

implementation of the educational process. The teacher must manage and regulate the educational activities of the students. The distance form of education makes new demands on teachers, including improving professionalism, increasing the level of professional competence, mastering modern technologies, and the ability to use them in the educational process.

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PSYCHOLINGUISTIC FOUNDATIONS OF ASSOCIATIVE LEARNING OF A FOREIGN LANGUAGE

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Associative psychology is important because it provides the opportunity to implement associative foreign language learning for all the students of academic level and the independent language learners. Verbal associations acquire special importance in the speech context. The word activates a complex mechanism of associative connections that form its image in the lexical memory of the speakers. Their understanding of words occurs thanks to the perception of associations and association of meanings.

The development of the problem of associations in the language learning belongs to V. Humboldt and T. Harley. It was noted by them that

knowledge of the world and language acquisition are associative in nature. The objectivity of sound associations consists in the perception of an objectively existing reality, and subjectivity is found in the individual perception of this reality [1, p. 166]. Their research laid the foundation for linguistic interpretations of associations within the framework of psycholinguistics. According to the theories of the scientists [1; 2; 6], psycholinguistics is a science: 1) "the subject of which makes the relationship between the language system (language as a subject) and language ability" [2, p. 106]; 2) its psychological processes that determine the functioning of language, in particular understanding, generation, memorization of language; 3) that "deals with encoding and decoding processes, as they correlate state messages with the state of communication participants" [6, p. 9]; 4) that investigates the patterns of generation and perception of linguistic expressions.

According to N. Chomsky, psycholinguistics studies relationships between the structure and functions of communicative activity and language as the main factor in creating an image of the human world [2, p. 19].

Psycholinguistic research is associated with the names of I. Baudouin de Courtenay, L. Shcherba, L. Vygotsky, C. Osgood, J. Miller, O. Leontiev etc.

Psycholinguistics in Ukrainian linguistics research on verbal associations, initiated by M. Muravytska, N. Butenko, D. Terekhova, L. Gusak etc., need a complex and integral research, in particular within the framework of the theory of intercultural communication. Psycholinguistic studies of associative (school) direction are reflected in Ukrainian linguistics in the works by M. Muravytska, who performed a psycholinguistic analysis of lexical homonymy, synonymy and polysemy [3].

The method is aimed at identifying associations that is an associative experiment itself, which was developed in an individual as a result of his previous experiences. An associative experiment allows to explore the semantic structure of a word, the specificity of the generation of statements, to reveal the semantic similarity between words in the conditions of different cultures, to develop a methodology for studying and further mastering another language [3].

Today, there are three main types of associative experiments: 1) free experiment. The recipient needs to react with the word that came into his head after reading (or hearing) the stimulus word. In such experiment there are neither formal nor semantic limitations. Free associative experiment is considered as one of the oldest and the most popular techniques in experimental psychology. It is believed that free associative experiment is the easiest to be used and is quite effective; 2) directed experiment. The conditions of the experiment are "directed" by the

experimenter in the right direction: it is required to react using a certain word part of speech, or a synonym, etc. Thus, limitations arise as both formal and semantic; 3) chain experiment. Subjects must be tested within a certain period of time responding to unlimited number of words to the proposed stimulus. Conditions experiment: the person who undergoes the experimental test is offered a questionnaire with 100 stimulus words, to which he must react within 7-10 minutes and record his own reactions. The one who is tested should write down the first word that comes to one's mind. The reactions are unlimited neither in form nor in content.

The main law of associations is formulated as follows: association is possible considered to be stronger and more correct depending on how often it repeats itself. Four types of associations are distinguished:

- by similarity;
- by contrast;
- by proximity in time or space;
- by relation.

The peculiarities of associations are studied in the works by D. Hartley, J. Priestley, S. Mill, D. Mill, A. Ben and others. Representatives of this school raised contradictions among themselves in understanding the question of the dependence of associations on connections in the objective world, as well as in the understanding of certain types of associations. But they are united by the main thing: the association is recognized as the main structural unit of mental, the rational is reduced to the sensual, there is no analysis of the subject, its activity, focus, operation [4, p. 232-233]. Thus, this theory is important for understanding the main ways of developing creative thinking.

