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Soroka N.A.,

Ph.D. (Psychology), Associate Professor

Yaroslav Mudryi National Law University, Department of foreign languages №2, alfa155\_sv@ukr.net

Ukraine, Kharkiv

## PSYCHOLOGICAL PRINCIPLES OF LEARNING FOREIGN LANGUAGE THROUGH COMMUNICATION

*The process of language learning and acquisition is multifaceted and multileveled. It is determined by the variety of factors that constitute its effectiveness. Among them are the following: psychological determinants that create the most efficient educational environment, the qualitative and quantitative forming of students' groups for language learning, selection of linguistic material to be taught, its complexity and the determination of time period necessary to acquire it, the ways of knowledge implementation in the process of communication and others. The article highlights general psychological principles of learning a foreign language as a sign system and justifies the factors that contribute to the most effective cognitive and personal development of an individual in the process of the foreign language acquisition through communication.*

**Key words:** *cognitive and personal development, communication, foreign language acquisition, effectiveness of language learning, communion, communication, language as a sign system.*

**Introduction.** The problem of language "barrier" has always existed throughout the period of human communication and it still remains the one of current interest. It comprises both internal and external issues of the structure, perception and transmission of information by means of one or more languages. The development of scientific and technological progress leads to the internationalization of cultures, knowledge, systems of training. That's why the number of languages of international communication is determined by the number of countries leading in the scientific, technical, technological and cultural aspects.

The problem of language "barrier" can partially be solved by the system of linguistic identification, but the achieving of full unambiguousness can hardly be reached. The desired result might be achieved exceptionally within the range of ongoing educational and learning processes in the appropriate linguistic environment. Considering the fact of the Ukraine's integration with European Union and the further development of international communication, the problem of language learning and acquisition is determined to be extremely relevant. The factors contributing to the successful study of a foreign language have become a subject of the study in many scientific areas such as linguistics, pedagogy, semiotics, physiology, psychology, cybernetics and others.

The growth of the effectiveness in language learning significantly contributes to the organization of relationships at various levels of communication. It makes them more affordable and economical, that in its turn accelerates the development of scientific knowledge and information exchange and provides a better understanding between the representatives of different societies within any sphere of interaction.

Various kinds of research devoted to learning a language as a sign system, determine the mentioned above problem as a generally theoretical. It is closely related to the theory of learning and self-organization, psychology as well as the problem of adaptation to the environment. The learning and acquisition of a native language in general, and foreign

language in particular, occurs precisely through communication since communication has always been one of the most important prerequisites and conditions for common humans' activity.

**The purpose** of this article is to define general psychological principles of learning foreign language as a sign system as well as to determine the most effective conditions and environment for efficient communication in the process of foreign language acquisition.

**Overview.** Nowadays the term "communication" has become widely used along with the term "communion", the one that existed in psychology and other fields of science long ago. The introduction of this term into the conceptual apparatus of psychology has led to a different interpretation of two mentioned above concepts. Conceptual and terminological differences remain vague up to day.

The term "communication" is of a Latin origin and means "general", "unifying", "common". To a certain extent the notions "communication" and "communion" can be described by the similar characteristics and regarded as equivalent terms or synonyms. Since the term "communication" has originated from the theory of information and communication, communication as a scientific concept is considered as the mere exchange or transmission of information or messages [1, p.97-103]. Within the interactive framework of the western social psychology, the term "communication" has obtained a different meaning. Communication is rather a characteristic of behavioral interaction between people than simply the transfer of information from one person to another. In its broad sense, the term "communication" refers to connections between people in general sense, the whole variety of existing means of social ties and interlinks. From this point of view the term "communication" is more general in comparison with "communion", in case when the latter denotes only direct forms of humans' interaction. At the same time the representatives of the modern psychological school [2- 5] often refer the notion of "communication" to all forms and levels of social interaction, and thus both concepts of "communication" and "communion" in their broad sense turn out to be identical.

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It is important to note that a specific feature of communication is an interaction, which requires participation of at least two people; both of them turn out to be the subjects of communication. In the analysis of subject-object relations there can be revealed the activity of a subject or the impact of one subject on the other as well as the process of their interaction, where we can trace the common activity or counteraction, agreement or contradiction, empathy and so on. Contrary to the substantive activity, communication has its own structure, which includes the sender of the message, its recipient, form, topic (content), code or message. All these elements together create the situation of communication, which in its functional terms consists of a system of combination of cycles; they express the point of view, attitude, communication partners. According to another model, the process of communion or communication includes the following elements: the sender (the sender of the message), the content of the message (transmitted information), and the message transfer channel, the recipient of the message, the purpose of the message and the result of the transmission.

