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PSYCHOLOGICAL ASPECTS OF FOREIGN LANGUAGE LEARNING

The study analyzes the specifics of students' learning, identifies psychological and pedagogical conditions that contribute to the successful learning of a foreign language, provides recommendations for organizing the educational process and choosing educational materials based on personal experience, and explores various scientific approaches that can improve and systematize the psychological aspects of students' training in psycholinguistics, as well as help overcome difficulties and obstacles associated with learning a foreign language.

This research paper focuses on the development of language competence, the ability to communicate effectively, training of cognitive processes, and psychological preparation for learning.

The article discusses ways to overcome barriers and challenges in the process of learning a foreign language, in particular English, which is considered an international language, a key tool for intercultural and interlingual interaction, as well as a means of forming a global identity and is the most widely spoken foreign language in the world. Effective methods of organizing the learning process are also discussed. The main emphasis is placed on the importance of the communicative aspect in learning foreign languages and avoiding absolutization of this aspect, which allows overcoming communication barriers. The implementation of the communicative approach is an important aspect in the process of learning a foreign language. Communication means not only oral interaction, but also the process of written communication, which consists in the exchange of information.

The article examines the factors that influence the successful acquisition of a foreign language. The author examines their interrelation and influence on the process of learning a foreign language. The article also analyzes the methodological and psychological aspects of learning a foreign language. The psychological foundations of learning a foreign language are considered and effective methods of overcoming psychological difficulties in the process of learning a foreign language are identified. It has been found that language learning has a significant impact on personal, intellectual and cultural development of the individual, which emphasizes the importance of the role of psychology and pedagogy in this process. The directions of further scientific research in this area are outlined.

Key words: *motivation, communicative factors, foreign language, international language, cognitive-communicative learning model, interlanguage transfer, emotional coloring.*

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ПСИХОЛОГІЧНІ АСПЕКТИ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ

У дослідженні проаналізовано специфіку навчання студентів, визначено психолого-педагогічні умови, що сприяють успішному вивченню іноземної мови, надано рекомендації щодо організації навчального процесу та вибору навчальних матеріалів на основі особистого досвіду, було досліджено різні наукові підходи, які можуть поліпшити та систематизувати психологічні аспекти підготовки студентів у галузі психолінгвістики, а також допомогти подолати труднощі та перешкоди, що пов'язані з вивченням іноземної мови.

В даній науковій роботі основна увага приділяється розвитку мовної компетенції, здатності до ефективного спілкування, тренуванню пізнавальних процесів та психологічній підготовці до навчання.

Розглядаються способи подолання бар'єрів і викликів у процесі вивчення іноземної мови, зокрема англійської, яка вважається міжнародною мовою, ключовим інструментом міжкультурної та міжмовної взаємодії, а також засобом формування глобальної ідентичності і є найпоширенішою іноземною мовою у світі. Також розглядаються ефективні методи організації навчального процесу. Основний акцент зроблено на важливості комунікативного аспекту у вивченні іноземних мов та уникненні абсолютизації цього аспекту, що дозволяє подолати комунікативні бар'єри. Реалізація комунікативного підходу є важливим аспектом в процесі вивчення іноземної мови. Під комунікацією мається на увазі не лише усна взаємодія, а й процес письмового спілкування, який полягає у обміні інформацією.

У статті досліджено фактори, що впливають на успішне оволодіння іноземною мовою. Автор розглядає їх взаємозв'язок та вплив на процес вивчення іноземної мови. У статті також проаналізовано методичні та психологіч-

ні аспекти вивчення іноземної мови. Розглянуто психологічні основи вивчення іноземної мови та визначено ефективні методи подолання психологічних труднощів у процесі вивчення іноземної мови. З'ясовано, що вивчення мови має значний вплив на особистісний, інтелектуальний та культурний розвиток особистості, що підкреслює важливість ролі психології та педагогіки у цьому процесі. Окреслено напрями подальших наукових досліджень у цій сфері.

Ключові слова: мотивація, комунікативні чинники, іноземна мова, міжнародна мова, когнітивно-комунікативна модель навчання, міжмовне перенесення, емоційне забарвлення.

