

PSYCHOLINGUISTIC BASIS OF INTENSIFICATION OF TEACHING FOREIGN LANGUAGE IN NON-LINGUISTIC INSTITUTIONS

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ABSTRACT

In the framework of this article, we have tried to present a description of the ways of the possible psychological intensification of teaching foreign language which can influence on the result of foreign language acquisition and how to implement them in the educational process in non-linguistic institutions. By analyzing this study, we have suggested some planned activities which have greatly helped foreign language students raise their ability to learn the target language and at the same time can also encourage second foreign language teachers to find a better way to conduct their teaching. Since the psycholinguistic approach to teaching foreign language involves the constitutional basis for determining the specific psychological directions and principles of the organization of language instruction, separate functions of professional linguistic material and language activity. The analysis of psychological and pedagogical studies of intensification of professionally oriented foreign language teaching in non-linguistic institutions shows that this problem is psychological and pedagogical, as it requires taking into account both psychological factors and personality characteristics (motivation, readiness for learning foreign language, activity, independence development and so on), and the need for a specially organized, purposeful pedagogical process that includes psychological approaches, principles, organizational and pedagogical conditions, methods, and means for realizing the goals and objectives of professionally oriented education according to the specialization of future profession.

Keywords: Psychological features, foreign language acquisition, language activity functions, professional education.

INTRODUCTION

Considering the psycholinguistic characteristics of professionally-oriented education, it should be noted that while clarifying the main features of the psycholinguistic approach to the study of a foreign language as an individual knowledge, it is necessary to take into account that we consider human language activity organization. Here following L. Shcherba (1947), we identify that language activity organization is a kind of processing language activity experience, which occurs in accordance with specific psycho-physiological possibilities and patterns. 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.

LITERATURE REVIEW

This problem is widely and in details discussed in the studies of foreign scientists. Fundamental works by R. Gardner, 1972, 1980, 1985, 1993, S. Krashen, 1985, H. Brown, 2001, 2007, A. A. Leontiev, 1995, 1999, 2001, 2004, 2007, A. A. Zalevskaya, 1996, 1999, 2005, 2007, are devoted to the study of the psycholinguistic aspect of foreign language

acquisition, which examines the psychological mechanisms of various affective components that affect both the process of teaching foreign languages and its results.

In turn, A.A. Zalevskaya (1996) characterizes the available research approaches to studying the peculiarities of second foreign language acquisition from the standpoint of pedagogical orientation, aiming at finding ways to improve the effectiveness of teaching foreign language, striving to better understand the specifics of the process of second language acquisition, to identify and explain the features of the interaction of the first and second languages.

METHODOLOGY

Turning to specific research psycholinguistic approaches to studying the peculiarities of second language acquisition (contrast analysis, error analysis, introspective methods, an integrated approach to studying the peculiarities of second language acquisition), we can argue that further studies in the field of foreign language acquisition should take into account, to some extent, the results of scientific research in the sphere of the first and second languages acquisition with the statement of the task of revealing both the regularities that are common to native and foreign language acquisition and the specific peculiarities for each of these cases.

Consequently, within the framework of this study, we can confine ourselves to a summary enumeration of the main features of a person's mental activity, which are the most important for further consideration of issues that are topical for us.

We will proceed from the following:

1. Psychic reflection is never passive, mechanical and mirror as it is formed in the processes of activity of the active subject through the continuous interaction between a man and the world around him, with a constant interrelation of the internal and external, subjective and objective, individual and social.
2. Mental is characterized by the ultimate processuality, dynamism, continuity and constant interaction of processes and their products during the formation and inter-transitions of different stages, components, operations.
3. All types of mental activity function in an ensemble, i.e. such mental processes as thinking, speech, memory, perception, etc., do not exist ontologically as separated acts, they are artificially delimited for the purposes of scientific analysis, although in human activity "everything consists of everything."
4. In the multidimensional and multilevel process of mental reflection, different forms and levels interact, transform, differentiate, integrate, and pass into each other, including levels of sensory-perceptual processes, representations, speech-thinking processes, conceptual thinking, and intellect. In real life, all levels of the individual's mental activity are interrelated; one of them may be leading, depending on the purpose of the activity and the tasks which are being solved, but never acts by itself, only by defining the specific structure of the entire mental system.
5. Any mental process is always formed simultaneously at different levels of awareness; any conscious content usually includes incompletely and not fully realized dependencies and correlations, i. e. there is a continuity of the conscious and the unconscious as one of the fundamental properties of the psychic as a process in which the unconscious exists as real as conscious.
6. There is no one-to-one correspondence between the conscious and the verbalized, as well as between the unconscious and the unverified: the implied conscious can go beyond the

