

## **PSYCHOLINGUISTIC CONCEPTS OF LEARNING AND MASTERING A FOREIGN LANGUAGE**

### **Аннотация**

Психологическая структура овладения русским языком как иностранным, во многом может быть интерпретирована как смысловая модель процесса освоения иноязычного лингвистического опыта даже в условиях русскоязычного обучения. Несмотря на отсутствие продуктивного языкового окружения, обучение русскоязычных учащихся иностранному языку должно учитывать перспективную коммуникативную ориентацию, направленную на возможно более полную интеграцию общающегося на иностранном языке студента или школьника в иноязычный социум.

**Ключевые слова.** Психолингвистика, иностранный язык, обучение, лингвистический аспект, технология обучения.

### **Annotation**

The psychological structure of mastering the Russian language as a foreign language can be interpreted as a semantic model of the process of mastering foreign language linguistic experience even in the conditions of Russian-language learning. Despite the absence of a productive language environment, teaching Russian-speaking students a foreign language should take into account the perspective of communicative orientation, aimed at the fullest possible integration of communicating in a foreign language student or student in a foreign language society.

**Key words.** Psycholinguistics, foreign language, teaching, linguistic aspect, learning technology.

Since the 70s of the twentieth century, a number of psycholinguistic works have appeared in the Russian scientific literature, which have made a significant contribution to the development of psychological ideas of teaching a foreign language

at different levels of educational practices. The first publication was the work of A. A. Leontiev "Some problems of teaching Russian as a foreign language (psycholinguistic essays)" (1970). It is one of the founders of the national psychology of foreign language teaching and psycholinguistics considers the broad context of Russian language teaching foreigners the psychological characteristics of learning a foreign language is important not only for the practice of teaching the Russian language, but has obviously significant importance for foreign language educational practices in terms of foreign-Russian bilingualism. Actually, foreign language educational practice should be considered any educational practice in which the goals of mastering any language as a foreign language are pursued. Of course, for the situation of teaching Russian language to foreign students need to determine not only the specifics of learning technologies, but the features of the external environment, when the Russian language, being foreign students, is not such for the majority of people around them. This, in fact, is the first psychological feature of the process of teaching the Russian language, which is considered in detail by the author. At the same time, A. A. Leontiev notes, such features of the Russian language as a foreign language act as invariant in relation to the conditions of teaching a foreign language in General, despite their obvious specificity. In other words, the psychological structure of mastering the Russian language as a foreign language, in many ways can be interpreted as a semantic model of the process of mastering a foreign language linguistic experience even in the conditions of Russian-language learning. Despite the absence of a productive language environment, the teaching of Russian-speaking students to a foreign language should, according to the author, take into account the perspective communicative orientation aimed at the fullest possible integration of the student or student communicating in a foreign language into a foreign-language society.

In his later works A. A. Leontiev examines in detail the psycholinguistic essence of the process of mastering a second foreign language. Defining this area of psycholinguistics as applied [Leontiev 1999, 218], the author defines the essence of the concept of "mastering a foreign language". We are interested in the field is

characterized as the acquisition of a second language (commonly used in the community in which the developing child), the language of the national linguistic minority, the language of interethnic communication, and in the absence of native speakers in the language environment, mastering a foreign language. Comprehensively analyzing the content and operational composition of the mechanisms of mastering foreign language linguistic experience, A. A. Leontiev defines teaching a non-native language as teaching speech activity [Leontiev 1999, 218]. In his opinion, teaching a foreign language is nothing but teaching speech activity with the help of a foreign language, specifying, in a later version - it is language acquisition as a teaching of speech communication with the help of this language. In addition, the author points to the presence of at least two more significant and necessary "constituent elements" of the development of foreign language linguistic experience-cognitive and personal aspects of language acquisition. Emphasizing the role of cultural component in mastering a foreign language, A. A. Leontiev speaks about the importance of learning the implementation of orientation in the set of linguistic knowledge and knowledge about the country of the studied language as it is carried out by a native speaker. This is the main task of language acquisition in the cognitive aspect [Leontiev 1999, 218].

