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PSYCHOLINGUISTIC APPROACH TO TEACHING ENGLISH

Psycholinguistics, unlike linguistics, comes deeper into such aspects of language as communication, pause, tempo, and intonation. Psycholinguistics or psychology of language is the study of the interrelation between linguistic factors and psychological aspects[1]. The discipline is mainly concerned with the mechanisms by which language is processed and represented in the mind and brain; that is, the psychological and neurobiological factors that enable humans to acquire, use, comprehend, and produce language [2].

Today, the psycholinguistics is considered an integral part of the psychological sciences. The psycholinguistics widely uses the concepts and research that are the development result of other psychological disciplines, it fills psychological science with new definitions and approaches, offering a deeper analysis of some communication concepts.

The psycholinguistics helps to solve a number of practical problems that seemed unsolved when using traditional approaches. Spoken language is one of the main ways in which language is used, so linguists and psychologists should work together to explore how dialogue participants deal with the cognitive demands that arise during the course of conversation. Analysing the conversation components from the perspective of psycholinguistics helps to understand the structure and key cognitive processes.

Language higher education is changing significantly nowadays. The special attention is paid to creating an individual educational trajectory. On the way to mastering the English language, students have to face certain difficulties. In the course of learning any foreign language, a student is involved in several stages from

linguistic stress to the stage of complete adaptation and interaction of a foreign language with the native cultural and linguistic environment [3].

Overcoming the difficulties in the context of the psycholinguistic approach is carried out in three stages:

1) it is impossible to switch the communication to the structure of the studied language (the student is able to understand the foreign language fully, but cannot reproduce it, which is explained by the dominance of the native language);

2) focusing not only on the differences but also on the similarities between the native and foreign languages (the determining factor is the search for the similarity);

3) the formation of appropriate forms of expression in a foreign language (it should be noted that the language systems of different students have different abilities to adapt to a foreign language).

Based on the principles of psycholinguistics, it is possible to make foreign language teaching more effective, flexible and rational. This is ensured by comparing and contrasting languages. Thus, taking into account the cultural, psychological and linguistic nature, it is possible to achieve a significant acceleration of learning a new language and rationality of the learning process in terms of facilitating the overcoming of linguistic and psychological difficulties.

References:

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