

Psychological Content of the Mechanisms of Perception a Foreign Language by a Personality

Психологічний зміст механізмів сприйняття особистістю іноземної мови

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ABSTRACT

In this article it was described the role of the man's perception. The authors highlighted the main psychological conditions from which the effectiveness of the educational process depends on. Also it was studied the content of the teachers' activities, to underline the main psychological principles of providing it.

It was shown that the most important means of learning, according to many scientists is the perceptual-emotional component of communicative techniques, which has a great influence on the activation of speech capabilities of a man. One of the main conditions for successful learning of a foreign language is the formation of a constant, constructive and intentional perception of a foreign language, which guarantees a living creative process of having knowledge.

It was underlined that the effectiveness of the educational process depends on: intensity and quality of sensory perception; logical comprehension of the perceived information; practical application of meaningful component of mastering a foreign language. Thus, the task of teachers in the classroom includes: 1) to intensify and make high-quality perception of a foreign language; 2) to use teaching methods of logical comprehension of the perceived information; 3) teach to apply what has been already perceived in practice.

It was proved that perception was inextricably linked with all peculiarities of the individual and it depended on the gained experience, knowledge, mental states and individual characteristics of a man (needs, inclinations, interests, motives, emotional states, etc.) Under the influence of these factors, an apperception is a characteristic for each person, which causes significant differences in the perception of the same objects by different people or by the same person at different times. It was shown that these factors need to be especially taken into account when working with creative pupils, when the individuality of each teenager manifests himself/herself particularly brilliantly. The authors would not forget that this category of schoolchildren is people, raised emotional, free and creative, with a more fragile nervous system and a special perception of the world. Probably, therefore, teachers need to be particularly careful in choosing the methods of pedagogical influence on the perception of a foreign language as on individuals, as well as on the team. With a small amount of training time, the ability to select and organize the necessary information is important; it was able

to interpret scientific knowledge, adapt it to the needs of practice, to popularize, that is, to convert specific scientific information about language into a form that is accessible to children. The most effective form is emotional, figurative perception of the material; it contributes to the preservation of steady attention and interest, to deepen the motives of the educational process.

The authors of the article proposed some examples of creative tasks for pupils according to the mechanisms of perception a foreign language by a person. There were underlined individual features of the perception of foreign language in the process of studying at secondary schools.

Key words: *mechanisms of perception, sensory perception, logical comprehension of the perceived information, practical application of meaningful, creative process, perceptual-emotional component of communicative techniques.*

Introduction

The reform of a general system of education and the system of the secondary school implies the achievement of a new qualitative level of school's activity, which meets the conditions and needs of our society. When preparing young people for inclusion into a complex network of numerous social, political, ethnic, cultural, psychological, everyday, personal and other connections in the society, the school has to take into account the ways of the developing of the individual. It can form a creative, active person who is capable for self-expression, self-improvement, self-esteem, tolerance, understanding of the value of another person with the ability to communicate not only with a help of a native language, but at least by means of one of the most common languages of the world.

Being of particular importance in these circumstances there is the study of communication mechanisms, the discovery of productive conditions of the development of communicative activity at school practice of learning a foreign language. The teacher faces the challenges of widespread use of active forms and teaching methods, which include, in particular, the use of technical means of training, giving more orientation to the occupation.

The history of the methodology of teaching a foreign language knows a lot of attempts to find the most rigorous teaching methods. In Ukraine there are several different directions of intensive education, united under a general name «intensive training methodology». These include a sub-tendency (Hoffman, 1961), (Mykhalchuk & Ivashkevych, 2014), the emotional-semantic method (Lakin, 1972), the relaxation pediatrician (Newell & Simon, 1979), the rhythm pedagogy (Peterson & Janicky, 1979), a method of activating the possibilities of the person (Knapp, 1975; Mykhalchuk, 2013), the method of deepening (Onufriieva, 2017), (Woolfolk, 2000) and others. In 2008 A. Malkoc developed her own method of intensive study of a foreign language, which is realized through the activation of speech capabilities of a man on the basis of musical perception (Malkoc, 1994).

