

## **TO INTEGRATION THROUGH EDUCATION: PSYCHOLOGICAL BASIS FOR PERFECTIONING OF LANGUAGE LEARNING**

According to its primary definition, globalization is the process of international integration arising from the interchange of world views, products, ideas and other aspects of culture [1]. The involvement of Ukraine into the process of globalization caused the growth of cross-cultural contacts, the advent of new categories of consciousness and identities. It embodies cultural diffusion, adoption of new technologies and practices, opportunity to participate in the «world culture».

The process of Ukraine's integration into European community has become extremely important. It is closely connected with different changes in political, legal, economic, social and cultural life of our country and contributes to the development of state independence, security, political stability, economic growth and intellectual progress. The development of scientific and technical progress leads to the internationalization of cultures, knowledge, systems of education. That's why the quantity of languages of international communication is determined by the broad range of countries that play the leading role in scientific, cultural, political and economic spheres.

The factor that Ukraine has made its initial steps towards the process of integration into European society dictates certain requirements which our nation has to meet in order to become its full member. In order to have the opportunity to operate freely in any sphere of everyday life a person should be highly educated and professionally competent. Being literate in today's formal education system means being able to talk and write about any concrete topic as such, to explain and sequence implicit knowledge and rules of planning, and to speak and write for multiple functions in appropriate forms. Literate understanding requires far more than basic literacy skills, and the current emphasis on psychological principles of basic skills to eliminate the «literacy crisis» will not give us literate students. Improving their basic skills in English and their facility in spoken and written English came as part of the natural process of meaningful research on the types and functions of language in their daily lives.

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In our research we'll try to outline the importance of psychological background for language skills' development that creates the basis for a successful language use. Further development of international communication defines the problem of language learning as the issue of the day. The factors that secure the success of language learning have become the subject of study in various fields of science – linguistics, pedagogy, semiotics, physiology, psychology and many others. The growth of language learning efficiency contributes to the organization of relationship between the communicating participants, making it less complicated and time-consuming. This factor accelerates and streamlines the process of the scientific development, information exchange and provides better understanding at different levels of communication.

Having analyzed certain psychological conditions of a language sign system formation and common principles of mental activity organization we came to the conclusion that the psychological processes, which have clear analytical interdependence, form the basis for formation of knowledge as a sign system [2]. General psychological patterns of the sign image formation and perception, established in the process of research, gave us the opportunity to evaluate such individual characteristics of a person as the speed of an adaptation process, the accessibility of a proposed complexity of language material, the critical level of communicative intercourse. These factors can be used in the process of a professional selection, professional orientation, can help to estimate the aptitude of certain oral or written language pattern to a concrete person when there is the necessity to identify texts origin.

Language as a sign system has the multilevel structure, this factor determines the necessity to perceive each its level gradually. To guarantee a successful perception it should be conducted in correspondence to the principles of a person's adaptation activity, that are specified by mental processes. When a person reaches a higher level of «metalanguage», the understanding is increasing at both interlevel communication and within one level of different «metalanguages».

The complication of each level of a language sign system is organized similarly. Its main principle is the gradual meaningful growth of terms and concepts. Each individual has his own personal range of the variations of their use with regard to the basic level. This regularity can be similarly traced in the age aspect, where one of the most factors, along with the impact of the social environment; we consider the level of maturation and

development of morphofunctional structures, which ensure the individuals' mental activity.

One of the main peculiarities in the process of the language sign system formation is the growth of difference in the «word-sign» synthesis. The speed of such process is closely connected with a quantitative measure of frequency of a «word-sign» use. The characteristics of information perception such as the complication pace, the quantity of reiteration, the level of education form the basis for the optimal learning algorithm, and can be revealed in the process of stereotype sign image formation at any level of language learning.

To secure the efficiency of communicative processes in mandatory compliance with the optimal learning algorithm there appears the necessity to form learning teams with no more than five-seven students in number. The variability indices in their original level of language proficiency must not exceed 10%. Moreover, the members of such teams should have common communicative performance. The evaluation of learners' individual abilities is considered to be the essential point of comprehensive communication, including the ability to master oral and written aspects of language competency.

Out of information outlined above we offer the following practical recommendations which can be implemented in the curriculum to improve the efficiency of a language teaching and learning processes. They are the following:

- to determine the basic level of learners' ability of a particular focus to language acquisition within the process of learning teams formation;
- to estimate affordable levels of complication of language learning material. It should not exceed the quantity that constitutes 10% of its total amount;
- to consider such psychological indication as the ability to master oral and written language as well as the general rate of training or the ability to skills development;
- to try to prevent the 10% variability excess of the integral indicator of learning teams.

### **Література:**

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