verbalized one, and that, which is experienced as known and understandable, cannot always be explicable, verbally described.

7. The individual's immediate experience of the content of knowledge is characterized by the original objectivity and partiality in the constant interaction of perceptual, cognitive and affective (emotionally appraising) processes and their products under the dynamics of the actual meaningful and potentially significant.

Summarizing the content of the latest psychological concepts of teaching foreign languages, we can put forward the following provisions for its interpretation:

- it is necessary to teach not so much the language itself as the language activity;
- the main function of audiovisual and technical means is to provide a materialized form of actions and operations that are converted into internal, purely mental;
- language instruction in the psycholinguistic sense is reduced to the formation of professionally-oriented actions that are necessary for language activity, and to mastering the means of implementing this activity;
- to teach foreign language is necessary to form motives of educational and language activities, as a component of the educational process;
- the formation of professional foreign language activity should be the development of its distinct structural components and their subsequent integration into an integrated system of activities, which is associated with the transition from the conscious performance of distinct operations to their full automation;
- the use of "adaptive method of forming operations" (by A. Leontiev, 2001) plays an auxiliary role.

RESULTS

Following the way of generalization of formulated ideas, we can specify three, in our opinion, important points in teaching foreign language.

Firstly, teaching foreign language and professional foreign language activity is possible only in communication, while communication is the goal and the final result of teaching.

Secondly, training foreign language activity does not require its formation from scratch as students have already had the skills of professional verbal communication, at least in their native language. Therefore, it is necessary to form a correction, which requires the development of a psycholinguistic model of comparing native and target languages, the degree of coincidence or discrepancy in the operational structure of language activity.

Thirdly, while teaching language material we cannot ignore the psychological functions of language instruction in the general process of teaching professional foreign language activity. These provisions served as the basis for determining ways of possible psychological intensification of teaching foreign languages in non-linguistic institutions.

The first way is the construction of learning activity as an organized, controlled and controlled sequence of students' actions that ensure the optimal formation of foreign language activity and its structural components (actions and operations). Optimality implies, on the one hand, the transition from material to mental action, from conscious mastery of the operation to its automatic use, from the formation of distinct components of activity to their unification. On the other hand, we are talking about the optimal formation of an act of language activity as a unity of motive, purpose, means and operational structure, and as a unity of tentative and actual executive actions. In the same context, it is necessary to comment on the idea of the

communicative approach to teaching foreign language, which psychologically involves not so much compulsory communication in the learning process as a more general requirement for the student's natural activity at all stages of its formation.

The second way is to search for the optimal ratio of conscious and adaptive components for the formation of professional foreign language activity.

The third way is the differentiated formation of components of professional foreign language activity in dependence on their correlation with the components of professional language activity in the native language or the mediator language, the optimal ratio of the actual formation and correction.

The fourth way is the consistent implementation of the systematic principle at the stage of presentation of foreign language material.

The fifth way is the consistent implementation of the principle of functionality in unity with the systematic principle.

The sixth way is the psychologically sound use of audiovisual means and technical aids in the functions of the system presentation of the professional language material for the purposes of orientation, support at the stages of external material actions and the formation of communicative and speaking skills.

It is obvious that the proposed ways of psychological intensification of teaching foreign languages in a condensed form represent a psycholinguistic program of teaching foreign language, which is one of the pillars of its concept. In addition, psychological intensification of teaching foreign languages is possible by using socio-psychological reserves. These include, in particular, collective forms of language teaching that imply the different content of the learning process, which is most fully realized in options for intensive language instruction, as well as with a new understanding of the communicative principle and "feedback" aimed at personal characteristics of foreign language students.