The most important means of learning, according to many scientists is the perceptual-emotional component of communicative techniques, which has a great influence on the activation of speech capabilities of a man. One of the main conditions for successful learning of a foreign language is the formation of a constant, constructive and intentional perception of a foreign language, which guarantees a living creative process of having knowledge.

The Latin word «perception» denotes perception, a direct, coherent reflection of objective reality by means all senses. This is a complex process of receiving and transforming information that provides reflection of objective reality, and the synthesis of feelings that are formed this process in general.

Is it permissible to consider the category of perception in connection with a foreign language? Of course, since perception is a starting point and a necessary component of the process of cognition and it is more or less connected with thinking, memory, attention, it is directed by motivation and has an emotional color. Perception is always substantive. It always carries

an object that is perceived in a real space. In our case, we call such an object a foreign language.

By law, presented by B. Whorf, the general idea is that a subject changes with a more definite and detailed perception (Whorf, 1967). There are two types of perception:

- perception that occurs involuntarily and without desire;
- complicated process of perception, which is directed by desire or volitional efforts.

In accordance with the school curriculum, pupils have one way or another one to adopt (interact) with a foreign language, but the teacher should try to influence teenagers' perception of a foreign language in such a way that it becomes a complex process, directed by their will, and teaching a foreign language becomes a long, purposeful and systematic perception.

So, **the aim** of our article is to describe a holistic approach which would be paid not to determine the type of cognitive activity of each pupil, but to use such a style of learning, in which pupils will be involved into various types of cognitive activities.

The tasks of the research

1. To describe the role of the man's perception.
2. To highlight the main psychological conditions from which the effectiveness of the educational process depends on.
3. To study the content of the teachers' activities, to underline the main psychological principles of providing it.
4. To propose some examples of creative tasks for pupils according to the mechanisms of perception a foreign language by a person.
5. To underline individual features of the perception of foreign language in the process of studying at secondary schools.

Methods and methodical instrumentation of the research

The following methods were used in our research: a categorical method, a structural-functional method, the methods of: analysis, systematization, modeling, generalization.

The results of the research and their discussion

A significant role is played by the preparation for perception, the knowledge of what exactly will be necessary to perceive under which conditions the perception will take place. Significant influence on the perception is given by our attitude to what we perceive, an interest in the object of perception, the feelings that it causes on us, the desire or reluctance to perceive this object, the necessity or duty of the perception of an object or a phenomenon.

We consider it as our main goal to teach pupils to comprehend a foreign language holistically and correctly understand it.

In the pedagogical process the law of unity of sensual, logical and practical must act. And the effectiveness of the educational process depends on:

- intensity and quality of sensory perception;
- logical comprehension of the perceived information;
- practical application of meaningful component of mastering a foreign language.

Thus, the task of teachers in the classroom includes:

- 1) to intensify and make high-quality perception of a foreign language;
- 2) to use teaching methods of logical comprehension of the perceived information;
- 3) teach to apply what has been already perceived in practice.

Perception is inextricably linked with all peculiarities of the individual and it depends on the gained experience, knowledge, mental states and individual characteristics of a man (needs, inclinations, interests, motives, emotional states, etc.). Under the influence of these factors, an apperception is a characteristic for each person, which causes significant differences in the perception of the same objects by different people or by the same person at different times. These factors need to be especially taken into account when working with creative pupils, when the individuality of each teenager manifests himself / herself

particularly brilliantly. We should not forget that this category of schoolchildren is people, raised emotional, free and creative, with a more fragile nervous system and a special perception of the world. Probably, therefore, teachers need to be particularly careful in choosing the methods of pedagogical influence on the perception of a foreign language as on individuals, as well as on the team. With a small amount of training time, the ability to select and organize the necessary information is important; it was able to interpret scientific knowledge, adapt it to the needs of practice, to popularize, that is, to convert specific scientific information about language into a form that is accessible to children. The most effective form is emotional, figurative perception of the material; it contributes to the preservation of steady attention and interest, to deepen the motives of the educational process.