The general characteristic of the various definitions singled out creativity as the ability to create something new and original and sometimes even unique. Analyzing the results of various studies the following creativity factors were determined [4, p. 131-149]:

- a qualitative characteristic of cognitive activity (divergence thinking, association, etc.);
- personal characteristics (initiative, independence, sensitivity, etc.);
- activity productivity (product originality).

The relationship of associativity and creativity is possible to be characterized in the following aspects: on the one hand, the important thing is recognized as associative processes in the creation of a new product, and association is considered as a unit of psychological analysis of creativity (D. Gilford, E. Torrens, S. Mednyk, G. Eysenck and others); and on the other hand, there is insufficient number of studies devoted to the relationship of associativity and individual creativity [4, p.32]. Analyzing

the relationship between individual and imaginative creativity association, it can be noted that their main point of contact is an associative symbol.

Associative learning of a foreign language and its various aspects take place in accordance with the individual characteristics of the student's personality and individual psychological differences when mastering a foreign language. We are dwelling on an individual foreign language learning style. It is implemented by a rational system of specific methods of mastering educational material that provide positive impact on the productivity of students' educational activities in general [5, p. 7].

Individual style of associative assimilation of educational material with of a foreign language is determined by the presence of certain abilities. In psychological scientific sources we find different approaches to the definition of the concept of "ability", however let's pay attention to two main approaches: the first is personal and active, the second is functional and psychological.

The followers of the first approach understand the abilities as "peculiar combinations of individual and psychological personality traits that determine the level of activity and success engagement in this activity" [5, p. 105]. J. Piaget expressed the opinion that the basic personal-activity approach to learning consists in coordination of educational process with the characteristics of mental development of students (their age characteristics and capabilities) [5].

According to supporters of the second approach (V. Shadrikov, R. Rubinstein, etc.), "abilities are functional qualities systems that implement separate mental functions that have their own an individual measure of expression manifested in activity and originality performance of activities" [5, p. 40]. The ability to learn is considered in general the ability to acquire new knowledge and methods of activity [5, p. 60]. Depending from the way of acquiring knowledge and from the features of neurophysiological mechanisms distinguish between two types of learnability: explicit learnability (arbitrary, conscious learning) and implicit learning (involuntary learning) [6, p. 144].

In the concept of psycholinguistic abilities in a foreign language it is necessary to distinguish two aspects: language ability and the ability to master the language. Linguistic competence (linguistic competence according to Chomsky) – the ability to master the first native language. Ability to language acquisition is the ability to acquire a foreign language [2]. Non-native language which the child masters in the environment in which he develops is determined by Gardner and Wilson as a second language [7]. It is the language of national linguistic minorities, the state or official language, the language of inter-ethnicity communion. A non-native language that is mastered in the absence of native speakers is in a foreign language.

Bernaus draws attention to the foreign language abilities of the individual. They facilitate the acquisition of a foreign language, contribute to successful mastery knowledge, abilities and skills and provide for use various systems of symbolic forms to implement the function of communication.

The following types of abilities are distinguished: communicative and linguistic and cognitive and linguistic. The first type of abilities is related to foreign languages, communication skills and abilities, with productive possession language – speaking, understanding, reading and writing. That is, the individual, psychophysiological features of people who provide successful interaction of partners and successful solution of communicative tasks.

The communicative-linguistic type is characterized by sociability, mobility, impulsiveness in decision-making and communicative behavior, and in general. At the same time, non-verbal components of intellectual abilities prevail over verbal and logical ones; abilities of auditory perception prevail above visually [7]. Children with this type of foreign language ability easily and casually learn by associative learning.

Cognitive and linguistic abilities, as individual, psychophysiological personality traits, ensure the rapid formation of abilities and skills when learning the language system (vocabulary, phonetics, grammar). The cognitive-linguistic type is characterized by closed-mindedness, greater arbitrariness of actions, slow reaction in a communication situation, poverty of facial expressions and gestures. The cognitive sphere is dominated by verbal and logical components over figurative ones. The visual type of memory prevails in them [8, p.15]. In this case, children feel uncomfortable in verbal and motor skills activity.

