

## INDIVIDUAL TYPOLOGICAL FEATURES OF STUDENTS' MEMORY IN THE CONTEXT OF LEARNING A FOREIGN LANGUAGE

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**DOI: 10.5958/2249-7137.2022.00676.0**

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### ABSTRACT

*The article deals with the individual typological features of students' memory in the context of learning a foreign language. The ability to learn foreign languages includes many general psychological and psycho-physiological factors, which are individual-typical psychological and psycho-physiological characteristics of an individual.*

**KEYWORDS:** *Individually, Typological, Memory, Learning, Foreign Language.*

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### INTRODUCTION

The study of language abilities in the framework of psychology and psychophysiology, as well as psycholinguistics and teaching methods, occupies a special place in theoretical and applied research on general and special abilities of a person. Consideration of this issue from the point of view of psychology and psycholinguistics is of particular interest. First of all, this is due to the complexity and multi-level structure of such an education as human speech activity. In general structural terms, speech activity is a "dualism" of two main, dialectically interconnected concepts, such as language and speech. For the first time, the opposition of language and speech was described by the Swiss linguist F. de Saussure. According to his interpretation, there is a language (langue) as an abstract supra-individual system, language ability (faculte du langage) as a function of an individual, and both of these categories are combined by the term language (speech activity), which is opposed to the concept of parole (speech), which is an individual act that implements language ability through language. We also find a similar point of view in V. Von Humboldt, I. A. de Courtenay, N. Chomsky, J. Green, A. N. Leontiev, A. A. Leontiev, M. K. Kabardov, E. V. Artsishevskaya, L.V. Shcherby, E.A. Golubeva and others. In turn, language ability is also an ambiguous concept and is not a synonym for the concept of ability to learn foreign languages. Language ability, according to A.A. Leontiev, "is a set of psychological and physiological conditions that ensure the assimilation, production, reproduction and adequate perception of linguistic signs by members of a linguistic community", i.e. this definition points to the language ability as a certain general psychological, generic characteristic of a person.

The ability to learn foreign languages includes many general psychological and psycho-physiological factors, which are individual-typical psychological and psycho-physiological characteristics of an individual. The well-known linguist L.A. Jakobovits believes that "although the ability to learn languages is in itself an innate ability inherent in all individuals of the "human" species, however, the success of mastering a language, including a second

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language, is “factors in the implementation of language ability, depending on individual qualities (level of intelligence development, previous experience, physical development, motivation, etc.)”. That is why the question of the method of teaching is so important.”

The degree of scientific development of the problem. To date, the facts obtained in the psychology and psychophysiology of individual differences (A.R. Luria, B.G. Ananiev, B.M. Teplov, N.S. Leites, V.D. Nebylitsyn, E.A. Golubeva, M.K. Kabardov, E.V. Artsishevskaya, A.I. Krupnov, S.I. Kudinov, E.A. Klimov, N.Ya. Bolshunova and others); psycholinguistics (V. Fon Humboldt, I.A. de Courtenay, N. Khomsky, J. Green, A.N. Leontiev, A.A. Leontiev, M.K. Kabardov, L.V. Shcherba, B.V. Belyaev, I.A. Zimnyaya, N.I. Zhinkin and others) suggest that the study of a foreign language requires a combination of specific individual-typical natural inclinations, acquired mental qualities and special methodological approaches in teaching. At the heart of an individual approach to understanding the prerequisites of language abilities, including the study of foreign languages, are the provisions of the great Russian physiologist I.P. Pavlov on the interaction of two signal systems of reality as the natural basis of abilities: the first is figurative, common in origin in humans and animals, and the second - verbal (linguistic). The principle of interaction of two signal systems allowed I.P. Pavlov to formulate a provision on “special human types of GNI”. Depending on which signal system is predominant, the following types are distinguished: “thinking” with a relative predominance of the second signal system; “artistic” - with a predominance of the first signal system; and “middle” - where both signaling systems are in a certain balance. Currently, specifically human properties of GNI are considered as prerequisites for special abilities studied at three levels: psychophysiological, psychological and behavioral (B.M. Teplov; S.L. Rubinshtein; N.S. Leites; I.V. Ravich-Shcherbo; V. M. Rusalov; V. N. Druzhinin; E. A. Golubeva; V. D. Nebylitsyn; M. K. Kabardov, B. G. Ananiev, N. Ya. Bolshunova and others).

An individual-typological approach to the study of language abilities, implemented by the school of B.M. Teplova (E.A. Golubeva, M.K. Kabardov, T.L. Chepel, G.A. Maktamkulova, E.V. Artsishevskaya, S.A. Izyumova, N.Ya. Bolshunova, E.V. Demina and etc.), allowed to solve several problems: their variability is shown, communicative and cognitive components of language abilities and types of foreign language acquisition - communicative-speech, cognitive-linguistic and mixed communicative-linguistic (M.K. Kabardov) are singled out; it was revealed that the typological properties of the nervous system, together with the characteristics of functional interhemispheric asymmetry and the ratio of signaling systems, act as the makings of general and special, including language abilities (E.A. Golubeva, M.K. Kabardov, N.Ya. Bolshunova, E. V. Artsishevskaya, T. L. Chepel, E. V. Demina and others); it is shown that individual differences in SL appear already at the level of utterance generation and are presented in the ratio of paradigmatic-syntagmatic tactics of associative reactions and individual-typical features of the syntactic component (E.V. Demina); the necessity of taking into account individual typological features of language abilities in language teaching was established (M.K. Kabardov, T.L. Chepel, N.Ya. Bolshunova, E.V. Demina, etc.).