With which mechanisms is it possible to achieve constructive perception of a foreign language? In order to achieve the tasks the teacher has to develop positive emotions in the process of learning through such techniques as changing the methods of the activity, emotionality, to use activity of a teacher, to be interested in examples, witty remarks, etc. These receptions give not only temporary success, they solve the main task – to produce a steady, constant interest in this or that subject. Teachers should also choose from the pedagogical means the most economical and effective ones. In a dynamic, multifaceted pedagogical system, there are thousands of possible options for constructing and organizing educational activities, achieving the goals set. And only one of them will be the best in the existing specific conditions. The main task is to find it and solve the problem by comparing possible options and assessing the available alternatives; to intensify pupils, develop their abilities, independence.

To do this, teachers need:

- to have the art of communication, choose the right tone and style of communication;

- to manage pupils' attention;
- to determine the psychological states of pupils at the moment and take into account when choosing teaching methods;
- to use techniques of theatrical pedagogy (for example, means of acting, methods of influencing the attention of the audience, expressive teacher's presentation of certain feelings, etc.)

The activities of the teacher should be carried out on the following principles:

- consciousness and the activity (we must not forget that the main thing is not an object, but the person we create and the pupil who is not «an addition» to the subject, but the subject of his/her active development);

- the vocabulary of teaching a foreign language (a large number of children think of forms, colors, sounds, feelings – hence the need for a visual education that is based on specific images);

- systematic and consistency;

- strength (as in contemporary learning, thinking dominates over memory, then it is necessary to save pupils' strength, not to spend them on memorizing unimportant knowledge, preventing overloading memory to the detriment of thinking, not proceeding to study a new one, having not formed previous interest and a positive attitude towards it yet);

- accessibility (to avoid monotony, to teach figuratively, using bright facts and examples);

- the communication theory combined with practice.

A prerequisite for any perceptual process is that universal mechanisms of perception which provides stabilization, categorization, selection, restriction of information. Perceptual image acts as a regulator of actions. At the same time, activity is a basic condition for the development of perception. What and how a person perceives depends on what and how it does. In practice, perception becomes an active, purposeful process of knowing reality. Western educators follow the course of moderation,

practicality and reachness. Some scientists put forward a new version of pragmatism – instrumentalism (Malkoc, 1994).

Cognition is an instrument of human adjustment to the environment. The measure of the truth of the theory is its practical effectiveness in each situation. Practical expediency is a criterion of morality (Tyszka, 1999).

Learning that builds on the interests of pupils is associated with their life needs brings better results. According to G. Rose's (Rose & Gilbert, 1992) views, a person begins to think when he/she encounters difficulties, the overcoming of which is important to him / her. Properly constructed training should be problematic. The teacher should monitor the development of the interests of pupils closely, «throw» them into a position to understand and solve the problem. Pupils, in their turn, must be sure that, when they solve these problems, they acquire new and useful knowledge for themselves.

Indeed, for many pupils a foreign language seems an insurmountable barrier that they can not overcome during their years of study. And this does not contribute to the successful perception of the subject. This is usually due to the fact that they do not have a clear understanding of the structure and mechanisms of the language, in our case, English. It is important to analyze the schemes of the actions of languages of polar types in simple examples.

Here are some examples of *creative tasks*.

They are the following for developing artistic skills: to depict the length of Grammar, or to draw consistent events of the day; «musicians» effectively memorize vocabulary and grammar by listening to songs; pupils who are fond of literature can translate poetry or small stories, compare different translations of the same text; future directors can easily respond to the suggestion to recite, read and articulate semantic accents in the texts, play scenes, present monologues and dialogues, talk about the theater.

Typical tasks are: If you were a music instrument (a play, a picture etc.), which instrument would you be? Cause a direct live interest and impose imagination, emotions and thinking.

