

## 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.

### INTRODUCTION

In this article we are talking about the interpretation of teaching foreign language as an active and dynamic process, and the consideration of the language as a complex cognitive skill. In addition, teaching foreign language appears as a forward motion from a preliminary understanding and active manipulation of information to the full automation of the use of language, and the teaching strategies contain the potential to influence the learning outcomes of the second language.

### LITERATURE REVIEW

In the vast body of the cited linguistic and methodological literature, many scholars rightly single out the main contextual idea of taking into account the "psycholinguistic model of students' foreign language acquisition" (by A. Zalevskaya, 2000). At the same time, D. Laurillard (2002) stated that the essential content component of theoretical constructions with

regard to the practice of teaching foreign languages is a discussion of strategies for second language acquisition and language using.

Based on the analysis of various works by foreign authors, such as G. Yeager and I. Rappoport (1991), we can talk about the emergence of a new subject area of the methodology of teaching non-native language - "target language learning strategies". However, there has not been a single generally accepted concept of defining a strategy in application to the conditions for second language acquisition yet. Nevertheless, the concept of strategies for second language acquisition is very important for us. Although E. Bates (1976) only generalizes the material of the foreign press issues, they are seen to be extremely relevant to the conditions of the foreign language educational practice.

## **METHODOLOGY**

The allocation of metacognitive, cognitive and socially affective strategies for foreign language teaching, including thinking, planning the learning process, monitoring the understanding and production of speech, self-evaluation of learning outcomes, direct manipulation of learning materials and their transformation, cooperation while teaching, "talking to oneself" can be interpreted, in our opinion, as weighty psycholinguistic illustrations of the process of foreign language teaching in specially organized conditions of a higher educational institution. Consequently, with all the cognitive orientation of the contents of the proposed strategies, they are important to us, firstly, as a real psychological object of foreign language activity, and secondly, as a prototype of the psychological model (and, in general, modeling) of the development of foreign language educational practice.

The transition from the contrastive analysis of linguistic systems as a basis for increasing the effectiveness of second language teaching to studying the facts, obtained directly from the subject of language instruction, is due to changes in the approaches to the analysis of all language interferences as one of the significant sources of information about psycholinguistic mechanisms for second language acquisition and second language teaching (by M. Saville-Troike, 2006).

Thus, in our research we consider this concept in the following ways:

- Firstly, the process of language acquisition can be interpreted from the standpoint of recognizing the learner's activity.
- Secondly, using the strategy of second language acquisition with the use of knowledge from the first language can be one of the manifestations of the basic mental process of reliance on already available knowledge to facilitate the assimilation of new knowledge.

Naturally, such the psycholinguistic treatment of teaching and acquiring the second language is, in fact, psychological, although in some positions, due to the linguistic orientation, it is somewhat simplistic.

## **RESULTS**

Thus, it is necessary to propose a structure of strategies for second language acquisition, including acquisition of ready-made clichés (memorizing, imitating, analyzing models) and creative language acquisition (accumulation of new language experience and automation of existing language knowledge). While this structure, especially in its detailed form, is a purely linguistic construct, its key points, named here, re-validate the psychological essence of foreign language educational practice in a new way. It is psychologically justified that while teaching it is vital not to reproduce the foreign language, but to work with the linguistic and language

material in a creative way, which, as we noted above, was emphasized in the works by M. Canale, M. Swain (1980), and in a new context illustrated by A. Zalevskaya (2000) from the actual psycholinguistic positions.

At the same time, with the reorientation of the contents of teaching foreign languages to language activity, the activity orientation of FLT content arises.

We adhere to the position that the contents of teaching foreign languages includes the content of the academic subject, the content of students' activities in acquiring and using a foreign language and the resulting linguistic, sociocultural and activity components. In this case, the last component assumes the availability of skills, strategies and basic elements of foreign language acquisition and FLT.

It is especially important to emphasize the fact of the general interrelation of all the listed elements of the contents of FLT, while the linguistic and socio-cultural components act simultaneously as products of scientific analysis that appear in the content of the academic subject and as the required property of the student's personality through his professional activity in acquiring and using a foreign language.

Moving along the path of a deep psycholinguistic analysis of the activity of foreign language acquisition, we, on the basis of the conclusions and generalizations by I. Zimnyaya (1991) and A. Zalevskaya (1996), propose the following structure of the subject (psycholinguistic) contents of educational activity in a foreign language. As the interrelated components, knowledge is acquired at the first level (orientation), acquiring of generalized methods of actions; at the second level (methods and means) - language units, rules of operating language units, learning, subject and control actions. The third level (products) leads all listed components to a set of acquired linguistic knowledge and formed programs of actions (language skills and experiences).

Specificity in higher education is determined by the personality of the addressee of teaching, who is a student at that age when young people are the most sensitive to developmental influences. For four years students are in a situation of organized teaching, which allows flexible use of the possibilities of adequate methods. So, data on changes in mental development in the process of studying at university showed, on the one hand, great opportunities for increasing intelligence during the study period, and on the other hand, insufficient use of these opportunities.