Introduction. Language is one of the most important means of communication and a tool for overcoming language barriers between representatives of different nationalities. Today, knowledge of a foreign language is one of the most important conditions for the adaptation of a person in the modern world, and therefore learning foreign languages is an urgent issue that requires detailed consideration.

The first reference books and textbooks for students of higher education in foreign languages appeared in the late Middle Ages, based on the interest in learning foreign languages, searching for ways and means of learning, as well as for teaching aids. With the expansion of the international exchange fund, the issue of foreign language acquisition is becoming increasingly relevant. Therefore, it is increasingly important to study the factors influencing foreign language acquisition, optimal language learning mechanisms, causes of difficulties (barriers) and ways to overcome them.

Today, an integral part of the process of foreign language assimilation is actively taking place in the following components of development: social (cultural, traditional and microsocioal environment), psychological (individual), psychosocial (interpersonal communication), mental (mental functions and language characteristics of students – perception, understanding and reproduction) and anatomical components (S. Bocharova, 2019).

There are the following studies related to these main components of language development: research on anthropological, psychological and linguistic characteristics of the individual, psychological aspects of learning foreign languages, the relationship between methods of teaching world vocabulary and psycholinguistics, culture of foreign language communication, general psychological preparation of students, etc.

The purpose of the article is to review and analyze general scientific, psychological and pedagogical approaches that can improve and systematize the existing psychological conditions of students' psycholinguistic training, as well as overcome difficulties and barriers to learning a foreign language.

Analysis of research relevance. In modern conditions, the issue of learning a foreign language, especially English, is becoming increasingly relevant. This language is an international language, the main means of intercultural and interlingual communication, a means of building a global identity, and is the most studied foreign language in the world.

In this context, it is not surprising that schools, colleges, and universities teach foreign languages as separate, established disciplines, and it has been repeatedly noted that many people learn a foreign language, but few actually speak it.

Of course, a highly educated modern specialist of any specialization (psychology, pedagogy, philology, law, etc.) must have a foreign language at or above the level of a householder. The term "activation" plays a key role in intensive learning systems – a process aimed at achieving one's own activity and stabilizing this state. In the original interpretation, the concept of "intensity" was considered "tension" – the state of activity at the moment (T. Grigorieva, 2020). This should be understood as the vital activity of the teacher and student team, active interaction between students, activation of cognitive processes, memory resources, imagination and attention.

It should be noted that teaching foreign languages is a matter of pedagogy (methodology) and linguistics, as well as psychology and psycholinguistics, which were considered by such scholars as: W. Von Humboldt, O. Potebnia, I. Boduen De Kurtene, L. Shcherba, I. Zymna and others.

Thanks to the development of pedagogy, the effectiveness of the educational process and foreign language learning has increased. Coverage of the process of education modernization, the participation of high pedagogical technologies in education was studied by: L. Viatkyn, E. Bondarevska, I. Yakimanska and others, through the basics of algorithmization of technology and computerization of educational processes in general.

Recently, more and more attention has been paid to the study of the psychological concept of foreign language learning, which is mainly developed through various types of learning activities. The psychological foundations of learning activities have been studied by: L. Vygotsky, O. Leontieva, S. Rubinstein, P. Halperin, D. Elkonin, they also studied the general theory of activity, the theory of mind and the basics of imitative activity (V. Kohonen, 2020).

In the early works of scientists, much attention is paid to thinking and conscious understanding in the process of human cognitive activity. Thus, S. Rubinstein believes that "the formation of language skills is inseparable from cognitive activity in the process of communication" (G. Zelenin, 2009), and L. Vygotsky developed the doctrine of the development of higher mental functions in the process of communication and assimilation of cultural values (M. Halytska, 2019).

K. Rogers, the founder of humanistic psychology, emphasized the principles of human behavior, according to which a person is primarily an emotional being. A truly harmonious personality is in harmony with his or her feelings and emotions and is able to maximize his or her inner potential. Such a person does not need to use defensive strategies to protect themselves from the world around them, such a person is their own “creator” who improves with every step, every decision (O. Tynkaliuk, 2022).