Asking pupils after several years of study, which classes were captured in their memory as the most vivid, interesting and productive, what knowledge went into long-term memory could recall exactly those classes that caused them the most emotional and intellectual impressions.

Thus, summing up all of the above information, we have to note that perception as a category of sensory knowledge is closely related to other concepts of psychology. Considering a foreign language as an integral system in a whole, we have to note that only after passing the stages of sensual and intellectual cognition perceived information can be used by pupils in their future professional activities.

Let us underline individual features of the perception of foreign language in the process of studying at secondary schools. So, in his / her professional activity every teacher, albeit once, asks a question to himself / herself: «In order to remember a new word, a linguistic sample, a grammatical structure, etc., one pupil has only one time to hear, at that time how does the lack of series of lessons were dealt with their processing?»

Starting a search to answer to this question should be followed by watching the children at a break. In each class you can notice certain pupils with behavior that is in some a way a characteristic of them: one is always reading something, others draw on a board or anywhere, while others run around a class, or, conversely, just sit in thought without paying attention to anyone, thinking about one's own, etc.

This entire picture is a manifestation of the psychic characteristics of these children, since each of them has a birth, the most expressed in it, the way (or the ability) to perceive and understand the world around them.

According to professor of Harvard University Howard

Gardner (Gardner, 1993) there are eight ways of perceiving and understanding the world:

1. Linguistic perceiving and understanding – with the help of words.
2. Mathematical ones – using numbers, formulas, logics.
3. Spatial-visual perceiving and understanding – through vision and space.
4. Kinesthetic-tactile ones – through movements and actions.
5. Musical perceiving and understanding – through hearing.
6. Extrovert ones – directed to others or through the surrounding.
7. Introvert perceiving and understanding – directed through oneself.
8. Naturalistic ones – through nature.

Of course, these methods can not fail to be reflected in the process of professional activity of a teacher who has to study his / her pupils well, their psychological peculiarities, because his / her task is to develop each person of the above-mentioned abilities as best as it is possible and thus contributes to the full development of the personality of pupils.

The teacher should therefore analyze himself / herself, because each of us has stronger or less pronounced one or another ability to perceive the world, and this, in turn, recognizes our methods and techniques of the process of professional activity.

Teachers need to rely on a description that reveals the essence of each child, his / her preferences and needs, and also defines methods of the activity in the classroom in order to help the child to learn the teaching material more easily and to facilitate their work.

By studying and analyzing the individual peculiarities of pupils, it is necessary to select the types of their activity that would allow not only the best use of the expressive abilities of the perception of the surrounding world, but at the same time engaging and developing less pronounced ones.

Thus, *for the development of language abilities* pupils of all classes have to work with different types of dictionaries (bilingual, interpretative, phraseological, etc.), study the meaning of words, their origin, studying idioms. At the beginning they read prose and poetry to each other and to the whole class; read the same sentences (phrases, paragraphs with different emotional tones (funny, sad, happy, angry, etc.)); use audio texts not only for listening, but also for writing them on paper, writing essays, articles, letters.

For pupils with mathematical abilities it is necessary to use those types of activity that contributes to the development of logic: the organization of sentences, paragraphs in the correct order (here it is necessary to pay attention to the order of words in English sentences: to speak and demonstrate what happens if you change something in the structure of a word); the attribution of words or sounds to certain categories, classifications. It is also worthwhile to use exercises that require critical thinking (for example, to choose from a number of words that one that does not fit, and explain your point of view). Reading stories, stopping from time to time and trying to foresee the next event, the pupil will give headlines to stories, articles, write instructions and so on.

Given the visual and simple way of perception it is necessary to encourage the children to draw illustrations to the reader or listener and, conversely, to use drawings to stimulate reading, speaking, writing. Creating diagrams, charts, filling tables with information (for example, questionnaires), writing vertically or diagonally, using different speakers to select one or another language phenomenon which helps to diversify the process of the activity.

