

THE PSYCHOLINGUISTIC PATTERNS OF PROFESSIONALLY-ORIENTED EDUCATION WITHIN INNOVATIVE PEDAGOGICAL APPROACHES

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Considering the psycholinguistic characteristics of professionally-oriented education within learner-centered and action-based approaches it is necessary to take into account language activity organization. Here, following L. Shcherba [6], we identify that language activity organization is a kind of processing language experience, which occurs in accordance with specific psycho-physiological possibilities and patterns. This means that first of all we need to find out what features of students cognitive activity determine the formation and functioning of a foreign language as a human asset.

All types of cognitive activity function in an ensemble, i.e. such mental processes as thinking, speech, memory, perception, etc., do not exist ontologically as separated acts, they are artificially delimited for the purposes of scientific analysis, although in human activity "everything consists of everything." In the multidimensional and multilevel process of mental reflection, different forms and levels interact, transform, differentiate, integrate, and pass into each other, including levels of sensory-perceptual processes, representations, speech-thinking processes, conceptual thinking, and intellect. In real life, all levels of the individual's cognitive activity are interrelated; one of them may be leading, depending on the purpose of the activity and the tasks which are being solved, but never acts by itself, only by defining the specific structure of the entire cognitive system. The individual's immediate experience of the content of knowledge is characterized by the original objectivity and partiality in the constant interaction of perceptual, cognitive and affective (emotionally appraising) processes and their products under the dynamics of the actual meaningful and potentially significant.

Summarizing the peculiarities of the learner-centered and action-based approaches, we can put forward the following provisions for their interpretation:

- it is necessary to teach not so much the language itself, but communication in the professionally-oriented situations;

- the formation of professionally-oriented activity should be correlated with the components of language competence and integrate different activities.

At the same time, the personal aspect is no less significant than the cognitive aspect, since foreign language acquisition is oriented not only to activities and communication, i.e. to the interlocutor, and not only on the image of the world, i.e. on consciousness, but also to personal development. Here, we refer to motivation, the system of attitudes, the problem of self-evaluation, personal and group identities, as well as understanding foreign communication as a way to actualize and realize own personality as a special way of self-affirmation [4].

In the scientific literature some principles are covered which can be grounds for organization of cognitive process at non-linguistic institutes.

The content of the communicative principle in teaching foreign language is revealed on the basis of the assertion that the communicative orientation is fundamental for any teaching foreign language, since it indicates an orientation towards another person, a communication partner, without which communication itself is inconceivable. But the adjustment of this statement gives a new attribute to the communicative principle, namely, communication in the process of teaching foreign language is directly included in the learning process resulting in the optimization of FLT through the organization of communication.

In accordance with the cognitive principle of FLT language acquisition should be in the center as a "building material" of the image of the world. This vision of FLT also coincides with the ideas by H. G. Gadamer [1] leading us to the idea that language in the structure of acquisition and in the context of language ability is a system of psycholinguistic units.

At foreign language lessons a new image of the world should be built or, at least, necessary adjustments to the existing old world image should be made.

Proceeding from this, foreign language should not be taught as a formal system in view of the fact that teaching language is teaching values that constitute the image of the world of a new culture and simultaneously participate in the processes of generating FL speech.

The essence of the personal principle in the process of FLT is built on the orientation positions of the learner not only to the partner, but also to him/herself, to the same realization of his personality while speaking in a FL as it occurs while speaking in his/her native language. In our opinion, the most important concept is a student's readiness for further development via independent work. There is a system of personality properties that ensure its independent development - motivation and motivational readiness, reflexivity, systemic knowledge as characteristics of the evolution of the image of the world and the indicative basis of activity, the development of means and the reception of activities.

I. Zimniya [7], taking into account the ideas by A. Leontiev [2] and S. Rubinstein [5], notes that the distinction between the individual and the activity or the psychological and pedagogical characteristics of a specialist is symbolical, since both components are inextricably linked with each other because the individual acts as a subject of the activity, which, in turn, along with the action of other factors, for example, communication, determines his personal development as an individual. In turn, A.K. Markova believes that the process of interaction provides conditions for development of self-awareness, motivation, and the adaptation to the future profession [3].

Therefore, at each stage of professional education it is important not only to provide for the formation of certain professional knowledge and language skills, but also to consistently develop the learner's personal qualities and abilities, his/her needs for self-realization. Thus, forming and developing the psychological qualities of the future specialist, it is important to stimulate primarily the motivational sphere (the value orientations of the profession, the meaning of the profession, the motives, goals, emotions, the setting for adaptation, determining the direction of the personality), and then on its basis to improve the operational sphere (professional

knowledge, professional abilities, professional skills, professional actions, professional thinking, professional technologies).

References

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