

## **PSYCHOLOGICAL AND PEDAGOGICAL MECHANISM IN FOREIGN LANGUAGES**

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### **Abstract:**

The article discusses the integrative nature of the subject "Foreign language", so the element of a foreign language is an integral part of the meta -subject concept of the algorithm of educational and research activities. As part of the study, a model was proposed for the development of teaching and research skills, correlating with universal learning activities, based on the study of fundamental meta -subject objects as the content of the subject "Individual educational project" and meta -subjects in a foreign language as a form of learning.

**Keywords:** teaching and research activities, meta -subject approach in education. Within the framework of the meta -subject approach to education in thought - activity pedagogy, the following meta -subjects are distinguished:

"Sign" - the development of the ability to schematize, the ability to express through schemes what they understand, want to say and do. Within the framework of this meta -subject, the student learns to translate information from a linear text into a non-linear one and vice versa. For the implementation of educational and research activities, the effectiveness of this meta -subject is obvious, since the interpretation of the information received and the results of the study in one form or another is an integral part of educational research.

"Knowledge" - the development of the ability to work with concepts, analyze and systematize information; ability to separate the known from the unknown. The ability to work with concepts, as well as the knowledge of methods of working with information, play a huge role in working on the theoretical part of the educational research.

"Problem" - discussion of open questions leading to the ability to formulate a problem. Students master the techniques of conducting a polypositional dialogue, problematization , goal setting, self-determination. Self-determination is especially important for students in grades 10-11. As a rule, the low motivation of high school students when working on educational research is primarily due to the fact that they do not realize that they are interested in how educational research can help them in preparing for the Unified State Examination, in further education at the university and in life.



Techniques and methods of self-determination and career guidance, introduced into teaching and research activities, could significantly improve both the effectiveness of teaching and research activities for the high school student himself, and improve the quality of the educational research itself. The correct statement of the problem and goals initially set the right direction for educational research.

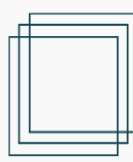
"Task" - students develop the ability to understand and schematize conditions, set tasks, design solutions, build activity procedures to achieve the goal. As you know, the success of achieving the goal and solving the problem of educational research depends on the setting of tasks.

Thus, educational meta -subjects within the framework of thought -activity pedagogy correlate with the essence and algorithm of educational and research activities, and the methods of their teaching can contribute to the effective development of educational and research skills of high school students.

However, not only the concepts of the actual meta -subject approach are effective in the formation of UUD and teaching and research skills. According to the Federal State Educational Standard, the study of the subject "Foreign language" in general educational organizations is mandatory. In accordance with the curriculum, 3 hours a week are allotted for studying a foreign language at a basic level in grades 10-11.

Let's analyze the program for teaching materials ' Forward ' for grades 10-11 M.V. Verbitskaya. Based on the subject content of the subject, a foreign language covers the spheres of everyday life, and scientific fields of knowledge, and culture, therefore, a foreign language is an academic subject that provides interdisciplinary connections.

Thus, the psychological and pedagogical mechanism for the formation of teaching and research skills in a foreign language by students in grades 10-11 is presented in the diagram in Figure 1. At each stage of educational research, certain teaching and research skills are required and formed. Figure 1 shows the first stage - the definition of the field of educational research. The "Problem" meta -subject can be singled out as a separate subject, but it is advisable to include it as a form of education in the subject "Individual educational project", which was introduced into secondary schools in order to carry out educational, research and project activities. In this scheme, the orientation of the educational project is research, which makes it possible to include algorithms for educational and research activities in it. In order to be engaged in the definition of the field of study, the formulation of the problem and the search for ways to solve them, content is necessary - these are such concepts and phenomena that occur constantly in our lives and which can be considered from the standpoint of different fields of knowledge as fundamental metasubject objects (for example, time - time in physics, time in the native language system).



An important place in working with content is occupied by a foreign language - it allows you to consider the phenomenon from the perspective of a different vision of the world (for example, time for a Russian person is not the same as time for an Englishman or German).

Thus, mastering concepts and phenomena from the standpoint of different areas of knowledge and culture within the framework of the stages of educational and research activities, high school students comprehensively develop, develop educational and research skills; find for themselves the area of knowledge in which they like to work and highlight the problems that they would like to solve.

Future graduates are identified with the field of knowledge they are interested in and find motivation to carry out educational research. A similar mechanism exists for each stage of a research project. Based on its results, teaching and research skills are formed, including teaching and research skills in a foreign language, many of which correlate with UUD.

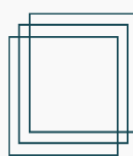
Teaching and research skills of students in grades 10-11 are part of the teaching and research competence of students at the appropriate level of school education. In the context of the rapidly changing realities of the modern world, the formation and development of the teaching and research competence of schoolchildren is especially important. However, its structure requires clarification and additions in accordance with the requirements for a successful person at the present time.

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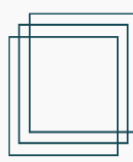
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