Writing letters / words with light touches on the palm / back of a classmate or in the air, the game «Carousel» (repeated pronunciation, moving around changing a partner), the manufacture of letters from plasticine, the use of magnetic letters for word-making on the board, the game «Moving dic-

tation», pantomime and any other activity involving motions that can help to develop kinesthetic abilities of the person.

Using music in the classroom not only increases the interest of children in learning and understanding the lesson, but also helps to capture musical abilities, which facilitates the perception and learning material. Pupils enjoy using different familiar tunes for learning new lexical units, jazz bindings, flipping or stamping on accented warehouses or words, different rhymes, choral reading for processing intonation, reading of poetry for musical accompaniment, listening to short musical passages that express the mood or a subject from the texts before listening to them, which uniquely adjusts the children to this type of the activity and facilitates the perception of audio text and develops, in such a way, socio-cultural competence.

Participation in group discussions is making a discussion with each others, to make issues with a companion, to provide dramatization of dialogues, modeling team games, activity according to joint projects, interviews – all these are types of the activities for the development of extravagant perceptual abilities.

And for the development of introvert it is expedient to use brainstorming, imaginary travel, to encourage writing by pupils their own stories, poems, preparing their own projects, making their own posters, leaflets, brochures. And, finally, in order to fully utilize the naturalistic abilities of the child it is more necessary to use work on a model or analogy.

The innumerable variety of teaching methods only confirms one principle: none of them is suitable for all pupils. Whatever the merits of this or that method, the universal «key», through which you can achieve outstanding results for all pupils in the class, does not exist. However, most teachers use the very same methods in the activity with children, without being able to detect and take into account their individual characteristics. Therefore, the success of children largely depends on how their characteristics correspond to the applicable teaching methods.

In such a way pupils without motivation to study simply do not exist. Many pupils do not have time to study because they did not fit into the framework of a unified approach, because their individual characteristics do not correspond to the applicable teaching methods. This may be due to the peculiarities of perception of information and differences in the style of cognition.

Individual peculiarities of perception depend on functioning of the cerebral hemispheres. It is known that each hemisphere is not only responsible for the activities of the opposite side of the body, but also has its special functions, for example, responsible for *analytical or synthetic reasoning*. As a rule, one of the hemispheres of a human brain is dominant, leading, that is, determining one way or another one of knowledge and creativity. The left hemisphere is responsible for the analytical mind, mathematical abilities, abilities to read scientific and technical literature; for people with the dominant left hemisphere with dominated verbal abilities and verbal-logical thinking. The right hemisphere is responsible for the synthetic reason, artistic ability, the ability to perceive artistic texts. People with a dominant right hemisphere have good orientation in the space and not bad coordination in movements.

Recently, the theory of the specialization of the cerebral hemispheres is increasingly used in Psychology and Pedagogy. On the basis of the results of our research a holistic approach to teaching was created, based on a holistic, single brain work. The essence of the approach is to select the types of educational activities which in a great degree contribute to the active, balanced work of both hemispheres and to overcome some of learning difficulties.

In the first years of the child's life dominated by the right hemisphere the relative prevalence of the left hemisphere becomes expressed in 8–10 years old. The model of education, adopted at our schools, kindergartens, and even in families, has

the aim to develop exclusively the left hemisphere. Thus, the learning style is dominant in our society and indirectly piercing all spheres of relations, leads to the formation of a left-half type of thinking.

The «left-wingers» are experiencing difficulties where it is necessary to move from the field of theory to practice where real conditions must be taken into account, but not manipulate schemes where it is not necessary to explain, but to act.

Among the pupils with a low level of success there are often «right-wing», which do not fit into the traditional model of education.

When using the learning style, focused on the assimilation of the finished truths, there is a psychological barrier according to the need for creative self-expression. At the same time group aggression may appear in relations to those members of the team, who openly reveal creative abilities, differ in peculiarity and non-standard thinking.

In the vast majority of cases only hearing and looking at, are used at the lessons, and the rest of senses remain unnoticed. Tasks and exercises for the development of the right-wing type of a person should include non-verbal components (music, singing, poetry, staging). The development of figurative thinking is more conducive for educational games. A significant part of the information is perceived at the emotional level.

