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Psycholinguistic Basis for the Intensification of Foreign Language Teaching in Non-Linguistic Directions

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ABSTRACT

Within the framework of this article, we tried to present a description of the ways of possible psychological activation of foreign language teaching, which can influence the result of acquiring a foreign language and the ways of its implementation in the educational process in non-linguistic institutions. In analyzing this study, we suggested some planned activities that greatly helped foreign language learners to increase their ability to learn the target language and at the same time can also encourage second foreign language teachers to find the best way for their learning. Since the psycholinguistic approach to teaching a foreign language implies a constitutional basis for determining specific psychological directions and principles for organizing language teaching, separate functions of professional linguistic material and language activities. An analysis of psychological and pedagogical studies of the intensification of professionally oriented foreign language teaching in non-linguistic institutions shows that this problem is psychological and pedagogical, since it requires taking into account both psychological factors and personal characteristics (motivation, readiness to learn a foreign language, activity, independence, development and etc.) and the need for a specially organized, purposeful pedagogical process, which includes psychological approaches, principles, organizational and pedagogical conditions, methods and means for realizing the goals and objectives of oriented education in the specialization of the future profession.

KEYWORDS: psycholinguistic, education, language, methodology, mental reflection, method.

Introduction

Considering the psycholinguistic characteristics of professionally oriented education, it should be noted that when explaining the main features of the psycholinguistic approach to learning a foreign language as individual knowledge, it must be taken into account that we are considering the organization of human language activity. Here, following L. Shcherba (1947), we identify that the organization of language activity is a kind of processing of language activity experience that occurs in accordance with specific psychophysiological possibilities. This means that, first of all, we need to find out what features of human mental activity determine the formation and functioning of a foreign language as a human asset.

The main part

Methodology. Referring to specific studies of psycholinguistic approaches to the study of the characteristics of the acquisition of a second language (contrast analysis, analysis of errors, introspective methods, an integrated approach to the study of the characteristics of the acquisition of a second language), we can argue that further research in the field of foreign language acquisition should take into account to what extent To the extent that the results of research in the field of first and second languages with a statement on the task of identifying both the patterns common to the acquisition of the native and foreign languages, as well as specific features for each of these cases.

Therefore, within the framework of this study, we can limit ourselves to listing the main features of human mental activity, which are the most important for further consideration of issues that are relevant to us.

We start from the following:

1. Mental reflection is never passive, mechanical and mirror, since it is formed in the processes of activity of an active subject through continuous interaction between a person and the world around him, with a constant interconnection of internal and external, subjective and objective, individual and social.
2. Mental is characterized by finite processuality, dynamism, continuity and constancy of the interaction of processes and their products in the process of formation and transitions to various stages, components, operations.
3. All types of mental activity operate in an ensemble, i.e. Such mental processes as thinking, speech, memory, perception, etc., do not exist ontologically as separate actions, they are artificially limited for the purposes of scientific analysis, although in human activity “everything consists of everything”.
4. In the multidimensional and multilevel process of mental reflection, various forms and levels interact, transform, differentiate, integrate and pass into each other, including the levels of sensory-perceptual processes, representations, speech thought processes, conceptual thinking, intelligence. In real life, all levels of human mental activity are interconnected; one of them can be carried out depending on the purpose of the activity and the tasks that are being solved, but they never act on their own, only by determining the specific structure of the entire mental system.

Any mental process is always formed simultaneously at different levels of awareness; any conscious content usually includes incomplete and incompletely realized dependencies and correlations, that is, there is a continuity of the conscious and the unconscious as one of the fundamental properties of the mental process in which the unconscious exists as real, as conscious.

Summing up the content of the latest psychological concepts of teaching foreign languages, we can state the following provisions for its interpretation:

- it is necessary to teach not so much the language itself, but the language activity;
- the main function of audiovisual and technical means is to provide a materialized form of action and operations that are transformed into internal, purely mental ones;

- language instruction in the psycholinguistic sense is reduced to the formation of professionally oriented actions necessary for language activity, and mastering the means of implementing this activity;
- learning a foreign language is necessary for the formation of motives for educational and linguistic activities as a component of the educational process;
- the formation of the professional activity of a foreign language should consist in the development of its individual structural components and their subsequent integration into an integrated system of activity, which is associated with the transition from a conscious operation to their full automation;
- The use of the "adaptive method of formation of operations" (A. Leontiev, 2001) plays an auxiliary role.

Results. Following the method of generalizing the formulated ideas, we can point out three, in our opinion, important points in teaching a foreign language.

Firstly, teaching a foreign language and a professional foreign language is possible only in communication, while communication is the goal and end result of learning.

Secondly, teaching a foreign language does not require its education from scratch, since students already have the skills of professional oral communication, at least in their native language. Therefore, it is necessary to form a correction that requires the development of a psycholinguistic model for comparing native and target languages, the degree of coincidence or inconsistency in the operational structure of language activity.

Thirdly, when teaching language material, we cannot ignore the psychological functions of language learning in the general process of teaching the professional activity of a foreign language.

So, we come to the conclusion that the psycholinguistic approach to the problems of a functional foreign language can be limited only by the analysis of linguistic phenomena. The latter should be studied in a specific coordinate system that takes into account all the variety of factors and conditions of language activity. As in the influence of the latter, the image of the world is directly meaningless. Most researchers point to correlation and individual and theoretical interaction.

Therefore, at each stage of vocational education, it is important not only to ensure the formation of certain knowledge and language skills, but also to consistently develop the personal qualities and abilities of the student, his need for self-realization. Improvement, formation and development of the psychological qualities of a future specialist, it is important to stimulate, first of all, the motivational sphere, the meaning of the profession, motives, goals, emotions, conditions for adaptation, determining the direction of the personality, and then on its basis the spheres (professional knowledge, professional abilities, professional skills, professional actions, professional thinking, professional technology).

Conclusion

So, in conclusion, it should be noted that the analysis of the formulated conceptual approach to the study and teaching of a foreign language demonstrates a pronounced psycholinguistic status, which is the primacy of the linguistic component in the development of the experience of a foreign language. At the basis of their description and interpretation, we have the mechanisms of language activity, language abilities and language skills corresponding to their attributive parameters, correlate with the psycholinguistic field of scientific research.

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