

# ТЕОРИЯ И ПРАКТИКА ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

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г. Минск, 18–20 мая 2020 г.

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### THE IMPLEMENTATION OF THE BASIC PRINCIPLES OF MASTERING A FOREIGN LANGUAGE THROUGH THE PRISM OF LANGUAGE, SPEECH AND MIND

***Abstract.** This paper aims at emphasizing the importance of language learning strategies in foreign language learning and teaching. It summarizes the background of language learning strategies, defines the concept of a language learning strategy, proposed by several researchers. It also takes into account the teacher's role in strategy training and poses questions for further research on language learning strategies. Being able to function successfully in a foreign language requires more than pure knowledge of rules of given language. Teachers were searching for the best ways to teach their learners to communicate in real-like situations they might probably find themselves after finishing the course. The new approach has been defined through a complex of competences known as “communicative competence”. Towards the end of 20th century, the focus shifted from what the teacher does to what the learner should do in order to manage their learning process. New millennium placed even more focus on the learner of foreign languages analyzing thoroughly processes which directly or indirectly guide foreign language learning. This article is devoted to the possibilities of supporting the cognitive development of students in the development of communicative skills in a foreign language.*

***Keywords:** cognitive learning strategies, foreign language education, macro strategies, micro strategies.*

**Introduction.** The urgency of the problem of mastering a foreign language in modern globalized world is evident. Globalization means that the role of personal contacts of people and, consequently, verbal communication, including international, is getting more and more actual and requires knowledge of a foreign language. New Frontier Science from linguistics – psycholinguistics, which was formed in the 50-s. It arose with the necessity to give a theoretical understanding of a number of practical problems for which a purely linguistic approach was insufficient, for example, in teaching a native and especially a foreign language. Psycholinguistics focuses its attention speech abilities of human perception, understanding and speech production.

**Presenting main material.** Psycholinguistics – an area of linguistics that studies language primarily as a mental phenomenon. From the point of view of psycholinguistics, language exists to the extent in which an inner world of the speaker, the listener, the writer and the reader exists [1, p. 12]. Therefore, psycholinguistics doesn't study the “dead” languages – such as Old Slavonic or Greek, where we have access to only the text, but not the mental worlds of their creators.

A. A. Leontiev formulated general principles of the process of mastering a foreign language: communicative, cognitive and personal [2, p. 338]. The communicative principle is a principle which provides communication, as a system of purposeful and motivated processes in which people interact. The cognitive principle involves the acquisition of language as a “building material” of the picture or image of the world. Language is understood as a system of values, which becomes apparent in the image of the world or in the processes of generation and perception of speech.

Personal principle is responsible for the transfer of skills and knowledge obtained during the training in real communication. Its implementation involves the creation of real communication situations, taking into account individual strategies and styles of students, their interests.

All this must be taken into account for the formation of a stable motivation of students in the study of a foreign language. Motivation is probably the most studied and undeniable factor in the success of the teaching in general and language learning in particular. It is a mechanism from which any activity starts, be it work, communication or knowledge. In addition to well-known external and internal motivation in foreign psychology the next types of motivation are distinguished: global, situational and instrumental motivation. Studies have shown that these types of motivation are necessary in the process of learning foreign languages. It is interesting, that motivation, as satisfaction of needs, is closely connected with the theory of behavioral reinforcement. The reinforcement occurs every time when need is satisfied, and this in turn increases motivation. With a high level motivation, learning is effective even with frequent methodological shortcomings [3, p. 123].

In the process of second language acquisition in humans, the formation of a secondary language personality is evident. The term a secondary language personality N.D. Galskova understands as the totality of abilities / willingness of a person to develop speech acts in terms of authentic dialogues with other cultures. This is a set of purpose and result of mastering a foreign language [4, p. 52].

U.N. Karaulov proposed structure of the language personality, consisting of three levels: 1) verbal-semantic, 2) cognitive and 3) pragmatic.

1. Verbal-semantic level for the carriers assumes ownership of the normal natural language, and for researchers – the traditional description of the formal means of expressing certain values.

2. Cognitive level offers units (concepts, ideas), which every linguistic identity has. They are folded into more or less systematic “picture of the world” and reflect

the hierarchy of values. The cognitive level of the device of a language person and its analysis suggests the expansion of the value and the transition to the knowledge, and therefore covers the intellectual sphere of the person giving the researcher access through language, through the processes of speaking and understanding – to knowledge, consciousness and processes of human cognition.

3. Pragmatic level includes goals, motives, interests, attitudes. This level provides the analysis of natural language person and estimates due to a transition from its speech activity to understanding the real activity in the world [5, p. 26].

The scientists have been studying a verbal level for a long time. The last two levels have become the object of attention in recent decades, due to the development of psycholinguistics, theory of acts, cognitive science and cognitive linguistics.

The process of forming the secondary language personality is difficult, so it is extremely important to use the correct learning strategy.

Strategies for mastering a foreign language – a way to acquire, memorize information of the language system, culture and using this information in a speech in the process of intercultural communication.

The effectiveness of the process of mastering a foreign language depends on the flexibility of students' skills in the use of cognitive strategies. Cognitive strategies involve interaction with the studied language, speech, socio-cultural material, the use of special techniques and methods for mastering a foreign language. "Cognitive strategies are considered to be mental processes directly aimed at the processing of information for learning, in order to ensure uptaking, storing and retrieval of information from the memory" [6, p. 83–84].