The communion process is multidimensional and multileveled, this fact can be proven by the various forms and varieties of communication: direct and indirect, business and personal, interpersonal and intergroup communion.

In order to properly organize the educational process due to the immediate needs for communion there appears the demand to meet such requirements as the efficient perception of speech depending on the situation, affective strength, semantic content, its complexity and its length. The effectiveness of communion depends on the meaningful depth of the information transmitted. At the initial stage of language learning a person having obtained certain language skills should get used to a classic standard of foreign speech pronunciation, and only then in case when he perceives the greater amount of information efficiently, vary sources of information at higher level of frequency, timbre, speed, intonation, and accents [6, p.64-93], [7, p.26-42].

One of the most important oral communication skills which is formed in the process of language learning is the ability to get involved into the act of communication, be able to keep the conversation going, to build a dialogue with one or more individuals. In the process of translation from one language into another the interpreter acts as an intermediary, thus it is quite important for him to correctly evaluate each of the participants in communion, have the ability to rephrase sentences and phrases stylistically and lexically to avoid long pauses, misunderstandings, and translation inaccuracies. In the transmission of information through the intermediary there might be traced a certain "distortion" of the interpretation of the opinions.

Thus, it is necessary to pay particular attention to the importance of subjective, interpretive characteristics of communication. Having defined the communication as the exchange of informational messages between people, we emphasize that the information presented there always plays the role of a subjective – interpreted content. The content of any message is repeatedly mediated under the influence of a variety of psychological characteristics and personal peculiarities of a communicator as well as recipient.

The communicator forms his message under the impact of personal attitude towards the recipient and creates the situation of a certain social and psychological communion. By means of the individual vocabulary-thesaurus and personal representations, the communicator encodes the message and provides it with a definite form according to the specifics of the communication. Furthermore the content of the transmitted message can be repeatedly changed depending on the recipient and his intention to continue the transmission of the received information. Thus, the initial message can be mediated, transformed, changed under the influence of the recipient's individual psychological characteristics, recipient's attitude towards the sender and information itself as well as the social and psychological situation of message perception.

The issue of the messages and texts semantic interpretation can be defined as a specific area of research. There appears a problem of quantitative measurement of semantic information in the message transmitted. In other words the question is how much new information should be given within a certain situation of communication to provide the most efficient understanding and productivity. Today there is no unified approach to this issue in psychology and pedagogy of teaching foreign languages.

In our work we consider a text as an item of communication that is a particular system of semantic elements functionally (due to the purpose of communication) united into a single hierarchical cognitive-communicative structure within the general concept or intention (communicative intention) of the subjects of communication. Communication itself can be characterized as the act of origination and interpretation of the text (a certain amount of information perceived and transmitted) consequentially changing each other.

Since we consider the process of learning a foreign language as a communicative process, the communication itself is a continuous act of origination, generation and interpretation of scientific and educational pieces of information, or texts, and the exchange of these texts between participants within pedagogical process. The text implements the communicative intention, meaning, purpose of communication, but not the means of its formation and expression. Initially there should be determined the purpose of communication and afterwards the content and means of communication, how we can implement this purpose. Such an approach to the practice of teaching a foreign language means the transition from teaching communion through the language to the language learning through communication.

Modern scientific research that reveals the structure and dynamics of interpersonal relationships has a great importance for pedagogical practice nowadays. It occurs due to the fact that the complex structure of relationships in the educational group between its members, as well as between teachers and students, is usually created on the basis of the achievements of each participant in the educational process in general, and within the group in particular.

Communion rather takes on the role of the interaction between people acting towards each other as objects and subjects of the communicative process with a certain degree of psychological influence, than as a simple process of

information exchange or the process of personal relationships formation.