DISCUSSION

It has been said above that the processing of language material in the human language activity organization gives specific products that differ from the product of the metalinguistic activity of the linguist, the descriptive language model. This requires some specification.

For example, an adult, who successfully graduated from a school not being a linguist, continues to use not so much the rules as the functional pragmatics that allow him to successfully cope with many problems while dealing with "vague sets" and solving "poorly formulated tasks": this is what we have to do every time, seeking mutual understanding in communication (we still have to come back to this problem later).

The processing of a person's language experience is initially included in the formation of the image of the world and its re-structuring, so for the individual language means are merged with what they are used for.

This was clearly demonstrated by N. Zhinkin (1982): "A person hears words consisting of sounds: 'A dog is running', and thinks not about sounds and words, but about the dog, and looks - where it is running" [Zhinkin, 1982: 18]. Even in cases where there is a transition into a metalanguage and a person notices the semiotics of his language, he "is still convinced that when he perceives speech he represents and sees the designated reality, and not a line of words or a sequence of sounds" [Zhinkin, 1982: 100-101].

Thus, the statements by N. Zhinkin focuses on a number of very important features of the language use: for a speaker the language acts as a means of reaching out to the image of the world (reality). Images are played a special role (by thinking about a dog that is running somewhere, we are building an expectation, a counter-image), and through the image different knowledge and expectations associated with such a situation are taken into account at different levels of awareness.

Comprehensively analyzing the content and operational structures of the mechanisms for acquiring foreign language and linguistic experiences, we, following A. Leontiev (1999), define teaching non-native language as teaching language activity. Consequently, teaching a foreign language is nothing more than teaching to speak with the help of a foreign language, specifying, in a later version, it is language acquisition as learning to speak in this language. At the same time, it is important to point out the presence of some more important and necessary "constituent elements" for the development of foreign language and linguistic experiences - the cognitive and personal aspects of language acquisition. In addition, emphasizing the role of the intercultural component during foreign language acquisition, it is necessary to note the importance of professional orientation in the selection of linguistic knowledge and cultural knowledge about the country of the target language as it is carried out by the native speaker. This is the main task of foreign language acquisition in the cognitive aspect.

The personal aspect is no less significant than the cognitive aspect, since foreign language acquisition is oriented not only to activities and communication, i.e. to the interlocutor, and not only on the image of the world, i.e. on consciousness, but also to the personality of the student. Here we refer to the motivation, the system of attitudes, the problem of self-evaluation, personal and group identities, as well as understanding foreign communication as a way to actualize and realize own personality as a special way of self-affirmation which we already considered in our previous studies (Panferova, 2015).

The identification of the psycholinguistic essence of teaching foreign languages requires a clear definition of the concept of "psychological basis of intensification of teaching foreign languages." The three-level nature of this phenomenon at the didactic-methodological level (in relation to the educational activity of each individual student, collectively-psychological and socio-psychological grounds) significantly expands the fields of its functioning. Actually, the psychological content should be presented at the levels of the activity of the individual student, at the collective psychological level, and at the socio-psychological level of the intensification of educational activity, especially in non-linguistic institutions. In the first case, we are talking about the orientation to different modes of perception and different types of memory, ensuring the motivation for learning target language. In the second case, this is the collective psychological organization of the learning process in the group proposed by A. Leontiev (2001), which best ensures the digestion of the required professional knowledge and language skills by each individual student. In the third case, the socio-psychological organization of the learning process is aimed to prepare students for foreign language communication in a professional society, to solve professional problems, facing various situations in the future professional activity.

It is also necessary to emphasize that the practical implementation of the intensification of teaching foreign language in a non-linguistic institution requires definite and integral scientific-psychological understanding of the essence of educational activity, the

psychological content of the learning process, and the interaction of individual psychological, collective psychological and socio-psychological features.

Discussing the semantic and content aspects of the dichotomous concept of "a foreign language - another language", A. Leontiev (1999) promotes and defends the personal-psychological approach to foreign language teaching based on the psychological views by L. Vygotsky (1996). A. Leontiev (1995) first described the provisions of this approach in the form of three principles - communicative, cognitive and personal in 1993. According to A. Leontiev (2004), these principles, which form a psychological and didactic basis for teaching foreign language, are the core of his interpretation of the process of language acquisition.

