

ABSTRACTS

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PSYCHOLOGICAL JUSTIFICATION OF THE EXPERIENTIAL APPROACH TO SECOND LANGUAGE LEARNING AS LEARNER EDUCATION

Humanistic psychology has exerted great influence on language education in a number of aspects. It has impacted curriculum theorizing, particularly learner-oriented approaches to curriculum development. Experiential learning ensures that immediate personal experience is seen as a start for learning, giving life, texture, and subjective personal meaning to abstract concepts and at the same time assuring a concrete, publicly shared reference point for testing the implications and validity of ideas and judgments created during the learning process. Analyzing the application of the experiential learning theory, the author emphasizes the importance of learners' subjective experiences, attitudes, and feelings about their own learning. The learners' view of themselves as language learners and their self-concept and self-esteem are important characteristics that correlate with successful foreign language learning. Such notions as self-direction and knowledge of the learning process, the knowledge of learning tasks are considered to be the focal points in the process of language acquisition. The learning experiences obtained in the individual process of learning will have a cumulative effect on the development of learners' cognitive and affective characteristics, their views of themselves as learners, and can help to make them able to cope with difficulties and utilize their learning potential more fully.

Key words: awareness of oneself as person and learner, cognitive strategies, communicative approach, competence, experiential learning.