When using the holistic approach of teaching, it is important to combine, vary in the course of classes various activities focused on both types of cognition. Using different methods of diagnosis, you can make an idea of the dominant type of cognitive activity of the pupil and thereby expand the opportunities for a more successful implementation of the holistic approach.

Conclusions

There are absolutely precise ways of determining the type of cognitive activities. Each person peculiarly combines different types of cognitive activities, each child has his / her own,

individual type of knowledge, which must correspond to the style of learning. Therefore, the main attention when working on the basis of a holistic approach should be paid not to determine the type of cognitive activity of each pupil, but to use such a style of learning, in which pupils will be involved into various types of cognitive activities.

Before answering the teacher's questions, the pupil must extract the information required for the answer. It can be in the form of visual, auditory and kinesthetic (based on muscle senses) images. These processes occur at the level of subconsciousness. Then extracted information should also be presented visually, audibly, and kinesthetically. This is a conscious action.

Often the path of perception between the teacher and the pupil does not coincide. For example, if a teacher prefers a lecture form, and a pupil has poor auditory memory, the effectiveness of such activity will be small. If neither the teacher nor the pupil has sufficient flexibility to adapt to each other, this may ultimately have a serious impact on the effectiveness of learning, in the classroom environment.

Thus, it is important for the teacher to know the peculiarities of perception – both his / her own and his / her pupils. Based on this knowledge it is possible to help children to learn the teaching material, employing, as far as it is possible, all input channels.

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Івашкевич Ернест, Гудима Олександр. Психологічний зміст механізмів сприйняття особистістю іноземної мови

АНОТАЦІЯ

У статті описано роль сприйняття особистістю іноземної мови під час оволодіння останньою. Авторами виокремлено базові психологічні умови, від яких значною мірою залежить ефективність навчального процесу. Також було вивчено зміст діяльності вчителів, що дало змогу наголосити на основних психологічних принципах його забезпечення.

Показано, що найважливішим засобом навчання є перцептивно-емоційний компонент комунікативних технік, що має неабиякий вплив на активізацію мовленнєвих можливостей людини. Однією з головних умов успішного вивчення іноземної мови є формування постійного, конструк-

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тивного та навмисного сприйняття іноземної мови, що гарантує цілковито творчий процес набуття знань.

Було підкреслено, що ефективність навчального процесу залежить від: інтенсивності та якості чуттєвого сприйняття; логічного осмислення сприйнятої інформації; практичного застосування змістового компонента оволодіння іноземною мовою. Отже, завдання вчителів на уроках іноземної мови передбачає: 1) активізацію процесу сприймання іноземної мови; 2) використання методу логічного осмислення сприйнятої інформації; 3) застосування опанованих знань на практиці (під час виконання комунікативних завдань).

Доведено, що сприйняття іншомовної інформації щільно пов'язане з усіма особливостями особистості й залежить від набутого досвіду, знань, психічних станів та індивідуальних особливостей людини (потреб, схильностей, інтересів, мотивів, емоційних станів тощо). Зазначено, що апперцепція характерна для кожної людини і спричиняє значні відмінності у сприйнятті одних і тих самих предметів різними людьми або однією і тією ж людиною в різні періоди часу. Було показано, що ці чинники слід ураховувати під час роботи з творчими учнями з метою прояву індивідуальності кожного з них, зокрема, у підлітковому віці. Авторами статті зазначено, що ця категорія школярів – це найбільшою мірою емоційні люди, зі ще несформованою нервовою системою й особливим сприйняттям світу. Зазначено, що саме тому вчителям потрібно бути особливо обережними у виборі методів педагогічного впливу з урахуванням особливостей сприйняття іноземної мови як окремими особами, так і колективом загалом. Підкреслено, що за умови досить обмеженого обсягу навчального часу важливе значення має можливість відбору необхідної інформації; останнє дасть змогу інтерпретувати наукове знання, адаптувати його до потреб сучасної практики, популяризувати, тобто, перетворити конкретну наукову інформацію про мову та мовлення у форму, максимальною мірою доступну для дітей. Наголошено, що найефективнішою формою сприймання є емоційне, образне сприймання матеріалу; це сприяє збереженню стійкої уваги й інтересу, поглибленню мотивів учасників навчально-виховного процесу.