Under such circumstances, taking into account the two types of abilities, the associative learning requires an optimal combination of both verbal and motor skills of visual activity. Associative learning is extremely effective for the mixed type of abilities of younger schoolchildren. Therefore, compensatory mechanisms are more highlighted in them, which is important for reserve learning capabilities [7]. The conceptual basis of studying the foreign language abilities lies in determination and consideration of the peculiarities of the course of mental processes, which related to the speech activity of the individual. The typology of psycholinguistic abilities of younger schoolchildren needs variable choice of their educational and cognitive activities. It successfully performs such task as associative learning, which optimally combines verbal and non-verbal methods of activity and can be widely applied to the beginning level of the foreign language learning process among the adults.

In addition, the effectiveness of the implementation of associative learning depends from personal qualities that contribute to foreign language activities. The student's individuality includes three such types of qualities: individual, personal and subjective [8].

Individual – reflect natural qualities of students: abilities, memory, temperament, type of nervous system etc. The scientists refer to such personal qualities as interests, value orientations, outlook. Subjective qualities include the ability to work in the group of people and individually. One of the mechanisms that functions in associative learning is a step-by-step model of speech generation developed by psychologists, which involves three consecutive phases: motivational-stimulating, approximately research (or analytical-synthetic) and executive [9].

In the motivational-stimulating phase, a motive, idea and goal are created statement All processes take place in the sphere of thinking activity, which is deeper than inner speech. The following formation and formulation of thought by means of language takes place in the analytical-synthetic (tentative-research) phase.

An individual selects means of speech from the memory and composes them into a whole speech, so, the internal speech is formed, an attitude to communication is created, there is a selection of words and phrases for further expressions. In the conditions of associative learning on the elementary and beginner level of learning the students can find the connection between an external and internal speech in the process. It is clearly visible processing of information, which is confirmed by speech non-sound kinesthesia during training. The intensity and duration of speech and motor reactions is unstable and depends on a number of factors: complexity and the novelty of the task; degree of automation of actions performed by the student; inclusion in mental activity of visual images; individual differences in certain types of memory. Exclusion of speech movements from the learning process makes it difficult to remember lexical units of a foreign language. With skill development and speech skills, automation of relevant mental operations external verbalization is replaced by a reduced abbreviated verbalization – internal speech.

Another psychological mechanism that should be taken into account in the organization associative learning is the awareness of what images a person thinks, and the words are sound images that allow you to express what a person sees, feels and thinks. Mastering the language predominantly begins with sensations, with the process of reflection in the individual human brain properties and phenomena that directly affect her senses [10]. Little, Hodel, Kohonen and others attributed great importance to associative communication language using imagination.

The scientists studied the connection between the speech activity of the learners and symbolic substitution, and came to the conclusion that language activity has its own prerequisites: gestures, play and drawing. The development of these species that is significant symbolic activity ensures the development of those functional systems that play an important role in mastering both oral and written speech [11, p. 65].

The more senses are involved in perception and processing information, the brighter, the clearer and more complete the image turns out to occur. Language, iconic models, and practical actions can act as images. The subjective experience of the student also plays an important role in creating an image, stock of his knowledge. The greater is the storage of knowledge and experience, the deeper it is created in image, and it is more emotionally colored. But it depends on the teacher who is responsible to correct the use of word and image to improve the process of memorization of foreign language lexical units.

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ВПЛИВ НАУКОВОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ НА ЯКІСТЬ ПЕДАГОГІЧНОЇ ОСВІТИ

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Згідно із Законом України «Про освіту» якість освіти визначається як відповідність результатів навчання вимогам, встановленим законодавством, відповідним стандартом освіти та/або договором про надання освітніх послуг. Якість освітньої діяльності, в свою чергу, визначається як рівень організації, забезпечення та реалізації освітнього процесу, що забезпечує здобуття особами якісної освіти і відповідає вимогам, встановленим законодавством та/або договором про надання освітніх послуг [1]. Наукова підготовка здобувачів вищої освіти становить одну з найважливіших детермінантів навчання. Цілеспрямована інтеграція якісних теоретичних знань та практичних навичок сприяє освіті, яка відображає рівень її відповідності сучасним вимогам суспільства, держави, роботодавців, здобувачів. Якість освіти в узагальненому визначенні та своєму підсумковому представленні – це комплекс характеристик компетентностей і професійної свідомості, що відбивають здатність фахівця здійснювати професійну діяльність відповідно до вимог сучасного етапу розвитку економіки, на визначеному рівні ефективності та професійного успіху, із розумінням