"As for FLT, here, first of all, it is necessary to pay attention to the insufficient use of such new techniques that are applied on solving cognitive and intellectual problems and are able to overcome or at least weaken the conflict that arises between the need for encoding and decoding by students of all becoming complicated phenomena of social reality, on the one hand, and extremely primitive skills of the lexical-grammatical formulation of the mental contents with the help of the means of the target language, on the other" [P. Alekseev, L. German-Prozorova, R. Piotrovsky, O. Schepetova, 1974: 195].

Under the influence of psycholinguistic concepts, experimental data, the results of psycholinguistic research, in particular, the possibilities of using contrastive analysis to improve the effectiveness of teaching non-native language were revised and refined. Thus, for example, the observations of psycholinguists confirmed the thesis that "interference is more

often externalized in the similarity of the phenomena of the first and second languages than in their complete difference" [A. Zalevskaya, 1999: 295].

In addition to the traditional explanation of making mistakes in the context of contrast linguistics during foreign language acquisition through the interference of language knowledge and skills, some psycholinguists have also revealed a number of other reasons why one language "interferes" in the process of acquiring another. So, A. Zalevskaya (1996) pays special attention to the following reasons for the appearance of mistakes:

- instead of interfering language skills, there may be avoidance by students of the use of such rules of L2, analogues of which do not exist in L1;
- Some restrictions on the use of linguistic phenomena, differing in the compared languages, are externalized only under certain conditions (situations);
- Students can refer to the first language for resources that they intentionally borrow in cases of communication difficulties due to a lack of resources of the second language [A. Zalevskaya, 1996: 26].

The latter situation intersects with the thought by Georges Jacob (2007), who emphasizes that during second language acquisition, two processes take place in the student's mind: the conscious acquisition of new language material and the subconscious, intuitively referring the learner to his past linguistic experience.

## DISCUSSION

From the point of view of psycholinguistics, the process of foreign language acquisition is interpreted from the standpoint of recognizing the learner's activity as a creative, cognitive process. In this case, native language is not so much a cause of interference for the student, but a source for a positive transfer, primarily in terms of strategies for acquiring and using the target language.

On this basis, contrastive analysis is considered unreliable in predicting mistakes at the level of speech production (types of language activity - speaking and writing), but it is recognized that it can successfully predict mistakes in comprehension (types of language activity - listening and reading) (by H. Widdowson, 2008).

We find similar thoughts by P. Alekseev, L. German-Prozorova, R. Piotrovsky, O. Schepetova (1974): "While constructing the methodology, it should be counted that the code of perception is simpler, since only ensembles of complete words are distinguished. Unlike oral speech, in the conditions of written communication there is no quick feedback between the author and the message receiver. But the practical absence of time limits in perception of the text is an important factor facilitating the understanding of written speech, which should also be used while creating methodology" [P. Alekseev, L. German-Prozorova, R. Piotrovsky, O. Schepetova, 1974: 200-203].

## CONCLUSION

In conclusion, we would also like to note that the studies of psycholinguists (I. Zimnyaya, 1991, A. Leontiev, 1999) also show that FLT does not constitute the formation of absolutely new skills. However, in the light of the solution of the problem of second language teaching with the support of native language, it is also important to take into account the following situation of neurolinguistics, namely: "The distribution of the physiological mechanisms between the

hemispheres that provide the formation of deep and surface structures is not the same for native language and foreign language. As for native language the mechanisms of the right hemisphere are responsible for the formation of the deep-semantic level of the utterance, but the left one ensures the processes of translating the deep-semantic structures into surface ones (i.e., finally formulated in grammatical and phonetic terms), for foreign language learnt by the "school" method, this distribution is different - both mechanisms that ensure generation are localized in the left hemisphere" [T. Chernigovskaya, L. Ballonov, V. Deglin, 1984: 75-76].

And since each new foreign language will be learnt by the "academic" formal method, but not by the "natural way" like native language, it is normal for an average person to learn only one native language by the "natural way" in the communication process between the ages of one to five. So, it can be assumed that, from the neurophysiological point of view (J. Asher, 2000), teaching based on native language according to the psychological aspect optimizes the process of second language acquisition by students, since the mechanisms for generating speech utterance for all these languages will be similar and in this case the left hemisphere is responsible for them.

## ACKNOWLEDGMENTS

These conclusions are also confirmed by the ideas of the leading American psycholinguist, David McNeill (1970), who, using the transformation-generating model of the language, suggested in his time that differences in the process of acquisition of native language and foreign language consist of the fact that a child begins by understanding the deep-structural (semantic) level of his native language, while an adult, learning a foreign language, uses the opposite direction, applying the more superficial grammatical apparatus of L2 to the deep (semantic) structure of L1, and starts acquiring the deep structure of the target language only at a very advanced stage.

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