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THE INFLUENCE OF PSYCHOLOGICAL FACTORS ON THE PROCESS OF LEARNING A FOREIGN LANGUAGE

In the modern globalized world, where intercultural exchange and communication with representatives of different countries are not only a necessity but also a key factor in professional and personal development, learning foreign languages becomes an extremely important task. The everyday use of a foreign language in business, science, politics, tourism, and other spheres of life underscores the importance of professional language proficiency as an effective communication tool.

The process of mastering a foreign language is complex and variable, requiring not only memorizing words and grammatical rules but also taking into account psychological aspects that significantly affect the success of this process (Tobisch, 2000). The psychological characteristics of learning a foreign language encompass a wide range of aspects, from motivation and emotional attitudes to self-discipline and individual personality traits.

Learning a foreign language requires certain qualities and skills in a person. Among them, we can distinguish the peculiarities of intellect, the presence of a developed emotional-volitional sphere, as well as the desire and ability for active learning and communication. In particular, the structure of language abilities includes the presence of visual images in memory, an innate sense of language, a developed imagination and fantasy, an interest in the subject being studied, and a

high need for self-expression. Also important are observability, artistry, and oratorical skills, which help in understanding and expressiveness in speech.

The most significant factor influencing the process of learning a foreign language is the type of temperament (Dementieva, 2021). Temperament, as a combination of individual psychological characteristics, determines the dynamic and emotional-volitional aspects of a person's behavior and activity. Individuals with different temperaments have different approaches to language learning. For example, sanguine individuals are characterized by high productivity and ease in learning new material, as they quickly adapt to new conditions and have developed communication skills. Choleric persons demonstrate high concentration of forces and high performance, allowing them to overcome difficulties in learning with great energy. Such individuals can work long and diligently. They are mobile, enjoy mass events, and active types of activities. When this type of temperament is interested in the learning process, nothing can stop them on the way to their goal. Phlegmatic people, in turn, are characterized by calmness and stability, which contributes to systematic and consistent language learning. This type works for the future and does not take on new tasks without completing the previous ones. Melancholic human beings, although they may be prone to shyness and low self-esteem, often demonstrate high intellectual ability and a deep analytical approach to language learning.

The study of foreign languages reflects the influence of psychological aspects on the process of language acquisition, which is the result of the interaction between psychology and philology. Two of the most widely used models and approaches to learning foreign languages are the imitation method (Speidel, 2012) and the trial-and-error method (Jackson, 2001), which coexist and interact to develop language skills and abilities. The traditional approach, based on imitation methodology, is

compared with the activity approach aimed at performing practical exercises to achieve the automation of language skills. This leads to the formation of practical skills and abilities in students, known as language skills and language abilities. Speech skill is a speech operation carried out in accordance with certain norms and aimed at developing complete automatism, characterized by the speed of execution and stability. Speech ability is considered a speech action aimed at forming the skill of correct construction and realization of expression, the ability to independently express thoughts, attitudes toward a situation, intentions, and experiences.

The psycholinguistic aspects in the process of transitioning from native to foreign language is extremely important. In particular, sensory (understanding language) and motor (pronunciation of speech sounds) mechanisms, which involve different parts of the brain, should be taken into account during the teaching and learning of foreign languages (Keller, 2017).

Psychological and methodological studies have shown that the success in mastering a foreign language depends not only on cognitive processes but also on effective aspects and personal factors. The task of psycholinguistics in this direction is to comprehensively study the issues of teaching and learning a foreign language, taking into account mental processes related to speech (sensory perceptions, memory, perception, thinking, attention, volitional processes).

Thus, in the globalized world, learning foreign languages is crucial for intercultural communication and professional development across various sectors such as business, science, and politics. Mastering a foreign language is a complex process that involves not only memorization but also psychological aspects like motivation and personality traits. The coexistence and interaction of the imitation method and trial-and-error method aim to develop practical language skills and abilities, focusing on achieving speech automatism and effective expression.

Success in learning a foreign language is determined by a combination of cognitive processes, effective aspects, and personal factors, underscoring the importance of a comprehensive psycholinguistic approach to language teaching and learning.

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