The relevance of the research topic made it possible to formulate the problem: at present, individual typological features of language abilities remain practically unexplored in terms of the implementation of translation activities and, accordingly, individual-oriented appropriate teaching methods have not been developed, while teaching a foreign language is almost always accompanied by this type of activity. . At the same time, translation specialists (A.D. Schweitzer,

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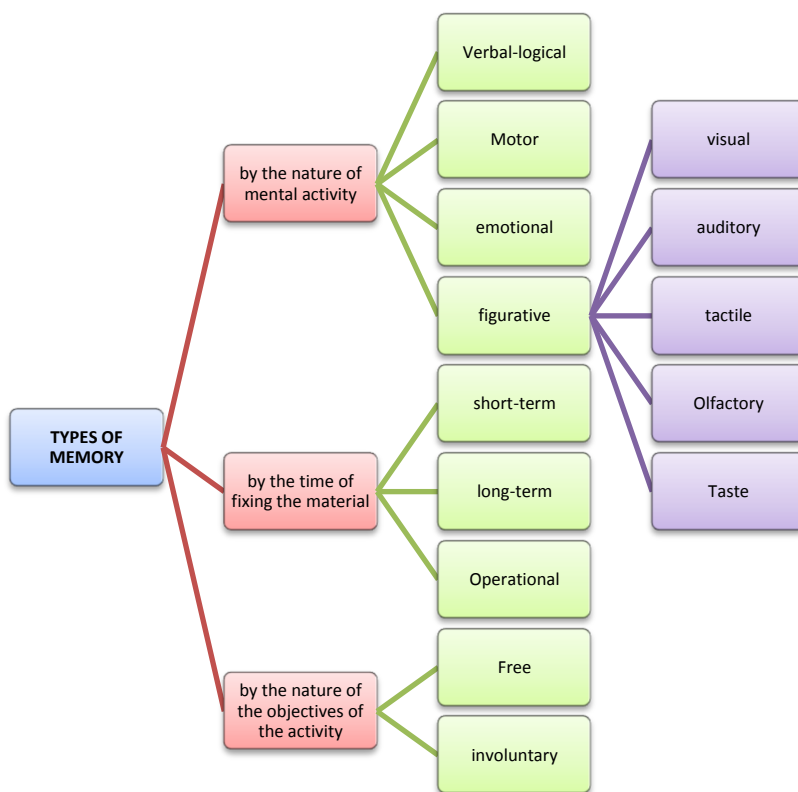
A.N. Zlobin, A.K. Utochkina, E.V. Popelysheva A.V. Puzakov and others) point to the existence of his different plans that determine the dominant of translation , which can be related both to the features of the text and the tasks of translation, and depend on the translator and his preferences.

Thus, the relevance of the problem is due to the need to understand the individual psychological characteristics of translation activity as a manifestation of language abilities and the demand for this kind of research in the practice of teaching a foreign language.

Memory is the basis of mental life, the basis of our consciousness. Any simple or complex activity, be it reading or writing, is based on the fact that the image of the perceived is stored in memory [2].

All over the world, the need for knowledge of several foreign languages began to form. Learning a foreign language opens doors for a person to the modern world. Learning a foreign language is the development of the cultural level of a person, the improvement of oneself as a person, professionalism and career growth. The great German writer Johann Wolfgang Goethe said: "He who does not know a foreign language does not know his own" [1, p.500].

The more a person knows foreign languages, the wider his horizons, the more confident he feels in modern society. For an applicant, pupil or student, knowledge of a foreign language is important because it makes it possible to continue their education abroad in the future. Secondly, knowledge of foreign languages is a constant training of the mind. When learning a foreign language, a person has to constantly memorize lexical and grammatical aspects, memory has a rather significant load, and therefore, the training effect takes place and memory develops.



Basic principles of good memory.

Pause. Using the pause principle in your daily life will give you time to assess the situation and think. Pause reduces the chance of hasty action, thus forcing you to focus on the right subject.

Relaxation allows you to suppress anxiety, which interferes with concentration and blocks memory mechanisms. D. Lapp claimed that this healthy brain exercise allows you to de-stress and relax. If you are nervous or frustrated because you cannot remember some important things, calm down by taking a few deep breaths in and out

Awareness is the key to selective attention and observation. Without them, the subsequent extraction of information cannot be guaranteed. The first and most important thing is to consciously involve as many senses and types of memory as possible in the process of recording information.

Personal comments contribute to the emotional and intellectual involvement in the process of recording information and help to leave a vivid mark on memory.

Organizing material by category has to do with how information is stored. Both recording and retrieval should use categories or major thematic sections of memory that facilitate the flow of specific memories.

Viewing and using the material provide a quick recall. By viewing information, you are actively participating in the three main processes of memory: writing, storing, and retrieving. The more you use information, the easier it is to retrieve it from memory.

Image association is an essential principle used by everyone who remembers the location of various objects: glasses on a table, keys next to a telephone, resorting to image association in many different contexts.

Thus, summing up the above, we come to the following conclusions that in the intellect and personality of an adult student there are many reserve opportunities for effective mastery of a foreign language in conditions of intensive learning. It is important for the teacher to choose the right adaptive technologies depending on the group and the individual characteristics of each individual student, and the teacher needs to take certain actions aimed at maintaining the existing motivation, identifying the individual characteristics of students that will actively influence the learning process.

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