



PSYCHOLOGICAL ANALYSIS OF THE COMPLEXITIES OF LEARNING FOREIGN LANGUAGES

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ANNOTATION

The article discusses various psychological difficulties learners face while acquiring foreign languages. Also, the article deals with the nature of such complexities and provides some practical recommendations that can be used to reduce the psychological difficulties learners face while learning foreign languages. The recommendations described in this article may be helpful not only for language learners but also for teachers of foreign languages.

KEYWORDS: *Learners, subjects, temperament, reading, speaking, language, conscious, perception.*

DISCUSSION

In the XXI century, when the world progresses and develops so rapidly, psychology interconnects with all branches of science, school subjects, etc. In connection with the rapid development of society in recent years, there has been an increasing interest in foreign languages.

The issues related to difficulties in learning foreign languages has already been studied by many psycholinguists and methodologists. Unfortunately, the desire of schoolchildren and students to speak and know a foreign language does not always coincide with their abilities to do so. Language is easy for some, difficult for others. Some of the students quickly memorize words, someone learns to read faster, someone is easier to imitate a foreign speech. With the help of psychology, it has become easier to explain some of the difficulties that arise in the process of teaching and learning foreign languages. There is a connection between the student's temperament, the peculiarities of his perception, attention and memory, and the difficulties he or she faces while learning a foreign language. It is assumed that students with phlegmatic and melancholic temperaments have the greatest difficulty in learning a foreign language. A

foreign language, as an academic discipline, is very different in comparison with other subjects of the school curriculum, and thus, obviously, students have some difficulties in acquiring one.

A foreign language is characterized by a number of distinctive features from the native language. It differs in the direction of the path of mastery, the inclusion of language in the subject-communicative activity of a person, a set of functions that need to be implemented into the speech process, the assimilation of a language, etc. A child learns his native language unconsciously and unintentionally, whereas a foreign language is learnt with awareness and intention. At school, the child only communicates with the help of a language, not using it in his direct objective activity. This leads to the fact that, for example, the word of a foreign language lives in the linguistic consciousness of a child only in its abstract-logical, conceptual side. Objects denoted by the word of a foreign language are devoid of characteristics of smell, colour, shape, size. This may be one of the reasons for the fragility of preserving words in a foreign language in memory. Mastering a native language is a spontaneous process that a person masters



not because of his conscious desire to know the language, but because of the development of thinking.

Learning a foreign language does not give a person direct knowledge of reality (unlike mathematics, history, geography, biology, chemistry, physics), he is only a carrier of this information, a form of its existence in the individual and public consciousness.

Mastering a foreign language requires hard work – disciplined and systematic. It requires work that is motivated. The student must know why he is learning a foreign language, and have a clearly defined specific goal for doing it effectively.

The main reason for the difficulties in learning foreign languages is the difference in their linguistic structures. The perception of a foreign speech by ear is accompanied by a number of difficulties, partly depending on the sound characteristics of each language, but more characteristic of the auditory perception of speech in any language.

A common difficulty is the lack of a clear boundary between sounds in a word and between words in a sentence. Usually, it seems that foreigners speak very quickly, while the same tempo of a compatriot's speech seems perfectly normal. This happens because we do not have time to articulate what we hear.

Overcoming difficulties associated with the perception of speech in a foreign language is associated with the development of sensations. The high culture of our sensations is not innate, it should be intentionally developed, and when mastering a foreign language, this has to be done almost anew, since speech in a foreign language sometimes requires such skills that did not play an essential role in mastering the native language. Another difficulty is the child's fear of communicating with foreigners in general. He is afraid that he will not understand them, and if he does, he will not be able to answer or will answer incorrectly.

The role of temperament in the learning process is noticeable. Temperament is a set of mental properties of a human personality and intended to characterize the degree of excitability and one's attitude to the surrounding reality. Temperament translated from Latin means "mixture, proportion." This term is usually used to characterize the innate features of a person that determine the nature of his psyche - the degree of balance, emotional mobility. Temperament should not be confused with character, which is a combination of the most stable, essential personality traits. Character is based on temperament.

The properties of temperament, determining the dynamic side of the personality, are the most stable and constant in comparison with other mental characteristics of a person. The main components of temperament are general psychological activity and

emotionality, the rate of occurrence of mental processes and their stability, pace and rhythm of activity and behaviour, and the intensity of mental processes. Temperament leaves an imprint on other features of the psyche.

The properties of temperament, like the properties of the nervous system, are not completely unchanged. The properties of temperament do not manifest themselves from the moment of birth and not all at once at a certain age, but develop in a certain sequence. Features of temperament vary from the purpose and performance of the personality and character features. Temperament differs from capabilities. Consequently, the temperament involves, first of all, inherent and distinctive cognitive features. This explains why some people are, for example, extremely calm, balanced, and slow while others are very active, restless, noisy, always lively.

But the dynamics of mental activity also depends on other conditions such as motives and mental states. If a person is interested in work, then regardless of the characteristics of his temperament, he will do it more energetically and faster. The features of temperament are the most balanced and fixed in comparison with other cognitive features of an individual. A special aspect of temperament is that the different peculiarities of a given person's temperament are not unintentionally mixed with each other, but are commonly interrelated, creating a particular structure that characterizes the class of temperament.