The humanistic philosophy of C. Rogers is reflected in the works of C. Karrin, in which he identifies the following elements as the most important conditions for mastering a foreign language: motivation, anxiety, self-esteem, rigidity, risk-taking, empathy and extroversion. Based on the above conditions, C. Karrin created a skill in communication, he believed that “the audience is not students or classrooms, but a group of people who need psychological counseling and treatment. The main goal of the teacher-therapist is to create a psychological connection with the group, to create a favorable microclimate that promotes self-esteem, openness, empathy and help students overcome the “language barrier” and learn a foreign language” (V. Kohonen, 2020).

Based on the peculiarities of C. Karrin’s research, it should be noted that the pace of knowledge acquisition by students is based on age characteristics, which is why a special section is distinguished in pedagogy – andragogy, which reveals and develops the principles of teaching older people. In their opinion, effective education of older people is built from general to partial. This learning strategy allows you to first form the basis on which all other knowledge will be strung together at a high speed (T. Grigorieva, 2020).

In modern psychology and pedagogy, the study of the psychological specifics of foreign languages as an academic discipline finds its expression. The specifics of the reality of mastering a foreign language are highlighted: correlation with the native language; directionality of the acquisition path; low density of communication; inclusion of the foreign language part in the subject communicative activity; fragmentation of learning and the process of dividing foreign language learning into different types of language activities, which forms bilingual awareness. The success of students in learning a foreign language largely depends on the ability to predict and diagnose possible language barriers.

Psycholinguists agree that language barriers most often prevent students from successfully mastering a foreign language, which is why they distinguish two main types of language barriers: external and internal barriers. External barriers are objective obstacles that people face regardless of their will. For example, when they cannot choose a learning method that meets their goals or cannot find the right teacher. Internal barriers are subjective, arising from within the person, and their roots can go deep into the subconscious. But

they can also be related to certain physical problems (e.g., hearing loss), age, or general deterioration of a person’s memory at a certain age.

The first and foremost obstacle to overcome when starting to learn a foreign language is to overcome the initial fear of trying to start, which will generally prevent further barriers to language learning.

It is well known that learning cannot be successful without knowledge of psychology and pedagogy, because there are key aspects that foreign language teachers should consider when working with students:

- 1) any activity of a person begins with his or her individual motivation;
- 2) the learning material should not be too easy, students should not lose the desire to overcome their own barriers to learning;
- 3) new knowledge should have an emotional color (involvement in the process);
- 4) it is necessary to rely on students’ general erudition, background knowledge, interlingual and intercultural relations, to teach an analytical approach to learning new things (P. Zernetsky, 2020).

Motivation is a dominant factor in language learning. An important motivational factor for foreign language learners is the labor market demand for specialists with knowledge of a foreign language. Following this principle, teachers often use simulated communication situations that reflect real life. In such a language situation, students can relate to a certain role or person, put themselves in that person’s shoes in a specific situation, which will enrich their life experience, help them gain certain professional practical skills and develop their communication skills and abstract thinking. It should be noted that constant practice of language learning is the key to success. Even experts in foreign languages admit that they may feel a little insecure if they have not practiced for months, like athletes (M. Lipkovska, 2021).

In general, the principles of the cognitive-communicative model of learning are widely used in modern foreign language teaching methods. The implementation of the communicative method plays a crucial role in the process of learning a foreign language, and communication means not only oral communication but also the process of written communication, the essence of which is the exchange of information (V. Kohonen, 2020). The author of the communication method is R. Langs, who characterized the key features of this method:

- approach involves maximum use of the language studied in the group;
- focus on active learning models, including pair and group work;
- preference for the oral type of work;
- the use of programmed speeches;
- emphasis on modern spoken language;
- the secondary role of grammar (S. Bocharova, 2019).

In communicative learning of a foreign language, the object of learning is not only specific knowledge, skills and abilities, but also communicative abilities so that a person can communicate effectively in situations of a foreign language environment. The European Commission interprets it as a continuum of several components or competencies (M. Halytska, 2019). Communication skills are not without their drawbacks, mainly that they can only be realized through sufficient language practice.

