

Visual means are considered to be the color design of messages, pictorial elements – "visual paths". Visual means of influence can be self-sufficient to reveal the advertising plan, because they create a holistic image of a product or service. So-called "visual paths" such as metaphor and metonymy, are used because of their compactness and ability to be easily incorporated into advertising messages, and with the help of visual images alone can effectively convey a large amount of information without appropriate advertising tools.

English-language media discourse is a systematic set of specially organized texts, which are divided into informative, argumentative, suggestive and manipulative according to the type of speech influence [3].

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## COGNITIVE FACTORS IN FOREIGN LANGUAGE ACQUISITION

New reality and crucial innovative changes in Ukraine and internationally expose the demand of the society in people with skills to communicate freely and communicatively in different foreign languages. Mastering a foreign language as a means of communication and interaction has always been a chief purpose of teaching EFL. Until recently, though, the process of teaching and learning was quite generalized and aimed at developing conventional aspects of skills without paying much attention to learners' needs.

Modern school requires new standards of teaching and the development of modern approaches to foreign language teaching which should be more about adoption / acquisition rather than drilling.

**The aim of the article** is to analyse different learning approaches of language acquisition based on cognitive factors and sharing practical experience of their application in the classroom.

Since learning a foreign language is a psychological process, an EFL teacher has to be aware of all the peculiarities of learners' cognition and stages which a student goes through while learning a language.

In modern methodology of foreign language teaching, efficiency of foreign language acquisition is regarded as integrity of the following components to be taken into consideration: learners' types, learners' age, their multiple intelligence style and a variety of EFL learning strategies.

Every student is unique in their cognition. The first step towards making L2 acquisition effective is to define student's learning style: visual, audio-lingual, kinesthetic, read/write.

Visual style of learning presupposes that a student likes textbooks with diagrams and pictures, enjoys videos, posters and slides, underlines information in different colours, fulfills charts, makes schemes, needs to see the teacher's body language and facial expression to fully understand the content of a lesson, takes detailed notes to absorb the information, interested in color and layout and design.

Audio-lingual learners prefer to attend discussions and tutorials, discuss topics with others and a teacher, explain new ideas to other people, use a tape recorder, remember the interesting examples, stories, jokes, describe the overheads, pictures and other visuals to somebody who was not there, leave spaces in the notes for later recall and 'filling', speak answers aloud or inside the head.

Kinesthetic style implies learning through a physical activity. Being in need to do things to understand, these students prefer hands-on approaches. They combine reading and writing activities. Learners acquire the language by writing essays and reading manuals, lists, and turning reactions, actions, diagrams, charts and flows into words.

Cognitive factors such as learning styles should be considered by a teacher while planning and conducting a lesson. With the purpose of developing students' skills the teacher takes into account a variety of learning strategies every student must use to enhance the process of foreign language acquisition.

One of the researchers in the field of teaching foreign languages, J. Rubin provides the following definition of learning strategies which helps us understand the main concept of the strategy as means of learning. The scholar considers learning strategies as "techniques or devices which a learner may use to acquire knowledge" [3].

Demonstrating a deeper view on the phenomenon, including cognitive processes, ... Rigney defines learning strategies as "operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information" [2].

From a methodological point of view R. Oxford gives the definition of learning strategies as "specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability" [1].

The proper choice of appropriate strategies according to types of learners can help to make lessons learner-centered and allow learners to become more self-directed. These learning strategies include highlighting, listening to media, peer tutoring, group work, color coding, self talk, visual imagery, graphic organizers, drawing pictures, physical gestures, flashcards, note taking and paired items.

If it is a visual learner, a good choice would be to learn by watching videos, creating Mind-Maps or different diagrams. It is also effective to use photo essays, when a teacher or students take a sequence of photos and create a story based on the pictures that they see.

For kinesthetic learners the best way to learn something is by being involved in doing something. One of the most effective activities is playing charades. Students will learn on the move, using gestures and body language during the lesson. Activities using the audio-lingual method include presenting dialogues, choral repetitions and drilling with flashcards. Students may role play the dialogue with the teacher and as a finale, students practice the dialogue in dyads and present it to the class.

The best way to remember the material for learners who prefer to read and write is taking notes. Rewriting notes afterwards is a common practice for this type of learners. Providing diagrams or charts the teacher asks the students to use them in the process of learning. Encouraging the students to prepare their own Mind Maps is another way to develop students' skills.

Finally, the above stated techniques demonstrate effective application of learning strategies and highlight the importance of individual approach to every student. They contribute to the optimization of teaching and learning process providing necessary tools for L2 acquisition.

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