Social experience in learning can be taught through a single mechanism of social interaction, or communion. Learning is impossible outside communion: only through communication as one of its major elements it becomes a factor of intellectual development of a person. The formation of a person as a personality can be carried out only in situations when the phenomenon of communication takes place. In this sense, communication in the process of teaching as well as learning itself becomes a crucial factor in the development of an individual. Thus we suppose that the main task of the pedagogical process of foreign language teaching is to organize communion and collective forms of learning in such a way that these forms could provide the most efficient and productive effect in the cognitive and personal development of a student. It is important to note that learning still remains the main activity for students. According to the general theory of psychology, it is the leading activity that ensures the basic development of an individual as a personality in the role of the subject of knowledge, communication and work. To become a professional in the future a student should be gradually involved in the educational process by means of the participation in pair work, joint groups and collective learning facilities, since these practices provide the development of communion structures, interpersonal relationships and interactions. The search for effective forms and means of organization of collective learning and the implementation of these forms into the current teaching process is one of the main but still unresolved problems of modern pedagogical theory and practice.

Underestimation of the role of communion in the practice of teaching occurs due to the weak scientific development of this problem in psychology and pedagogy. In our research we did not make an attempt to analyze the communicative links and their role in knowledge acquisition, since this issue is beyond the scope of this article. However they appear to be essential in organizing teaching process in general, and foreign language teaching in particular, creating the background for their subsequent use as a tool of communication. We've conducted the series of research that proves that communicative and communion skills serve as an integral part of the future professional training, and largely determine the effectiveness of the proceeding professional activity. The analysis was carried out on the basis of the student groups' formation due to their own initiative with the evaluation of their basic level of language proficiency.

The groups of students have been formed on the basis of their joint leading interests and commonality as well as their language competence. We have chosen the method of passive group formation, which meant the arbitrary formation of the group composition, with both its quantitative and qualitative indicators, taking into account the students' wish. The students' basic levels of language proficiency were evaluated according to the methods presented in the full version of the author's research [9, p.49-73]. Cluster analysis was used as a main source of the assessment of students' obtained knowledge. The quantitative composition of groups, the term of their

existence, the range of communication, the qualitative content of the topics for communication were evaluated by specific numerical characteristics.

On the basis of the results obtained we can affirm that the communion due to its purposes is multifunctional. Among the main functions we can the following: the opportunity to perceive and share knowledge of the other participants of the learning process through communication, the formation of interpersonal relationships between them and the regulation of activity and behavior.

Our research allowed us to highlight three aspects of communion: reflection, attitude and reference. In their turn each of them performs, accordingly, their special functions: the cognition of one another as well as of the substantive world in the process of communication, the personal impact and the formation of interpersonal relationships. There were determined the main three functions of communion: informational, regulatory and affective. Similar terminology in the classification of communion was introduced by the famous psychologist B.F. Lomov [7, p.26-42], which was concurrently used together with classification offered by G.M. Andreeva [2, p.68-136]. According to the latter the main functions of communion are communicative, interactive and perceptual. The former is related to the exchange of information, the main purpose of the interactive one is in the organization of joint activities, and the latter is connected with the cognitive human processes.

Despite the terminological differences in the definition of the main functions of communion in the sources, mentioned above, we can identify three groups of functions common to all classifications.

In our research we have made an attempt to analyze the role of the following functions of communion in the process of teaching a foreign language:

- cognitive, related to the mutual exchange of information and knowledge of one another;
- affective, aimed at forming interpersonal relationships;
- regulatory, connected with self-regulation of individual behavior as well as the management of each of the participants' behavior in the process of communication, and organization of joint activity.

These functions, implemented through communication, make up the whole integral unity, but at different stages of learning process have different significance.

In the discourse of our research we considered the communion as a process of information transmission, reception and mutual exchange. Such an approach does not contradict the informational function of communication, which from the point of view of information theory means the process of communication and reveals its substantive content.

Having analyzed the principles of information processes we can affirm that certain characteristics of communication become of fundamental importance. Communicative processes differ from the ordinary processes of information exchange by the fact that the original information in the process of communication is merely transmitted from its source to recipient and back. It is being modified, transformed and reproduced at a new level. The main task of information exchange in communication is to develop a common content, a unified point of view and agreement

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concerning various aspects in the situation of communication.

An absolute comprehension and the ability to interpret the transmitted information play a particular role in the communicative situation. Since we define communication as a process of transmission and perception of certain meanings, we distinguish two main aspects of this process – objective, or semantic, and interpretive. The latter is closely connected with new meaning of the original information, obtained in the process of information transmission provided by the participants of the information exchange.