By the type of temperament, it is customary to understand the totality of mental properties that naturally and necessarily combine with each other in a certain group of people and are common to them. A certain relationship of properties characterizes the type of temperament. The degree of manifestation of different properties of temperament in different people of the same type of temperament may be different, but their ratio remains constant. There are four types of temperament: choleric, sanguine, phlegmatic, melancholic.

In the context of specialized training, temperament plays a leading role. The process of assimilating knowledge can be influenced by such properties as the speed of perception, duration of concentration of attention, mental tempo, and rhythm. An equally important role can also be played by the orientation of mental activity, for example, an extrovert striving for new contacts to communicate with people, and the emotional colouring of speech, for example, the expression of emotions during communication.

In the process of mastering a foreign language, attention is of great importance. It is important for the student to be focused, to correctly



highlight words and to isolate grammatical structures, to be able to switch his attention from one type of activity to another. It can be noted that in the acquisition of a foreign language, such characteristics of perception as selectivity (especially manifested in speaking and listening), structure (speaking, reading), and integrity (in listening) play a significant role.

In the process of learning a foreign language, memory plays an important role. Such types of memory as figurative memory, verbal and logical memory, involuntary and voluntary memory are of great importance in mastering a foreign language and should be developed in all types of speech activity.

According to this information, students with a choleric temperament have increased extraversion, emotional excitability, and reaction rate, in contrast to students with a phlegmatic type of temperament.

Students with a choleric and sanguine temperament are more successful in their studies and have more excellent grades than students with a phlegmatic and melancholic temperament.

Cognitive processes such as attention, perception, and memory play an important role in learning a foreign language. Choleric and sanguine people develop such cognitive processes as attention, perception, memory more efficiently than phlegmatic and melancholic people. Choleric people show high productivity of verbal memory as well as a high level of involuntary memory. In general, these students keep up with the average rate of information delivery, the reception of information is effective, and they memorize words better without setting rather than with setting. Phlegmatic persons have a low level of productivity of verbal memory as well as the medium and low volume of short-term memory.

Individual psychological characteristics of students (temperament) play an important role in the process of mastering a foreign language in an educational institution. Such features of psychological activity as the rate of assimilation of knowledge, perception of foreign speech, plasticity and flexibility in its processing, and others, become the determining factors in the acquisition of a foreign language in the proposed volume.

Extroversion also stimulates the development of speech skills for the perception of external foreign language speech, while introversion, on the contrary, blocks this process. Also, anxiety can prevent the student from coming into contact, causing fear. As a result, the success of speech acquisition may be lower. Obviously, this can explain the lower results of mastering a foreign language by students with a phlegmatic and melancholic temperament.

It is well known that some subjects, even those taught in a native language, are far from being accessible and interesting to the listener. To put it more precisely, the topics that children study are not always interesting to them. Therefore, it is recommended to choose topics that are accessible and interesting for the student in the process of teaching a foreign language. As noted, the rate of speech of a native speaker tends to seem too fast. Therefore, in order to grade the difficulties, one should start learning with the presentation of texts at a naturally slow pace. However, this pace is often too fast for a beginner. In this case, without slowing down the rate of speech, you should lengthen the pauses between phrases. This will allow the student to eliminate the lag in internal speech. It should be emphasized that the main way to overcome the difficulties associated with the characteristics of the listener's activity is constant, regular, and purposeful training of all components of this activity (auditory perception, short-term memory, inner speech, probabilistic forecasting) by performing the appropriate exercises.

In order to overcome the difficulties associated with understanding the speech of native speakers, it is necessary to listen to their speech from the beginning of the training, gradually reducing the number of texts presented by the teacher. The more different announcers (men, women, children) the learner will listen to, the easier it will be to adapt to the individual manner of speech.

To acquire background knowledge, the student must receive the necessary information about the country of the target language and its people. It is known that modern foreign textbooks contain information of this kind. However, in some textbooks that are allowed for teaching in general education institutions throughout the world, such information is clearly insufficient. Therefore, the teacher should communicate them, first of all, in texts for reading and listening, as well as with the help of films. Taking into account the peculiarities of the students' temperament, it should be noted that entertaining texts would be more suitable for children with all types of temperament, but in this case, it is preferable to give different tasks.

The main recommendation to overcome difficulties in speaking may be to conduct lessons in the form of game situations, where students, performing different social functions, use both dialogue and monologue. But it must be borne in mind that choleric and sanguine people, as a rule, speak with pleasure, and phlegmatic and melancholic people find it more difficult to do this. Therefore, you also need to vary the tasks, suggest interesting situations and call phlegmatic and melancholic people into a conversation.



With regard to reading, from a psychological point of view, it is very important to think about the need to grade the material according to difficulty, gradually increasing the number of difficult-to-read words. The readability of the text is of utmost importance at the initial stage. The font at this stage should be large enough and clear. Teachers of foreign languages should appropriately select the material for reading, develop the accuracy of guesses, and encourage reading out loud.

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