

**ASSIMILATION AND ACCOMMODATION AS METHODS
OF ADAPTATION IN SECOND LANGUAGE ACQUISITION**

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Since the quality of education is a key component in shaping the forms of social consciousness of the young generation - moral, aesthetic, religious, political, legal, scientific, philosophical, - the process of integrating the Ukrainian nation into the world educational space is a connecting link that allows uniting the leading experience of higher European institutions with the achievements of the national university tradition. In the field of foreign language teaching, the diversity of innovative and original concepts is a differential feature of the up-to-date anthropocentric approach in education, which focuses not only on the invention and application of the effective methods of skills and abilities formation but also provides the mechanisms of overcoming obstacles emerging in the process of mastering the second language (L2): communicative barriers, plateau stages, fossilization, interference - assimilation or accommodation, which result in the substitution of the target language (TL) with approximate systems.

The nature of difficulties students encounter while learning may be interpreted from the methodological and psychological point of view. Firstly, every cultural society possesses a unique ethnical identity. Impartially, children develop their primary set of morality rules from traditional forms of collectivity and cultural regulation. Therefore, language becomes one of the most important means of ethnic identification at any stage of humankind development. Secondly, under parenting in their native language, children automatically develop their propitiousness to their native speech sound. They get used to particular rhythm, intonation, tempo, pauses. Even using unknown words kids do not become nervous when communicate with someone who uses the same language. With foreign languages, it may happen that participants will face communicative barriers, even in spite of pure tutor`s intentions and tolerance. This fear to make a mistake can follow young learners and grow simultaneously with their growth. But, according to the rules of successful cross-cultural communication, language fluency and flexibility come from self-confidence when using non-native language.

The intentions to concentrate on interlocutor`s messages and produce an appropriate feedback are the most important factors in ensuring the stability of dialogue, focusing on the aim of conversation. Thirdly, the next difficulty appears not just due to the lack of target-language realities, but for the shortage of foreign stylistic means in the speaker`s language cognition. In conversations, any novice idiom, acronym or rarely used phraseological unit can become an obstacle for effective communication, and when we get emotionally unstable under some conditions or want to develop a 'spiritual' dialogue, we fall into a trap of the lack of words.



Considering second language acquisition, investigations that compare children with older learners demonstrate that young participants and adults acquire TL not in the same way. Theoretically, the two methods of foreign language processing, implemented by young and adult learners, resemble the two parts of the mechanism of adaptation described by Jean Piaget: in assimilation, mostly inherent to older learners, participants acquire information on the target language and interpret it in accordance with concepts and rules existing in their mentality in general and language cognition in particular; with accommodation approach, learners acquire new knowledge by changing their mental representations to fit the new structures and schemes. In other words, adults tend to extend the existing categories (assimilation mechanism) while children tend to create new categories (accommodation mechanism).

This may be “because children are in the process of creating new categories all the time as they are learning new information and this option is natural, while adults are more used to consolidating knowledge and seeking overall similarity. The result, in any case, would be for adults to inappropriately extend first language rules syntax, phonology, etc.) while children would not”. It will be observed, while members of the second age group demonstrate advanced skills in phonology and lexicology, participants belonging to the first age group tend to reach a higher level of the TL mastery in grammar, stylistics and discourse field, but on the other hand, in adult cognition, it leads to *overgeneralization* and *interference* in the TL, and then, to multiplying errors and developing fluency in co-called interlanguage (Selinker, 1972). That is what we call permanent fossilization. This discourages learners, especially when they start noticing their constant faults. Some potential for learning might still exist, but the conceptual understanding of the material will not develop any further.

For further progress, self-motivated learners start using authentic contexts. Consequently, constant practice leads to mastery and persistent learners become competitive in reading and writing, but when it comes to oral performance, they become potential ‘applicants’ for the plateau phase obstacles. And there is an explanation for this phenomenon: a power of communicative competence is based on the fact that language in use responds to accomplishing specified objectives, which is the prominent goal of foreign language education.

According to Hall’s concept, “the essence of cross-cultural communication has more to do with releasing responses than with sending messages. It is more important to release the right response than to send the right message” (Hall, 1976). And at a certain stage of learning, there is a gap between receptive and productive skills. To overcome those distractive moments, teachers should involve students in methods of asking and answering open-ended questions. This will prepare them for productive communication, whether they perform a professional or small talk.

It will be observed, since nowadays digital technologies are strengthening their positions in the educational environment, multilingualism is to be understood as a matter of urgency in the current methodological study. Specifically, “does the L1 maintain a privileged role in all subsequent language acquisition or is it possible that all languages known can play a role in subsequent language acquisition?”. In terms of multilingual language processing, researchers suggest that the L2 discontinues the L1 transfer into the L3: “We assume that secondary languages differ cognitively from first languages and will, therefore, be preferred as transfer source in case of third language acquisition” (Bardel, C., & Falk, Y., 2011). And even more so, Hall and Ecke developed the Parasitic Model to explain exclusively lexical transfer: “According to the Parasitic Model, new lexical representations will be integrated, where possible, into the rest of the network via connections with pre-existing representations (‘hosts’) at points of similarity or overlap between them”. Their concept of “total parasitism” implies that L1, L2, and L3 “serve as sources of mutual influence on each other and themselves”, leading to “the interlanguage phenomena known as errors”.



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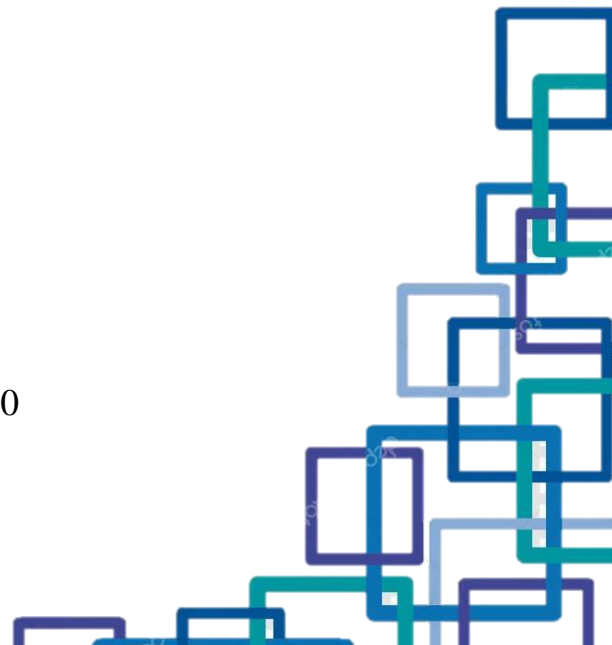


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