Another characteristic that turns out to be essential in the process of creation of productive psychological environment in foreign learning acquisition is a personal sociometric status and its role in the creation of interpersonal relations within a group of learners. It embodies a generalized indicator of students' attitude towards each other in the sphere of emotions, values, evaluations and defines the personal intent to interact with co-participants of educational process of foreign language learning.

In addition to sociometric status, the reciprocity of relations plays the role of the determinant that denotes a quantity of mutual choices in communion situations. The discrepancy of personal choices often leads to the reduction of the effectiveness of the communicative process productivity and thus makes it more difficult to reach the goal of educational process. There were determined that such notions as reciprocity and sociometric status are interdependent. The higher is the individual's emotional status, the more often he is chosen to be a partner in the situation of communication. On one hand the reciprocity of choice is an indicator of the individual's emotional comfort in a group, on the other hand – an indicator of whole group cohesion, which reflects in its turn emotional satisfaction as well as degree of relationships development in a group of learners. A teacher as a master of a group should pay a particular attention to the students, referred to so-called "leaders" and "outsiders". While leaders can easily bear the major portion of communicative activity showing high results in language learning acquisition, the outsiders' activity and success can gradually reduce. The latter as a rule try to avoid taking part in the communicative process in case when the number of the participants is more than two. Their major activity is passive listening without a slightest attempt to actively communicate by means of foreign language despite the fact that they have already possessed a certain amount of linguistic and communicative skills. Such a factor must be taken into account in the practice of teaching in general as well as in the practice of foreign language teaching in particular.

To provide the most sufficient and productive environment for language learning, in addition to mentioned above factors, the following characteristics should be paid attention to: the dependence of the individual's emotional status from his age, appearance and progress in learning, student's intellect, peculiarities of temperament (extraversion, neuroticism, sociability), perceptual and reflexive abilities, social settings, specifics of a particular activity as well as the ability of a student to self-development within a group.

**Conclusion.** Having analyzed the data, obtained in the result of our research we came to the following conclusion. Language as a sign system has a multi-levelled structure that determines the necessity to master it gradually, from the elementary to advanced levels of its organization. This process can be effective in case when it is carried out in accordance with the principles of the individual's adaptive activity, which are determined by certain psychological and mental processes. The enhancement of each level of a language sign system is organized due to the identical consistent pattern. It is based on the generalization of the concepts and terms used. The variability of their use by each individual has its limits, which leads to the proceeding complication of the particular assimilated level of the language sign system. To provide the effective language acquisition there were determined the following requirements: to form student groups composed of 8-10 students, whose basic level of language proficiency does not exceed 10% paying particular attention to individual psychological characteristics of learners. A feeling of success and self-competence in the process of communication by means of foreign language increases students' self-confidence and pushes them towards reaching new goals in language acquisition. Following the principles of the optimal algorithm of foreign language learning, which is based on such stone corners as the amount of new information taught, the quantity of material repetition, the degree of linguistic information complexity and the individual's level of learning, a teacher can help students to cope with unfamiliar and controversial situations in the process of education, to facilitate the acquisition, storage, retrieval and use of linguistic information as well as create a psychologically comfortable situation of communication at his lessons.

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**Сорока Н.А.,**

к. психол. н., доцент кафедри іноземних мов №2 Національного юридичного університету імені Ярослава Мудрого,  
alfa155\_sv@ukr.net

Україна, м. Харків

### **ПСИХОЛОГІЧНІ ПРИНЦИПИ ЗАСВОЄННЯ ІНОЗЕМНОЇ МОВИ ЧЕРЕЗ СПІЛКУВАННЯ**

Вивчення та засвоєння мови є багатограним та багаторівневим процесом. Він зумовлений рядом факторів, що визначають його успішність. Серед них визначними є психологічні умови створення найбільш сприятливого середовища навчання, формування груп студентів, добір матеріалу, його складність та визначення швидкості його засвоєння, шляхи реалізації засвоєних знань в процесі спілкування та інші. В статті визначено загальні психологічні принципи засвоєння іноземної мови як знакової системи та обґрунтовано фактори, які сприяють ефективному когнітивному та особистісному розвитку людини в процесі засвоєння іноземної мови через спілкування.

**Ключові слова:** засвоєння іноземної мови, ефективність вивчення мови, комунікація, мова як знакова система, розвиток когнітивних та особистих якостей, спілкування.



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