

## CONCEPTUALIZATION OF THE COMPONENTS OF THE PSYCHOLINGUISTIC ASPECT OF FOREIGN LANGUAGE ACQUISITION

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### ABSTRACT

Within the framework of the research presented in this article, the components of the psycholinguistic aspect of teaching foreign language for specific purposes are conceptualized. All types of cognitive 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." 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 (by R. Gardner, 1980). In real life, all levels of the individual's cognitive activity are interrelated; one of the m 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 cognitive system. 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. As a result of the psycholinguistic analysis of the activity during foreign language acquisition, the structure of strategies for second language acquisition is proposed, and the activity orientation of the contents of the proposed strategies is considered.

**Keywords:** Psycholinguistic model, second language acquisition strategies, cognitive orientation, activity orientation, contents of foreign language teaching.