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**PSYCHOLOGICAL PROCESSES AND PATTERNS, THAT ENSURE EFFECTIVE
ACQUISITION AND MASTERY OF A FOREIGN LANGUAGE**

The term «language acquisition» includes three different, related but not identical concepts. This is mastery of the mother tongue (Language acquisition, mother tongue acquisition). This is a secondary awareness of the mother tongue, usually associated with schooling. And finally, it is learning a non-native language. The latter can be spontaneous, for example, in a bilingual family and in general in a bilingual or multilingual environment. A native language is not an «innate» language. There is no such thing as an innate language and it cannot be, as there are many cases where children of one nationality were brought up in families of another nationality and from the very beginning began to speak the language of the family. But it is not the language of the parents either, especially if the family is mixed.

In general, the mother tongue is the language in which the child uttered his or her first words. The non-native language that a child learns can be of two types. If it is a language used in the community in which the child is developing, it is usually referred to as a second language: it can be the language of a national language minority, a state or official language (for those who do not have it as their native language), or a language of interethnic communication. If there are very few or

practically no native speakers of a given language in a particular language environment, it is a foreign language.

Any activity, including speech (regardless of language), is psychologically organized in the same way. What is the difference between speaking a foreign language and speaking your native language?

Firstly, it is the so-called orientation link. To construct a linguistic expression, speakers of different languages have to analyze different situations, goals, communication conditions, etc. For example, in order to construct an utterance, a Japanese speaker must take into account much more information about the age, social status, and other characteristics of the interlocutor than a European speaker. Secondly, the operational composition of this utterance, that is speech operations that the speaker must perform in order to construct an utterance with the same meaning and the same direction. These speech operations, like any operations, can be formed in two ways. First, by imitation and/or by «trial and error», i.e., search activities in which operations are «adjusted» to the conditions of the activity and its purpose. Finally, it is consciously and arbitrarily performing at the level of actual awareness (i.e., as an act of activity) with subsequent automation and inclusion in a more complex action.

What is called an operation and an action in general psychology is called skills and abilities in educational psychology, didactics, and methodology. In language acquisition, therefore, these are speech skills and speech abilities. A speech skill is a speech operation performed under optimal parameters. Such parameters are unconsciousness, complete automaticity, compliance with the language norm, normal pace (speed) of performance and stability. Speech skill is a speech action, also performed under optimal parameters. To form a speech skill means to ensure a full-fledged communication, it is necessary that the speaker, firstly, be able to use speech skills to express his or her thoughts, intentions, and feelings independently. Otherwise, speech activity is only partially formed. Secondly, it is necessary that the speaker can arbitrarily, consciously vary the choice and combination of speech operations (skills) depending on the purpose, situation, and interlocutor of the communication. If a person can do all of this, we say that he or she has developed the appropriate speech and realizes an utterance.

From a psycholinguistic point of view, the transition from a native language to a foreign language is a change in the rules of transition from the program of expression to its realization. A person cannot immediately speak a new language; he or she must go through a stage of indirect foreign language proficiency. The link that mediates this process is the «native» system of rules for implementing the program.

Modern neuropsychology distinguishes between sensory (understanding what the partner is saying) and motor (uttering speech sounds) speech mechanisms. Usually, both of these forms are closely related, but they differ in the mechanisms of realization of their main functions. It is important to note that sensory and motor speech are controlled by different parts of the brain.

Thinking in a foreign language is based on neurocerebral mechanisms, some of which are partly the same as those used in thinking in the native language, while others are specific. Under the influence of a verbal stimulus, nervous excitation in the cerebral cortex follows the path shown above, and when naming a perceived or imagined object with a foreign language word, it goes in the opposite direction.

Mastery of a foreign language involves the formation of a special dynamic stereotype in the cerebral cortex. This stereotype is similar in its functioning to the dynamic stereotype underlying native language proficiency and, at the same time, different from it. There is a considerable amount of evidence to suggest that no matter how many different languages a person speaks, each of these languages has its own particular stereotype. There is a whole separate section of pathopsychology, aphasiology, which is the study of disorders of human speech, aphasia. These disorders include the loss of the ability to understand speech perceived by hearing (sensory aphasia), the loss of the ability to express one's own thoughts in oral speech (motor aphasia), the loss of the ability to understand printed text (alexia) and the loss of the ability to express one's thoughts in writing (agraphia).

It has been established that in persons who speak several languages - polyglots - these disorders most often affect one of the foreign languages or their native language. In particular, a person who speaks Ukrainian, English, German, and French may, for example, lose the ability to understand one English text or the ability to express thoughts only in Ukrainian, while all other abilities are preserved. Thus, it becomes clear that mastery of each language requires special nervous mechanisms in the cerebral cortex.

It has been scientifically proven that learning languages increases the amount of gray matter in the brain and changes the density of neurons. It has been found that language learning changes gray matter density in a similar way to how exercise develops muscle. The density of gray matter in the parietal cortex of the left brain lobe was higher in bilinguals than in those who do not speak any language other than their mother tongue. This effect was especially noticeable in early bilinguals, i.e., the highest neuronal density was observed in those who started learning a foreign language in childhood.

Thus, learning foreign languages increases a person's overall ability to learn and develop intellectually. People who learned a second language when they were younger are more likely to have more sophisticated gray matter than those who took up learning it later. It is known that the brain has the ability to change its structure as a result of shifts, an effect known as plasticity. Studies show how this process stimulates language learning, meaning that those who learned languages in childhood have a more flexible mindset than those who took up the task much later. According to recent research by British scientists, early learning of a second language also contributes to the development of the part of the brain responsible for speech speed.

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**INTERNATIONAL AND INTERCULTURAL COMMUNICATION
IN SHAPING UKRAINE'S IMAGE:
DEVELOPMENT STRATEGIES**

**MATERIALS
OF THE INTERNATIONAL
SCIENTIFIC AND PRACTICAL CONFERENCE**

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Forscientists, lecturers, postgraduates, students.

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