The content of the communicative principle in teaching foreign language is revealed on the basis of the assertion that the communicative orientation is fundamental for any teaching foreign language, since it indicates an orientation towards another person, a communication partner, without which communication itself is inconceivable. But the adjustment of this statement gives a new attribute to the communicative principle, namely, communication in the process of teaching foreign language is directly included in the learning process resulting in the optimization of language acquisition through the organization of communication.

In accordance with the cognitive principle of teaching foreign language, language acquisition not as a means of communication should be in the center, but language acquisition as a "building material" of the image of the world. This vision of teaching foreign language also coincides with the ideas by H.-G. Gadamer (1975) leading us to the idea that language in the structure of acquisition and in the context of language ability is a system of psycholinguistic units.

At foreign language lessons a new image of the world should be built or, at least, necessary adjustments to the existing old world image should be made. Proceeding from this, foreign language should not be taught as a formal system in view of the fact that teaching language is teaching values that constitute the image of the world of a new culture and simultaneously participate in the processes of generating speech in a new language.

Of course, in the context of our research, it is important not only to state this, but also to emphasize the psycholinguistic status of foreign language as an object of exploration.

The essence of the personal principle in the process of teaching foreign language is built on the orientation positions of the learner not only to the partner, but also to himself, to the same realization of his personality while speaking in a foreign language as it occurs while speaking in his native language. It is important to emphasize that both general pedagogical problems and the problems of general and pedagogical psychology are touched upon.

With reference to the latter, we are talking about the most important concept - the student's readiness for further development, including readiness for further independent studying a foreign language. But this is not limited to the system of psychological constructs of teaching foreign language. There is a system of personality properties that ensure its independent development - motivation and motivational readiness, reflexivity, systemic knowledge as characteristics of the evolution of the image of the world and the indicative basis of activity, the development of means and the reception of activities.

CONCLUSION

So, we come to the conclusion that the psycholinguistic approach to the problems of functioning foreign language cannot be only limited to 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 associated with the mental life of the active individual and language activity included professional activities in a proper community. As under the influence of the latter, an individual picture of the world is formed, outside of which language means do not make sense. Most researchers point to the correlation and interaction of the individual and the activity in the holistic system of professional education.

Thus, I. Zimniya (2007), taking into account the ideas by A. Leontiev (2007) and S. Rubinstein (2000), notes that the distinction between the individual and the activity or the psychological and pedagogical characteristics of a specialist is symbolical, since both components are inextricably linked with each other because the individual acts as a subject of the activity, which, in turn, along with the action of other factors, for example, communication, determines his personal development as a subject.

In turn, A. K. Markova (1996) believes that the process of interaction between the individual and activity is accompanied by an increase in self-awareness, motivation, and the adoption of norms and values of the profession.

Therefore, at each stage of professional education it is important not only to provide for the formation of certain professional knowledge and language skills, but also to consistently develop the learner's personal qualities and abilities, his needs for self-realization. Thus, forming and developing the psychological qualities of the future specialist, it is important to stimulate primarily the motivational sphere (the value orientations of the profession, the meaning of the profession, the motives, goals, emotions, the setting for adaptation, determining the direction of the personality), and then on its basis to improve the operational sphere (professional knowledge, professional abilities, professional skills, professional actions, professional thinking, professional technologies).

Thus, in conclusion, it should be noted that the analysis of the formulated conceptual approaches to the problems of foreign language teaching and acquisition demonstrates their pronounced psycholinguistic status, which is the primacy of the linguistic component in the development of foreign language experience. At the heart of their description and interpretation, we put the mechanisms of language activity, language ability, and language skills, which according to their attributive parameters correlate with the psycholinguistic sphere of the scientific research.

The mere fact of having these research approaches to studying the peculiarities of teaching foreign language speaks of the urgent need for extended comprehension of the whole range of problems of teaching foreign language from the psycholinguistic positions in the broader context.

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