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**PSYCHOLINGUISTIC APPROACH IN THE FORMATION OF FOREIGN
LANGUAGE COGNITIVE ACTIVITY OF FUTURE ENGINEERS**

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Problem statement. Learn a foreign language turns into a fundamental need with the extension of boundaries, cognizance and comprehension of the need to exchange experiences. Internships outside the home country, participation in international seminars, speaking at scientific international conferences become a priority for the student's career and educational development. Speaking at conferences requires a decent professional foundation as well as a good linguistic background. Historically, most Ukrainians in central and eastern Ukraine are bilingual, speaking Ukrainian and Russian equally well. The foreign language becomes the third and sometimes the fourth language to be studied. As English is instructed in many schools, entering university a student may additionally learn French or German. This is due to the need for engineers who are able to carry out foreign language professionally oriented activities at an international level.

Purpose of the study. This is the problem: how to improve language training in a technical university, which remains at an insufficiently high level. What influences the productive learning of foreign languages for future engineers? Psycholinguistics (from the Greek “mind” + the Latin, “tongue”), a relatively young science, helps to look at this problem with a non-standard approach. Psycholinguistics is inspecting the mental parts of language and discourse. This scientific discipline is contemplating the ways and the conceivable outcomes of the cerebrum handling language. It has been discussed and explored whether the cerebrum of an architect is not quite the same as the cerebrum of, for instance, an engineer. Unfortunately, unambiguous responses to this inquiry have not yet been found. Psycholinguistic approach views learning as a cognitive individual process happening within the individual and then moves to the social dimension.

Main results. There are objective and subjective cognitive systems that determine the process of learning a foreign language. The cognitive system is a system of human cognizance that has developed in his mind as a result of the formation of his character, education, preparation, perception, and reflection on his general surroundings. The cognitive system is based on the interaction of thinking, consciousness, memory, and language; the bearer of such a system is the human cerebrum.

The objective cognitive system can be attributed to the objective tendencies of interdisciplinary integration, the result of which is the emergence of new methods and principles of teaching. They continue to multiply and develop, thanks to the intersection of subject fields and methods of various sciences.

The subjective cognitive system includes the research traditions and attitudes that have developed in certain academic circles, and stereotypes of thinking. That is additionally called “the inertia of thinking”. In regular daily existence, thinking inertia is useful and necessary, it allows you to save energy and do what worked previously. Nevertheless, it also prevents you from noticing the problem and finding the best solution, creating something new. Everyone has “the inertia of thinking”. For professionals in their field, perhaps, it is considerably more grounded, in light of the fact that they definitely know how it was correct, which makes it harder to decide to change the technique. In any case, what was correct once doesn't imply that it is as yet pertinent at this point. During the preparation period, a standard research stock

is accumulated, which forms a stable view of the scientific world. However, in our advanced world, there is a tendency to simplify the scientific language so that new discoveries become understandable and accessible to everybody.

There is a disappointment in cognitive perception, since the student is taught to use the scientific vocabulary, scientific terms, and research vocabulary throughout studying. This is how it fails in providing simplified information. It becomes very difficult to rebuild from scientific concepts to the so-called “children's perception”. Children's language as one of the ways to weaken “the inertia of thinking”, when you would speak to a person who is far from your profession. At the point when you describe a problem in professional terms, those terms impose their corresponding content. You need to be able to present a question in such a way that even a child understands it, that is, to reveal the essence. The point is to describe the issue not in professional terms, but rather in ordinary, widespread terms. Briefly and clearly, replacing the terms with basic “childish”, functional concepts, to outline the content of a difficult, long-term unsolvable, topical specialized or technical problem.

Conclusion. Psychological barriers to foreign language learning will decrease as we systematically develop out-of-the-container thinking. The solution to such a problem is conceivable inside the structure of non-formal education, in particular, with participation in language programs.

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