There are some peculiarities of strategies which help to master a foreign language: contribute to the achievement of the main goal – the formation of foreign language communicative competence; form and develop autonomy in language acquisition; focus on certain issues; are not always observed; are often realized; are flexible; they can be taught; affected by various factors. Teachers of different languages, interested in improving the efficiency of the learning process, should know and understand the strategies of interaction with the students in order to share their valuable experience and make adjustments to the work with the audience.

Learning process is in general influenced by many factors. Learners may differ in the way they naturally prefer to handle the input or how they react to stimuli. These aspects influence the learner on both conscious as well as subconscious level. As learners proceed in the learning process it seems more important that they are able to direct their own steps, i.e. they do not rely on what happens in the classroom but consciously select the best ways how to reach their learning goals.

The ability to make decisions about one's own learning process, however, is not innate and has to be developed so that it could be used to the full potential [10, p. 127]. Using learning strategies effectively should make learning easier, faster, and even more enjoyable. Since the amount of information to be processed by language

learners is high in language classroom, learners use different language learning strategies in performing the tasks and processing the new input they face. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies, while nonobservable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom. According to Fedderholdt [8], the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socioaffective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem. Developing skills in three areas, such as metacognitive, cognitive, and socioaffective can help the language learner build up learner independence and autonomy whereby he can take control of his own learning. Lessard-Clouston [8] states that language learning strategies contribute to the development of the communicative competence of the students. Being a broad concept, language learning strategies are used to refer to all strategies foreign language learners use in learning the target language and communication strategies are one type of language learning strategies. It follows from this that language teachers aiming at developing the communicative competence of the students and language learning should be familiar with language learning strategies. As Oxford [9] states, language learning strategies "... are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence." Besides developing the communicative competence of the students, teachers who train students to use language learning strategies can help them become better language learners. Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to be the appreciated characteristics of a good language teacher [8]. Research into the good language learning strategies revealed a number of positive strategies so that such strategies could also be used by bad language learners trying to become more successful in language learning. However, there is always the possibility that bad language learners can also use the same good language learning strategies while becoming unsuccessful owing to some other reasons. At this point, it should be strongly stressed that using the same good language learning strategies does not guarantee that bad learners will also become successful in language learning since other factors may also play role in success.

The language teacher aiming at training his students in using language learning strategies should learn about the students, their interests, motivations, and learning



styles. The teacher can learn what language learning strategies students already appear to be using, observing their behavior in class. Do they ask for clarification, verification or correction? Do they cooperate with their peers or seem to have much contact outside of class with proficient foreign language users? Besides observing their behavior in class, the teacher can prepare a short questionnaire so that students can fill in at the beginning of a course to describe themselves and their language learning. Thus, the teacher can learn the purpose of their learning a language, their favorite / least favorite kinds of class activities, and the reason why they learn a language. The teacher can have adequate knowledge about the students, their goals, motivations, language learning strategies, and their understanding of the course to be taught. It is a fact that each learner within the same classroom may have different learning styles and varied awareness of the use of strategies.

The teacher cannot attribute importance to only one group and support the analytical approach or only give input by using the auditory mode. The language teacher should, therefore, provide a wide range of learning strategies in order to meet the needs and expectations of his students possessing different learning styles, motivations, strategy preferences, etc. Therefore, it can be stated that the most important teacher role in foreign language teaching is the provision of a range of tasks to match varied learning styles [10]. In addition to the students, the language teacher should also analyze his textbook to see whether the textbook already includes language learning strategies or language learning strategies training. The language teacher should look for new texts or other teaching materials if language learning strategies are not already included within his materials.

**Conclusions and perspectives of further research in this field.** The language teacher should also study his own teaching method and overall classroom style. Analyzing his lesson plans, the language teacher can determine whether his lesson plans give learners chance to use a variety of learning styles and strategies or not. The teacher can see whether his teaching allows learners to approach the task at hand in different ways or not. The language teacher can also be aware of whether his strategy training is implicit, explicit, or both. It should be emphasized that questioning himself about what he plans to do before each lesson and evaluating his lesson plan after the lesson in terms of strategy training, the teacher can become better prepared to focus on language learning strategies and strategy training during the process of his teaching [7].

Thus, in order to realize fully the basic principles of mastering a foreign language, you must take into account psycholinguistics peculiarities of students' education, and apply suitable learning strategies. In addition, one of the most important challenges in teaching students is the formation of a secondary language personality, capable to achieve a success in implementing social interaction with native speakers of different cultures.

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### ІНАВАЦЫЙНЫ ВЕКТАР ІНШАМОЎНАЙ ПАДРЫХОТЭ ПЕДАГАГІЧНЫХ КАДРАЎ У КАНТЭКСЦЕ РЭАЛІЗАЦЫІ КЛАСТАРНАГА ПАДЫХОДУ

*Анотацыя.* Тэрмін «клар», які разглядаецца намі разам з прыметнікам «інавацыйны», пацвярджае тэзіс пра тое, што клары і кларны падыход характэрныя, перш за ўсё, для інавацыйнай адукацыі, а адукацыйныя клары з'яўляюцца адной з формаў арганізацыі інавацыйнага навучання. Кларная форма арганізацыі вядзе да стварэння сукупнага інавацыйнага прадукта