In addition to language development, professional reading and processing of professional texts is extremely important for students of non-linguistic higher education institutions. It is difficult to imagine the future of a modern specialist without a good professional reading of an information and professional product. Readers of authentic, professionally oriented texts need developed reading skills, i.e. practical mastery of this type of speech activity for professional benefit. The linguistic communicative model of forming reading skills is based on authenticity (use of authentic material in the learning process), contextual conditionality (use of language in the general social and cultural context), intensive use of students' basic knowledge (formation of predictable skills on the information basis of textual content created in their minds before meeting the material to be studied), overcoming the cognitive gap (creating differences in the amount of information that the teacher hides between the students), and strategies (organization of joint activities of students to extract information in the way that students themselves learn this joint activity with the help of teacher's tasks).

In many cases, a person's ability to learn a foreign language is related not only to his or her personal interests, but also to the interests of a group or society. Other differences in characteristics that students should consider when learning a foreign language are as follows:

- students themselves place higher demands on the quality and results of education;
- students realize that they are independent, self-reliant individuals with important life experience, including educational experience;
- in the process of mastering a foreign language, it is really difficult for students to return to their previous role – the role of a student, in accordance with the new conditions (P. Zernetsky, 2020).

That is why the main psychological characteristics of foreign language learners are as follows (M. Lipkovska, 2021):

1) they will learn only what they think they need, and their learning will be effective when they have a strong internal motivation to master certain knowledge – today, maintaining and stimulating motivation depends more on the university teacher;

2) to meet the immediate needs of the audience in applying the knowledge, skills and abilities that have been acquired, imitation (modeling) of the situation is

used – this greatly accelerates the use of the language in practice;

3) students often study and work, so the main obstacle to practical interaction is that students who work often do not have enough time to attend classes, while if a person needs a foreign language for professional development, it is easier for a person to find time to learn it;

4) learning largely depends on previous experience – students' perception of knowledge is correlated, so knowledge should be related to the accumulated life experience, if new knowledge does not coincide with what the student already knows, he or she subconsciously adjusts to reject such knowledge;

5) it is important to be able to discard the past unsuccessful learning experience and start all over again; one of the blocking factors in the process of learning a foreign language is fear, so it is important to create an informal atmosphere in the classroom during interaction;

6) most students are critical of their own ability to learn something, so, according to psychologists and teachers, it is necessary to guide rather than evaluate, for example, tasks that are often practiced without a single correct solution, and the main purpose of such exercises is to develop language skills based on the audience's personal experience;

7) several teaching methods should be used in the course of training.

Today, intensive methods of learning foreign languages are gaining popularity, which is aimed at helping those who do not have enough time to study. The student memorizes and practices a certain set of established expressions and patterns, so he or she is able to express themselves and understand the interlocutor. Reinforcement is aimed at forming "expressive speech acts" and therefore often has a linguistic character. In foreign language courses, the method of teaching will be conversational communication and learning, which is largely based on self-study and self-development and requires a high degree of self-discipline on the part of students. Often, the role of a foreign language teacher is reduced to a coordinator of students' independent work, based on the selection of vocabulary books for foreign language courses, which is based on a thematic principle. When working with students, it is necessary to take into account such factors as the influence of their native language (interlingual transfer). However, the most important psychological prerequisite for successful language learning has always been an interest in self-discipline, which is the driving force without which successful learning is impossible.

Conclusion. Successful learning of a foreign language requires motivation to learn, love for the subject, use of techniques in practice, a vivid impression of all teaching materials, a cognitive-

communicative model of learning, emotional coloring, understanding of interlingual transfer, communication with like-minded people, etc. It should be noted that the scientific psychological and pedagogical methodology gives the teacher new roles, making him or her the organizer of students' communicative, cognitive and creative activities, making students active subjects of cognition and self-development. In this regard, the importance of the psychological component in the educational process in general cannot be underestimated. Learning a foreign language as an academic discipline is very specific,

which is related to all sciences and all branches of human knowledge, because without language there is no knowledge. That is why language learning has a great impact on personal, intellectual and cultural development, which once again emphasizes the important role of psychology and pedagogy in this process. Further research should pay more attention to the methodology of intensive foreign language learning as a means of communication and cognition, the feasibility of which depends on the need to improve the effectiveness of learning in the context of scientific, technological and information progress.

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