Запропоновано приклади творчих завдань для учнів відповідно до механізмів сприйняття особистістю іноземної мови. Було підкреслено індивідуальні особливості сприйняття учнями іноземної мови у процесі навчання в середніх школах.

Ключові слова: механізми сприймання, чуттєве сприйняття, логічне осмислення сприйнятої інформації, практичне застосування змістового, творчого процесу, перцептивно-емоційний компонент комунікативних технік.

Ивашкевич Эрнест, Гудыма Александр. Психологическое содержание механизмов восприятия личностью иностранного языка

АННОТАЦИЯ

В статье описана роль восприятия личностью иностранного языка по мере овладения последним. Авторы выделили базовые психологические условия, от которых во многом зависит эффективность учебного процесса. Также было изучено содержание деятельности учителей, что позволило выделить основные психологические принципы ее обеспечения. Показано, что важнейшим средством обучения является перцептивно-эмоциональный компонент коммуникативных техник, который имеет большое влияние на активизацию речевых возможностей человека. Одним из главных условий успешного изучения иностранного языка является формирование постоянного, конструктивного и преднамеренного восприятия иностранного языка, что во многом гарантирует творческий процесс овладения знаниями.

Было подчеркнуто, что эффективность учебного процесса зависит от: интенсивности и качества чувственного восприятия; логического осмысления воспринимаемой информации; практического применения содержательного компонента овладения иностранным языком. Таким образом, задача учителей на уроках иностранного языка предусматривает: 1) активизацию процесса восприятия иностранного языка; 2) использование метода логического осмысления воспринимаемой информации; 3) применение освоенных знаний на практике (при выполнении коммуникативных задач).

Доказано, что восприятие иноязычной информации непосредственно связано с личностными особенностями и зависит от приобретенного опыта, знаний, психических состояний и индивидуальных особенностей человека (потребностей, склонностей, интересов, мотивов, эмоциональных состояний и т. д.). Отмечено, что апперцепция характерна для каждого человека, которая и вызывает значительные различия в восприятии одних и тех же предметов разными людьми или одним и тем же

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человеком в разные периоды времени. Было показано, что эти факторы следует учитывать при работе с творческими учениками с целью проявления индивидуальности каждого из них, в частности, в подростковом возрасте. Авторы статьи отметили, что эта категория школьников – в большей степени эмоциональные люди, с еще несформированной нервной системой и особым восприятием мира. Отмечено, что именно поэтому учителям нужно быть особенно осторожными в выборе методов педагогического воздействия с учетом особенностей восприятия иностранного языка как отдельными лицами, так и коллективом в целом. Подчеркнуто, что в условиях достаточно ограниченного объема учебного времени важное значение имеет возможность отбора необходимой информации. Последнее позволит интерпретировать научное знание, адаптировать его к потребностям современной практики, популяризировать, то есть, превратить конкретную научную информацию о языке и речи в форму, которая является в максимальной степени доступной для детей. Отмечено, что наиболее эффективной формой восприятия является эмоциональное, образное восприятие материала; это способствует сохранению устойчивого внимания и интереса, углублению мотивов участников учебно-воспитательного процесса.

Авторами статьи предложены примеры творческих заданий для учащихся в соответствии с механизмами восприятия личностью иностранного языка. Были подчеркнуты индивидуальные особенности восприятия учащимися иностранного языка в процессе обучения в средних школах.

Ключевые слова: механизмы восприятия, чувственное восприятие, логическое осмысление воспринятой информации, практическое применение содержательного, творческого процесса, перцептивно-эмоциональный компонент коммуникативных техник.

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