

PSYCHOLOGY OF LANGUAGE MECHANIZMS AND SPEECH DEVELOPMENT METHODS

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Abstract:

Psycholinguistics, in another word psychology of language, is a subsection of study uniting the disciplines of psychology and linguistics. Psycholinguistics is about how we produce and recognize the speech and functioning of the brain to process the language. The cognitive processes of a language can shortly be called as memory, thinking, learning and perception. It came forward as a new discipline by Chomskyan revolution. Acquisition, comprehension and production are the main processes of it. The knowledge we need to be able to use the language and the cognitive processes constitutes the backbones of psycholinguistics. It studies the mental faculties of how man's mind perceives, develops and produces spoken and written communication. The specific topics it analyses are phonetics, semantics, pragmatics, syntax, phonology and morphology. Emerging as a reaction to Behaviorist Theory of the B.F. Skinner who considered all forms of learning as a dichotomy of positive and negative reinforcement, Noam Chomsky put forth that human being is innately programmed for languages and all the required neurobiological factors enabling us to acquire, use and comprehend the language cognitively exist in us. So, in this sub-field of science of linguistics, what makes it possible to generate meaningful sentences out of lexis and grammatical components cognitively forms the rationale of psycholinguistics.

Keywords: *psychology, linguistic contacts, Slavic languages, Russian language, Turkic languages, grammatical structure, affixes, history.*

INTRODUCTION

In communicative-oriented psycholinguistics, the language is considered not only as a stable system, but also as a systemic process. In this case, the leading side of the language is speech activity. The study used a systematic - active approach, which allowed to consider the functioning of the psychological characteristics of a language as an act of speech communication as an active system. Each professional activity has its own characterological features, its own specific language. Within this system-functional approach, the features of the political language and their correlation with the communicative aspects of psycholinguistics are considered.

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The language in which communicate with their audience is an integral part of the culture of society. Some researchers consider culture as a system of symbols that is part of a wider system, which can be designated by the term "communication". Indeed, the language can be viewed as a natural code of culture, and a code that opens access to almost all of its spheres and strata.

However, if we briefly and schematically summarize the goals, objectives, novelty, relevance, theoretical and practical value of the work, as well as its material and methodology, the following can be said.

The aim of the work was: 1) a broad psycholinguistic study of speech in conceptual synthesis with linguistic psychology and with the involvement of a number of related disciplines, expanding the content and semantic range of psycholinguistics, as well as its theoretical and applied capabilities; 2) development of a new system of views on speech and explanatory mechanisms for its development, formation and functioning (including the development of language and speech ability, speech perception and speech generation), i.e. speech acquisition mechanisms; 3) as a result of solving the two previous tasks - building a scientific base for the creation of innovative, thin educational psycholinguistic technologies; 4) as a practical implementation of this program - the creation of a specific integrative intensive learning system for foreign language speech.

The relevance of the topic is due not so much to the insufficient investigation of the unity of all facets of such a complex and diverse phenomenon as speech (especially its hidden device), different interpretations of this phenomenon, which determine different approaches to the methods of development and formation of speech, as well as the poorness of the phenomenon of language ability - the internal mechanism speech, responsible for its perception and generation. The relevance of the chosen topic lies, first of all, in the fact that this work is trying to solve the vital problem of life - to create on a modern theoretical basis a scientific basis for the technologies of development and formation of speech, which can be used not only in the field of teaching foreign languages, but also in related fields dealing with the problems of language development: teaching the native language, correctional pedagogy, defectology, neurolinguistics, practical psychology, etc. Modern linguistics is characterized by the fact that trends in the development of the humanities, are increasingly turned towards the person producing it and use it as a means of communication. This process requires the cooperation of linguistics with psychology and its subdisciplines, as well as with other sciences that are close to a person and his language. Psycholinguistic work performed in such a complex manner is still extremely small. In this sense, the present study, which proposes a broad interdisciplinary approach to speech, the mechanisms and methods of its formation on the basis of the development of language ability, is relevant.

METHODOLOGY

The research methodology is a conceptual synthesis of several related sciences, as well as theory, experiment and practice, when the theoretical principles were not only derived from experimental practical material, but also verified in subsequent practical application. Thus, educational practice was used as a wide scientific ground for theoretical and experimental research of speech and for solving applied problems on the basis of them.

RESULTS

The material of the research was the speech (in its development and formation) of more than five hundred adults who master foreign languages (English, Russian as a foreign language, Hindi) on the basis of our psycholinguistic system. These were people of different ages - from 14 to 73 years old, education, professions, psychological makeup, intellectual development and creative abilities, who either didn't study the given foreign language at all, or didn't achieve any results in it.