The analysis of domestic psycholinguistic sources shows that a number of aspects of teaching a foreign language and, more broadly, the development of foreign language linguistic experience were studied in detail and considered by A. A. Zalevskaya (1973, 1981, 1983, 1996, 2000). Without dwelling on the linguistic aspects of mastering the second and foreign languages, developed in detail in the research of A. A. Zalevskaya, we point to the essential components of the psychological and didactic-psychological structure of its theoretical constructs. First of all, it is necessary to mark the distinction between the concepts of "second language" and "foreign language" verified by the author. In its interpretation, "the second language may not be a foreign language, but it can be studied in educational conditions, and a foreign language is sometimes the third, fourth, etc. language for an individual. Thus, the relation of these concepts is more complex than it seems"

[Zalevskaya 2000, 292]. Here, the author defines the specifics of mastering and learning a foreign language – mastering a foreign language occurs in artificial learning situations with a limited grid of hours, but when learning under the guidance of a professional. Differences in the concepts of natural (everyday) and artificial (educational) bilingualism allow A. A. Zalevskaya to speak about the peculiarities of teaching a foreign language – a foreign language is "learned" through volitional efforts and using special methods and techniques. This is the general context of the problem discussed by the author, which explains the existing semantic bias towards linguistic orientation. Referring to the results of a number of studies, the author argues that there are more similarities than differences between the processes of mastering native and foreign languages, the mechanisms of speech activity in native and foreign languages are the same, students undergo similar stages of speech development [Zalevskaya 1996, 5]. In the same context, A. A. Zalevskaya defines the degree of differentiation between the processes of mastering a second and a foreign language, consisting in stipulating specific conditions that must be taken into account when teaching the language, despite the fact that the concepts of second and foreign language are interchangeable. Definition of the General approaches to the psycholinguistic analysis of processes of possession and mastering of the second (foreign) language. Zalewski to an extremely important psychological idea-in the conditions of changes in the goals and content of foreign language teaching, the teacher needs a personal application of a certain concept of learning [Zalevskaya 2000, 18].

The content of teaching foreign languages, according to A. A. Zalevskaya, includes the content of the subject, the content of the subject's activities on mastering and using a foreign language and the language (speech), socio-cultural and activity components arising from these contents. At the same time, the latter assumes the presence of skills, abilities, strategies and supporting elements of mastering and teaching a foreign language [Zalevskaya 1996, 76]. Special attention the author receives the fact of the overall relationship of all these elements of the content of foreign language teaching, despite the fact that speech and socio-cultural components

act simultaneously as the products of scientific analysis appearing in the content of the subject, and how the required property of the individual student through its activities on mastering and using a foreign language.

It is obvious that the expanding trend in the field of psychology of learning and mastering a foreign language involves the use of these marginal disciplines - from psycholinguistics, as the closest to the psychology of the sphere, to methods and pedagogy, representing not so distant from her field of scientific thought. In General, the approach formulated by A. A. Zalevsky's approach to learning and mastering a foreign language, with reference to the problems of language and metalanguage knowledge, "language consciousness" and "sense of language" encourages, according to the author, to go beyond the methodology of language teaching in the field of psychology and psycholinguistics [Zalevskaya 1996, 85]. In addition, a special mention requires, in our opinion, another generalization of AA. Zalevskaya: most scientific publications in the field of psychology of teaching foreign languages by the broad masses of foreign language teachers are not sufficiently understood and evaluated as a guide to action in both theoretical and practical terms (one of the reasons for this is the lack of a mandatory course of psychology of teaching a foreign language at the relevant faculties of universities) [Zalevskaya 1996, 112]. On the one hand, it is difficult to disagree with this conclusion, on the other-it should be interpreted not so much as the statement of a psycholinguist, but as a domestic teacher of a foreign language with experience of theoretical and experimental work in the field of psycholinguistics.

In addition to the actual research approaches, in the psycholinguistic scientific and educational literature is very widely discussed psycho-psycholinguistic problems of learning and mastering the second (foreign) language. However, due to the specificity of the genre of these educational and scientific publications (a qualified review of development trends and discussion-staged interpretation of the main theoretical provisions of this field of knowledge), they do not contain a new understanding of the essence of psychological processes of teaching a foreign language, and therefore, are of interest to us only as a general scientific fact.

## **Liteature**

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