

ствие материальных возможностей, а также незаинтересованность оздоровительными мероприятиями. Впрочем, сами респонденты к главному фактору, способствующему ведению здорового образа жизни, причисляют наличие личной инициативы.

Таким образом, в целях формирования ответственного отношения лиц пожилого и старческого возраста к своему здоровью, необходимо: обеспечить комплекс культурно-просветительских и оздоровительных мероприятий; сформировать систему представлений о здоровье и здоровом образе жизни; издавать информационно-методические материалы на тему ЗОЖ. Должна присутствовать сознательная работа каждого индивида по развитию и восстановлению жизненных ресурсов [2, с. 48].

1. Лещенко, Л.А. Особенности формирования самосохранительного поведения у лиц пожилого возраста: опыт социологического анализа / Л.А. Лещенко // LogosetPraxis. - 2017. - № 2. - С. 115 – 120.
2. Социальная политика : учебно-метод. комплекс для спец. 1-03 04 01 Социальная педагогика, 1-86 01 01 Социальная работа (по направлениям) / сост.: Е.Н. Бусел-Кучинская, И.В. Шабашева. - Витебск : ВГУ имени П. М. Машерова, 2018. - 117, [1] с.

## DISPLAY OF EMOTIONS IN STUDENTS WITH DIFFERENT TYPES OF TEMPERAMENT DURING ORAL PERFORMANCE IN THE ENGLISH LESSON

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While organizing class activity at a contemporary school teachers pay much attention to students' individual psychological features. One of these features is temperament. According to APA Dictionary of Psychology the term "temperament" is the basic foundation of personality, usually assumed to be biologically determined and present early in life, including such characteristics as energy level, emotional responsiveness, demeanor, mood, response tempo, behavioral inhibition, and willingness to explore [1]. Psychologists single out 4 main types of temperament: sanguine, choleric, melancholic and phlegmatic. The analysis of psycho-pedagogical literature showed that every representative of these types reacts to obstacles which occur in studying process in different ways. Consequently, their emotions represent miscellaneous impediments interfering with the process of getting marks. And one of such impediments is oral performance implying the following assessment through mark giving.

The aim of the current research is to analyse emotions of students with different types of temperament when they give oral performances and to work out some recommendations for dealing with representatives of different types of temperament in the teaching process.

**Material and methods.** The analysis of psycho-pedagogical, scientific and methodological literature and empirical method are helpful in the process of studying. Testing, interrogating and monitoring students, interviewing English teachers are the main methods of the research.

80 students (from secondary school number 6) at the age of 13-14 participated in the study.

**Findings and their discussion.** In the process of research students were asked to choose the emotions they feel before and during their oral performance in the following circumstances:

1. they know the material insufficiently and well enough;
2. they answer at their desk or at the board in front of their classmates.

According to Izard's classification, the following emotions were chosen: fear, happiness, interest, surprise, anxiety, calmness [2]. The students' temperament was figured out through A. Belov's system of methods. The results are as follows: out of 80 participants 24 students (30%) are choleric, 18 students (22,5%) are sanguines, 32 students (40%) are phlegmatics and 6 students (7,5%) are melancholics.

During the research the following results were received:

- fear (47,5%, mostly choleric – 56,7%), anxiety (33,3%, mostly phlegmatics – 44,3%), surprise (11,9%, mostly choleric – 21,3%) are the basic emotions students feel before their oral answer in case of insufficient acquisition of material;
- calmness (76,2%, more obvious in sanguines – 88,9%), interest (40,4%, mostly observed in melancholics – 66,7%), happiness (38,1%, more typical of choleric – 42,6%) are the emotions of the students before oral answer in case of sufficient acquisition of material;
- anxiety (50%, mostly melancholics – 66,7%) and fear (28,5%, mostly sanguines – 55,6%) are typical of those who give an oral performance at the desk having insufficient degree of material acquisition;
- when students perform at the board having insufficient degree of material acquisition they mainly feel anxiety (52,4%, mostly melancholics – 100%) and fear (40,4%, it's obviously melancholics – 66,7%);
- when students perform at their desks having sufficient degree of material acquisition their emotions are the following: happiness (26,2%, mainly melancholics – 100%), interest (21,4%, mostly sanguines and melancholics – 33,3% for both);

- calmness (50%, mostly sanguines and melancholics – 66,7% for both), happiness (26,2%, mainly melancholics – 100%), interest (28,5%, mostly sanguines – 55,6%) are the basic emotion for those who perform at the board having insufficient degree of material acquisition.

The following conclusions can be made according to the received results:

1. Phlegmatics and melancholics having insufficient degree of material acquisition are more frightened to perform at the board than at their desks. Choleric and sanguines behave the other way round. The feeling of fear is considerably lower when students have sufficient knowledge of a subject.

2. Happiness, before and during performance, is felt by all representatives of 4 types only when they know material well enough. Moreover, the percentage of students with this emotion increases when they answer at the blackboard.

3. Sanguines and phlegmatics experience interest performing at the blackboard. Choleric who have acquired deep knowledge of the material prefer answering at their desk to answering at the blackboard.

4. If a student doesn't know material well, anxiety accompanies him less when he performs at the desk than at the blackboard. Phlegmatics with insufficient degree of material acquisition have decreasing level of anxiety answering at the desk while choleric in the same conditions, conversely, feel less anxiety answering at the blackboard.

5. A weak feeling of calmness is typical of representatives of all temperaments in case of insufficient knowledge of material regardless the place of their oral performance. At the same time, this emotion isn't observed among melancholics.

The analysis of scientific psychological literature and the results of the current research allowed us to point out the following recommendations aimed at teachers' consideration of students' temperament:

1. Melancholics had better be asked at the desk when they haven't acquired the material well enough. Only profound knowledge of material can give a teacher a possibility to ask him at the blackboard.
2. It is desirable for phlegmatics to be always asked at the desk.
3. Sanguines had better be asked at the blackboard in any case.
4. Choleric with insufficient knowledge of material should be asked at the blackboard, when they know material well – at the desk.

**Conclusion.** The research showed that representatives of all types of temperament feel different emotions when they answer at English lessons. However, some of the representatives are more resistant to such emotions as "fear" and "anxiety" than the others. Consequently, in case of individualization of a studying process on the basis mentioned above, a teacher will be able to help students get rid of their anxiety and fear during their oral performance, thereby it will help students improve the quality of their answers.

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