

**Olena Kovalova**

Senior Lecturer of the Department of philology and translation  
Kyiv National University of Technologies and Design (Kyiv)

## **PSYCHOLINGUISTIC ASPECT IN TEACHING A FOREIGN LANGUAGE**

Language is one of the means of communication and a tool for dividing language barriers between representatives of different nationalities. Today, knowledge of a foreign language is one of the main conditions for an individual's adaptation in the modern world. Therefore, one of the main tasks facing the European Commission on Multilingualism in the field of education of EU member states is education aimed at mastering two or more languages. Today, about 28 percent of the population of the European Union speak two or more foreign languages. Ukraine, as an exemplary member of the European community, cannot but stand aside from these global trends. Therefore, the issue of improving ways of learning a foreign language is relevant and relevant, both in Ukraine and in Europe.

The aim of the research is to pay attention to the psychological and linguistic aspects of teaching a foreign language to an adult audience, which, as is known, has its own specificity, consisting of psychological, physiological and social factors. By adult audience, we mean people aged 20 and over who have a low level of language training or no language training at all. The object of the research is education of adult audience. The subject is psycholinguistic components that have a positive effect on the ways of increasing the effectiveness of teaching an adult audience a foreign language.

Thanks to modern psychological research based on suggestology (revelation of hidden human capabilities), a number of intensive methods of learning a foreign language have been developed, which are based on the work of the subconscious:

"25 frame method", "sleep learning method", "immersion method", etc. .(Nergis, 2021,255)

Using suggestology was proposed as a means to activate mental processes during foreign language learning. These methods are based on means that help activate the subject's internal reserves and reveal human abilities and capabilities hidden in the unconscious. (Song, 2020, 28)

There are postulates tested during many years of teaching practice, which, in combination with already known methods and techniques, help to significantly increase the effectiveness of teaching and learning a foreign language:

taking into account the psycholinguistic features of listeners of a certain national and cultural space and the features of the culture of the people whose language is being studied;

using special exercises to convert passive vocabulary into active vocabulary;

learning how to quickly transform one's thoughts into a foreign language, using their own active vocabulary;

systematically fixing the material; the main thing is not the amount of educational material provided by the teacher, but the amount of material that the listener is able to remember;

new material must remain in the listener's long-term memory at the level of cognitive processes of reproduction, recognition or recall.

Thus, it is believed that in order to meet the needs of modern society for learning a foreign language, a proportional combination of classical methods and new trends is necessary, with mandatory consideration of the psycholinguistic features of the adult learning audience. (Tavakoli, 2018, 59)

A native language is not an "innate" language. There is no native language and it cannot be, since there are many cases where children are described of one

nationality were brought up in families of another nationality and from the very beginning they began to speak the language of the family. But this is not a language parents, especially if the family is mixed. Native language in general case - this is the language in which the child uttered his first words. The non-native language that the child masters may be his own turn, of two types. If it is the language used in the community in which a child is developing, then they usually talk about a second language (second language): it can be the language of a national-linguistic minority, state or official language (for those for whom it is not their native language), the language of interethnic communication. If the native speakers of this language a specific language environment has very little or almost none, then it is a foreign language.

Any activity, including speech (regardless of the language) is psychologically arranged in the same way. Speaking a foreign language differs from speaking one's native language. First, with its so-called indicative link. In order to construct a linguistic expression, speakers of different languages must work through different analysis of situations, goals, communication conditions, etc. Example, in order to construct an expression, a Japanese compared to a European must take into account much more information about age, social status and other characteristics of the interlocutor. Second, the operational component of this statement (speech act) is those speech operations that the speaker must perform in order to construct an expression with the same meaning and the same direction.

#### REFERENCES

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**Ivan Kosovets**

Kyiv National University of Technologies and Design (Kyiv, Ukraine)

**Scientific supervisor – Senior lecturer Liudmyla Roienko**

## **THE IDEAS FOR DEVELOPING GRAMMAR PROFICIENCY THROUGH COMMUNICATIVE ACTIVITIES**

Grammar is the basis of spoken and written communication and allows us to be clearly understood by others. Teaching grammar is fundamental in the process of foreign language learning. Without grammar, we are unlikely to be able to speak, and if we can, then not very correctly and accurately. Grammar has long been a subject of study, and although the methods of grammar studying have changed dramatically in recent times, the reasons for studying them have remained essentially the same. A clear knowledge of grammar is very important because it gives us more conscious control and choice of language. Poor use of grammar can lead to blurred messages, which affects our ability to communicate.

The aim of the given research is to analyse the main aspects of mastering grammar rules with the help of communicative activities.

Many outstanding linguists, for example, F. Dubin, M. Halqvist, K. A. Poumroy, U. Kind and others believe that poems and songs can be successfully used