.

Psychology of teaching English through online tools

In a society based on modern technologies, the ability to effectively use information and communication technologies (ICT) is important in the context of education. To date, research on the use of Internet-based technologies in media literacy and foreign language classes has focused mainly on the influence of demographic factors such as age, gender, and socioeconomic status. In addition to personal factors, the main role of psychological factors in the use of online technologies in classes has been

neglected. From a psychological perspective, it is clear that the three components of media literacy: accessing, understanding, and creating, separately and together, require in-depth study. This analysis is applied at both the theoretical and empirical levels. Today, in the field of language and pedagogy, the psychological validity of the current concepts of media literacy and the extent to which it has been studied remain under question [1]. If we develop and fully understand the skills of using online technologies and use the educational potential of Web 2 technology, it becomes clear that it is very important to consider the psychological dimensions of media literacy skills [2].

According to the research conducted by Professor Sarah Mercer of the University of Graz, Austria, there are four psychological bases and tasks of teaching foreign languages using web 2 technologies, such as grouping, self-concept, increasing confidence in knowledge and motivation [3]. According to the author, every language teacher knows that no class is identical to another in terms of psychology, knowledge and character. That is, every group organized in schools, lyceums, universities and private educational centers has its own characteristics. In fact, how does the group's uniqueness come about? How do these features affect the process of teaching through online games and web 2 tools? What is the role of the teacher in managing the group and increasing its activity? How to direct the process? We will try to answer such questions in this season [4]

Initially, the purpose of grouping in classes using online games such as Kahoot, Near pod or Jeopardy in teaching English is its positive effect on students' language learning and creating a collective mentality based on online technologies in groups and its it is about its own characteristic. We all know that as human beings, we all live in small and large groups, these groups are at the level of family, school, neighborhood, city, nation and state. it has a positive or negative effect on the level of efficiency in obtaining lime. According to Davis and Sumara, one of the foundations of this influence is that our personal lives depend on different levels of contexts, and these contexts are divided into two main categories: national and local contexts [5]. Of these, the impact of local contexts on human learning, personal development, and success is considered to be greater, and such local contexts include family, classmates, etc. One of the unique features of grouping in teaching through online integrated games and tools is that the majority of games specialized in language learning are produced and founded in European and American countries. It is well known that the culture of these countries mainly includes stereotypes based on individualization and competition [6]. This means that such tools are aimed at increasing the ability of students to achieve individual achievements. However, in order to maintain competitiveness even when working as a group, it improves the skills of cooperation in the group at the highest level. For example, let's take Kahoot.com online game. In this case, the game can be played with students in two ways: individually and collectively [7]. In both types of games, the student tries to find the correct answers to the tasks and questions as much as possible in order to win, and in this way automatically achieves high results in language learning.

As a language teacher, we should know that it is appropriate to use the above benefits of learning through online tools and game-based programs based on the specific cultural characteristics of students [8]. That is, as mentioned, in many European and North American countries, against the background of

the development of a culture focused on individual or personal achievements, in many Asian cultures, for example, China and Japan, on the contrary, collective achievements are valued. It follows that when choosing one of the two types of Kahoot.com game, the cultural characteristics of the students should take a special place. At this point, a language teacher who has started a new lesson for a group, if it is far away from this culture, in order to achieve high efficiency in language learning, it is necessary to first learn how to look at students through cultural glasses [2]. To clarify this, there are several ways, such as having a round discussion with the students in front of the teacher or conducting educational games played in groups and individually [9].

Conclusion

Among the unique psychological aspects of teaching a foreign language to students in an online integrated way, it was emphasized above that working with classes with different cultural origins requires the language teacher to have the following knowledge and skills. For example, since the students have different backgrounds in terms of cultural, religious, customs and stereotypes, there are various disagreements, whether between the teacher and the student or between the students. is a possible situation [10]. For example, sometimes one of the students may complain to the teacher that he is being teased in class, or that other students are laughing at some of his views. In another case, a group of students may complain about a single student because of his violence or disruption of classes. In this case, it is necessary for the pedagogue to have the necessary understanding of his two different roles and to take into account the macro and micro elements of the character and psychology of the students. After all, teaching English with the help of technologies differs from regular English classes with its special psychological features.

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