1. In the development of the scientific base of high and subtle psycholinguistic teaching technologies that can be embodied in various methods of teaching and developing speech and easily put into practice thanks to the clarity and detailed elaboration of their mechanisms.

2. In the creation on the basis of this scientific base of the Integrative linguistic and psychological training (ILPT) as a complex interdisciplinary system of teaching foreign language speech, allowing to achieve fast and effective results.

3. The possibility of using this scientific base in the creation of computer-aided foreign language teaching programs, since the existing programs in this area are characterized by insufficient psycholinguistic and psychological study.

4. In connection with interdisciplinarity, this scientific and technological base can be used not only in the field of teaching foreign language, but also in applied fields of related sciences: teaching native speech, corrective pedagogy, defectology, neurology and neuropsychology, practical psychology and psychotherapy and a number of others.

5. The developed multilateral conception of speech and its training can serve as a basis for training specialists in the field of modern thin educational psycholinguistic technologies in educational institutions and conducting advanced training courses for practical linguists, psychologists and educators.

The results of the work, in theoretical and practical aspects, were presented at domestic and international conferences.

On the topic of the thesis published 14 publications, including a monograph, 2 articles are in print.

This research is devoted to the psycholinguistic study of the mechanisms of speech and the development of methods for its formation on the material of teaching foreign languages. By mechanisms, the author understands the internal structure of speech as a complex multilateral phenomenon, and by methods, external methods of influencing these mechanisms in order to effectively form foreign language speech in adults. The author proceeded from the fact that re-forming mechanisms are common both for the development of speech in ontogenesis and for the development of foreign language speech in the context of acmeology, and also from the fact that the regularities of methods of influencing this development are also aimed at its acceleration and improvement. . The study made it possible to build and verify the foundations of a general theory of speech formation.

DISCUSSIONS

The psycholinguistic research contained in the thesis is broad in the sense that, following the modern level of development of science, psycholinguistics appears in it in conceptual synthesis with the psychology of speech, and the organic combination of these disciplines is considered as a whole and one science - psycholinguistics. Thus, the author proposes the concept of psycholinguistics, which expands its meaningful and semantic range, as well as theoretical and applied possibilities. This comprehensive approach can certainly be called holistic, that is, holistic. This current, a preaching outlook on things and phenomena in the unity of all their aspects, in the course of which we work, has been actively developing in the last decade in the entire scientific world and seems to us fruitful [1].

The paper presents a new multidimensional concept of speech in the unity of all its aspects (linguistic, mental, physiological, activity), as well as a theoretical description based on this concept of the current system of teaching foreign language, which is as multidimensional and integrative as the speech phenomenon itself, and each of its methodological bound is directed to the relevant sides of the speech process that must be formed. This learning system is psycholinguistic, since it is focused on the development of language and speech ability, speech perception and speech generation processes through the disclosure of the mechanisms of their functioning [2].

The study was born out of the fact that over the years the author has taught adults foreign languages (English, Russian as a foreign language) with special psycholinguistic and linguistic and psychological methods developed by the same author. Using a large database of several hundred people mastering foreign language speech, observing people in the process of their language development and improving teaching techniques, the author has been engaged in psycholinguistic study of speech itself and the problems of its formation in the broad sense of the term "speech", i.e. as a means of communication, speech activity (activity), mental and psycho-physiological functions [3].

Such a multilateral view of speech and its formation differs from the generally accepted, considering, as a rule, its two sides - speech as a means of communication and speech activity. We proceeded from the theory of speech that we put forward as the unity of the semiotic system, mental activity (including activity), mental and psychophysiological processes. We investigated the external and internal mechanisms of the development of language ability, which (by analogy with the classical dichotomy "language - speech") was expanded to the concept of speech ability. Speech ability was considered as a special mental and psychophysiological function that provides a person with mastery of speech and includes not only the potential language system, but also those extra-linguistic codes that bring this language system into action. Based on this concept, mechanisms for the formation of foreign language speech in adults have been developed and tested. The study of the mechanisms of development of linguistic and speech ability, the processes of speech perception and speech-generation proceeded through the study of the relationship of speech with consciousness and subconsciousness, emotions and intelligence [4].

