

THE INFLUENCE OF FOREIGN LANGUAGE LEARNING ON HUMAN ADAPTATION IN A DIFFERENT SPEECH ENVIRONMENT

Introduction. The modern world opens new horizons for us to develop ourselves as individuals. One of the aspects of development can be called a change in the environment in terms of changing jobs, studies or even permanent residence. For a comfortable life, a person must first go through all the stages of adaptation. There are the following types of adaptation: physiological, mental, social, psychophysiological, professional [1].

The aim of the study is to determine the impact on the adaptation of a person in another country with other cultural habits, the difficulties with adaptation that each migrant faces and the impact of learning a foreign language on rapid adaptation to a different speech environment.

Let us consider in more detail the social adaptation, which according to Hordiienko, N. [2, p. 78] is defined as the process of active adaptation of the individual to the conditions of social environment, building up adequate relationships with social objects, its integration into social groups, which involves the adoption of norms and values of the new social environment. This form of adaptation helps to communicate easily, adapt to people with other social habits. The study of the language of any country is a form of social adaptation to the culture of another country. The process of cultural adaptation is a transition from familiarization with a new cultural space to a state of comfortable existence, the ability to live and work according to its canons [3].

A popular reason to change permanent residence is to study at the university. Students often want to go abroad for better education and self-development. Also in connection with the recent events in Ukraine, during the

Russian invasion of our country, people were forced to leave their territory to save their lives. Many pupils and students who did not have the goal of studying abroad have to adapt to new realities. Many countries supported us and introduced a system of academic mobility, when a student can study abroad without leaving his university. This is certainly a good opportunity for most, but now there is the problem of learning a foreign language and adapting to foreign-speaking people and their traditions. For citizens who grew up in a familiar cultural and linguistic environment, language is not a barrier or a problem for transmitting and receiving certain information from the interlocutor. A person thinks about the need to know the language only when he gets into a foreign language environment.

In the first case, as mentioned earlier, when a student wants to go abroad for higher education, he has a motivation guided by learning a foreign language to improve his stay abroad. When there is motivation, it gives a big impetus to learn something new. Then a person does not need to force himself to do what he currently does not particularly need. Speech adaptation in this case will be less difficult, you will only need to adapt to the speed of speech of other people, their customs, manners and traditions in communication. But, as practice shows, the process of adaptation with knowledge of the language is much faster than without this knowledge.

But in the second case, the situation is more complicated, because a person without waiting to was forced to leave his country in a short time. Then the process of adaptation becomes more difficult and slower. After all, there is a process of sociocultural acquaintance with a new country, its language. In addition, there is a fear of the unknown, concern for native country, home, relatives, work, etc. And a person should cope with all this. Having a native language, it is incredibly difficult to get closer to a foreign language culture, because the language is a guide to the cultural, social, educational levels of another country, and therefore a sense of stability, full rights in a different social environment.

If a person is not even ready to change their place of residence and quickly get into a foreign language environment, it will motivate them to learn the language. One of the representatives of the behavioural school was the talented psychologist Maslow, A. (1908-1970), who proposed the classical theory of motivation, which became the basis of the «hierarchy of needs». The essence of his theory is that a person by nature has a wide range of needs that he seeks to satisfy. This is the motive of his behaviour [4]. Human beings by nature have basic needs such as respect from others and self-respect. Without these needs, a person does not feel complete, cannot realize himself and develop. One of the key points to a sense of usefulness is language proficiency, which is a direct way to increase self-esteem and provide a comfortable life.

Conclusion. Therefore, we can conclude that option No. 1, which provides for a purposeful move to another country to ensure a better fate, motivates a person to learn the language for a sense of usefulness in a foreign-speaking country, for quick adaptation to culture. In option No. 2, where moving to another country is forced and unprepared, it is a difficult process of adaptation, when a person at the initial stages feels incomplete in an unfamiliar environment. This is the motivation for accelerated foreign language learning. We can say that motivation in learning a language plays one of the important roles, and, in turn, language proficiency has a direct impact on rapid adaptation to the culture of another country.

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