

ACADEMIC SUCCESS IN MASTERING A FOREIGN LANGUAGE

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Анотація

В даній роботі розглядається важливість академічного успіху в опануванні іноземної мови із урахуванням лінгвістичних та нелінгвістичних факторів впливу, сукупність яких дає можливість підвищити ефективність засвоєння не тільки з іноземної мови, але й стимулює і покращує успішність з інших дисциплін та сфер діяльності.

Ключові слова: академічний успіх, вивчення іноземної мови, здібність до знань користувача, лінгвістичні та нелінгвістичні фактори, методологія.

Abstract

The importance of academic success in mastering a foreign language is considered in this paper, taking into account linguistic and non-linguistic factors of influence, the combination of which makes it possible to improve the efficiency of learning not only a foreign language but also stimulates and improves the success in other disciplines and fields of activity.

Keywords: academic success, foreign language learning, user knowledge ability, linguistic and non-linguistic factors, methodology.

Introduction

The process of mastering a foreign language includes a number of interrelated components, they are: obtaining linguistic knowledge, the formation of practical skills which enable the application of the language in real life. The readiness and ability to use a foreign language in everyday life mean the communication in a target language in oral and written form as well.

Research results

While learning a foreign language, we need to take into account that it is a cumulative process: everything, that was being learned during a lesson or study session, will be built and combined with the material studied before. If a learner is not consistent, does not keep up with his or her studies, the so-called building blocks (or background knowledge) required for the foundation of language learning will not be developed. It is very important that the learned material will be presented on a regular basis, day by day.

Moreover, classroom activity is not the only way of preparing user knowledge ability. In the learning process, a user or a learner should meet a range of problems face to face and should try to use all new knowledge to make them clear.

The learning ability varies from person to person. There are lots of people who studied English for several years at school or college, but they can not deal with it properly. Process and progress in a foreign language depend on the differences between the foreign and first languages.

There are two aspects that stimulate us to learn a foreign language:

1. The influential factors, namely linguistic and non-linguistic. Linguistic factors consist of the basic difficulties of learning, the experience of learning, and the relation between the mother language and foreign language. Non-linguistic factors consist of motivation, materials, purpose, and time.
2. The methods of learning a foreign language. Changes in methodology (content-based language teaching, digital technology, smart-learning, blended learning, etc.) are attempts to rationalize the time spent on learning and to possibly satisfy individual needs.

The study of a language gives much more than just learning grammar and memorizing vocabulary. It impacts on learner's preparation for understanding and dealing with a new culture. "Experiences in learning a second language and learning another culture will facilitate teachers' interactions with their students'

learning experience. Competent teachers understand that positive self-concept and positive identification with one's culture is the basis for academic success” (Lemberger, 1997).

The knowledge of a foreign language is a fundamental part of specialized training. According to the research, studying a foreign language helps students understand English grammar better and improves their overall communication and problem-solving skills. Beyond the intellectual benefits, knowledge of a foreign language facilitates travel, enhances career opportunities, and enables one to learn more about different people and cultures (National Research Council, 2007).

The level of language proficiency tells a potential employer about the kinds of skills and abilities of a specialist, such as:

- flexibility in learning and thinking;
- appreciation of diversity;
- ability to interact effectively with people of different backgrounds;
- awareness of global perspectives.

Conclusion

The process of teaching foreign language communication is a model of the process of real communication on the main parameters: motivation, purposefulness, informativeness, novelty, situational, functionality, the nature of interaction and the system of linguistic means. All these factors create conditions for learning that are adequate to the real, which ensures academic success, the acquirement of skills and their use in conditions of real communication [3].

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