At the same time, all mental processes, without exception, both cognitive and emotional, were not only mated with speech, but were considered as indispensable speech components. We also viewed speech in the context of its relationship with mental properties and personal states. The study of foreign language learning traced the relationship between the cognitive (perception, attention, memory, thinking, imagination, intelligence) aspect of speech, the psychodynamic (affective, motivational, emotional) side of it and the communicative aspect of speech. [5]

As a rule, studies devoted to such problems (and there are very few such complex psycholinguistic works performed in an interdisciplinary key) refer to native children's speech as experimental material, as well as to the data of teaching children the second after the native language. The specifics of this work consisted in the study and development of language and speech ability, perception and generation of a foreign language.

It is important to note that the training was considered not only as an applied task of psycholinguistics, but also its experimental testing ground and the basis for the development and verification of new theoretical speech concepts. We were driven by the conviction that neither speech research nor speech teaching can in any way be detached from a person, for speech is not just a system of signs that a person uses for communication, but also part of his own physiology and psyche, his activity and activity. Such a comprehensive study, of course, needed to be supported by data from related sciences, therefore, our chosen approach turned out to be interdisciplinary. [6]

It must be said that at the present stage of the development of science, not narrowly specialized separate scientific research is most relevant, but work with interdisciplinary understanding of phenomena and their integration into unified systems for solving complex scientific and practical problems. Today's linguistics is characterized by a process of convergence of a language — a semiotic system — with the person himself, who produces and uses this system for the purpose of communication. Modern linguistics seeks to integrate not only with psychology and its subdisciplines, but also with other sciences that are close to a person and his language. However, there are still very few psycholinguistic works performed in a similar vein. In this sense, the present study, which offers a broad multidisciplinary approach to speech, which allows you to combine the latest data from the advanced fields of related sciences into a single systemic whole with the purpose of their in-depth multilateral theoretical analysis and solving applied psycholinguistic problems, is relevant. Such an approach provides not only the direct entry of theoretical and experimental psycholinguistics into practice, but also introduces modern psycholinguistics, as already noted, into the course of holistic (holistic) research that has been rapidly developing in the world in the last decade. [7]

Such a speech study containing theoretical concepts of speech and its formation mechanisms, built and tested on numerous experimental and practical data, as well as the applied results of this study (first of all, ILPT as a means of influencing speech formation) is presented in this research. [8]

As for the structure of work, it should be noted that the description of speech research is built not only from the development of theoretical concepts, but also from experimental and practical work that is simultaneous with theory, when the concepts put forward are experimentally researched in practice, corrected and new effective educational technologies are created on their basis. The presentation of this speech research is based on learning and in close intertwining with it, because in this way it is easier to clarify the essence and significance of the theoretical concepts themselves. The order of disposition of the chapters of the thesis is determined by the fact that as the presentation expresses many problems need a new round of understanding, and corresponds to those aspects or angles of view under which the author considers it most appropriate to consider a complex psycholinguistic speech research. [9]

CONCLUSION

The formation of speech occurs integratively through the complex development of all the specified speech parties. Moreover, as an activity, speech is associated with consciousness, but as an activity, mental, neurophysiological and psychophysiological function, it works in the area of the subconscious that is responsible for the automatism of speech actions. The hypothesis was confirmed that the formation of speech depends on the development of all other mental processes, both cognitive and emotional, and these processes are not only interpenetrable, but also are essential speech components. [10]

It was proved that the formation of foreign language speech of an adult through the development of his mental functions in its main features coincides with the formation of speech in ontogenesis, which makes it possible to talk about general patterns and mechanisms of reheating.

Phonetic, grammatical, syntactic, lexical phenomena are accompanied by a whole range of sensory and motor sensations, with the result that the neural connections produced that are responsible for speech ability are not only a "system of potential linguistic rules", but its fusion with internal sensory-motor codes. In the perception, recognition, understanding and generation of speech, the same laws act: for correct speech development and formation, language signals must be accompanied by a sensor motor and emotional stimuli. [11]

This work is one of the models of the connection in itself of these five main priorities of time. From the very beginning, it did not go along the path of solving narrow scientific problems or, on the contrary, of only fundamental “philosophical” generalizations, but rather along the way of solving a very important and large, life itself, socially significant and demanded by the society practical problem of teaching adults to fluent foreign language speech. The very formulation of the problem required a comprehensive, versatile understanding of it and did not allow to remain within the same branch of science and in line with only a theoretical or only a practical approach. After all, the solution of the practical problem of such a rank would simply be impossible to implement without its deep scientific study, without detailed opening of the most complex mechanisms of speech education and functioning involved in human comprehension of both native and foreign language speech. This was the main essence of this work.

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