

Psycholinguistic aspects students' speech formation (on materials of learning of foreign language)

Gulzhauhar Ahmetovna Kurebaeva¹, Gulnara Ahmetovna Kurebaeva², Zhanar Utegenovna Smailova³, Aizhan Meiramzhanovna Kashkenova¹, Gulnar Saylauhanovna Tusungozhinova² and Janat Zhantemirovich Sakenov⁴

¹Kazakh Humanities and Law University, Astana, Kazakhstan

²Semey State na Shakarim, Kazakhstan

³VKGU behalf S.Amanzholov, Kazakhstan

⁴Pavlodar State Pedagogical Institute, Pavlodar, Kazakhstan

Ph. 8 (7182) 552798; 627606; 87014175844; E-mail: djakk@mail.ru

Abstract. Psycholinguistic aspects students' speech formation on materials of learning of foreign language are proved. Process students' speech formation is reasonable through psycholinguistic training practice. Need of the accounting of psycholinguistic aspects of speech formation for a context of its relations with mental properties and conditions of the identity of the student is proved. Efficiency of application of group psychotherapy and psychocorrection in the form of psychological trainings as innovative way of research of speech process, direction and methodological basis of formation of the foreign-language speech of the student is proved. The developed Model of psycholinguistic aspects students' speech formation on materials of learning of foreign language.

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Introduction

Relevance of research of psycholinguistic aspects of students' speech formation on materials of learning of foreign language is caused not so much by insufficient study of unity of all sides of such difficult versatile phenomenon as the speech, including especially its hidden device, various interpretation of this phenomenon defining different approaches to methods of development and formation of the speech, and also low-study of a phenomenon of language ability - the internal mechanism of mastering the speech which is responsible for her perception and generation.

The analysis works of Mazirka, I.O. [1, p.5], Pronko, N. H. [2, p.189], Levelt, W. J. M. [3, p.13], Sakenov, D. Zh. [4, p.1431], Murray, D. J. [5, p.911], Tanenhaus, M. K., Spivey-Knowlton, M. J., Eberhard, K. M., Sedivy, J. E. [6, p.1632], Coltheart M., Rastle K., Perry C., Langdon R., Ziegler J. [7, p.204], McClelland, J.L., Elman, J.L. [8, p.86], Seidner, Stanley S. [9, p.7], Schantz, E.A. [10, p.383], Harley, Trevor [11, p.24] allows us to note that one of the main destinations of psycholinguistics can consider the help of this interdisciplinary science to students in their acquisition of foreign languages. This task became our country really actual in connection with integration into the world community. The subject of integration concerning literally all parties of modern life, both public, and scientific and educational, received now very broad sounding.

Relevance of research of psycholinguistic aspects of students' speech formation on materials of learning of foreign language consists, first of all, in that, our research allows to solve a pressing vital problem - to create on a modern theoretical basis a scientific basis of technologies of development and formation of the speech of students which can be applied not only in the field of training in foreign languages, but also in the adjacent areas dealing with problems of development of the speech: training in the native language, correctional pedagogics, defectology, neurolinguistics, practical psychology, etc. As note in the works Mazirka, I.O. [1, p.5], Pronko, N. H. [2, p.189], Levelt, W. J. M. [3, p.13], Sakenov, D. Zh. [4, p.1431], Murray, D. J. [5, p.911], Tanenhaus, M. K., Spivey-Knowlton, M. J., Eberhard, K. M., Sedivy, J. E. [6, p.1632], Coltheart M., Rastle K., Perry C., Langdon R., Ziegler J. [7, p.204], McClelland, J.L., Elman, J.L. [8, p.86], Seidner, Stanley S. [9, p.7], Schantz, E.A. [10, p.383], Harley, Trevor [11, p.24] modern psycholinguistics is characterized by that in line with the general tendency of development of the humanities, turns towards the person making the speech and using it as a means of communication more and more. This process demands linguistics cooperation as with psychology and its related disciplines, and with other sciences close to the person and his language. The psycholinguistic researches executed in a similar complex key as research of psycholinguistic aspects of students'

speech formation on materials of learning of foreign language still isn't enough. In this sense the real research offering broad interdisciplinary approach to research of psycholinguistic aspects of students' speech formation on materials of learning of foreign language, to mechanisms and methods of its formation on the basis of development of language ability, is actual.

In this regard, a research objective is broad research of psycholinguistic aspects of students' speech formation on materials of learning of foreign language in conceptual synthesis with a lingvopsychology and with attraction of a number of the related subjects, expanding the substantial and semantic range of psycholinguistics, and also its theoretical and applied opportunities; development of a new frame of reference on the speech and explanatory mechanisms of its development, formation and functioning i.e. mechanisms of mastering the speech; creation of Model of psycholinguistic aspects of students' speech formation on materials of learning of foreign language for creation of innovative thin training psycholinguistic technologies.

Methods

In the course of research methods a cluster analysis, an associative method, a psychophysiological method, a game method, a method of semantic differential, an addition method, a method of a task of analytical type, a method of direct oneiromancy and other methods were used.

Main part

The psycholinguistics is a discipline which is on a psychology and linguistics joint. Studies relationship of language, thinking and consciousness. In our opinion, research of psycholinguistic aspects of students' speech formation on materials of learning of foreign language suggests to take that concept of psycholinguistics which expands substantial and semantic range, and also theoretical and applied opportunities of this process as a basis. Certainly, it is possible to call such comprehensive approach complete. This psycholinguistic aspect preaching a view of things and the phenomena in unity of all of them of aspects in line with which we work, actively develops in the last decade in all scientific world and it is represented to us fruitful.

In research we submit the new multidimensional concept of the speech in unity of all its parties (language, mental, physiological, activity), and also the theoretical description of operating system of training of the foreign speech based on this concept which as is multidimensional and integrative, as well as the speech phenomenon, and by each

methodical side is directed on the relevant parties of speech process which need to be formed. This system of training psycholinguistic as it is focused on development of language and speech ability of students, processes of speech perception and speech generation through disclosure of mechanisms of their functioning.

Such multilateral view of the speech and its formation differs from standard, considering, as a rule, two of its parties - the speech as a means of communication and speech activity. We proceeded from the speech theory as unities of semiotics system, mental activity (including activity), mental and psychophysiological processes. We investigated external and internal mechanisms of development of language ability of students which was expanded to concept of ability speech. Speech ability of students was considered as the special mental and psychophysiological function providing to the student mastering the speech and including not only potential system of language, but also those extralinguistic codes which put this language system in action. On the basis of this aspect mechanisms of formation of the foreign-language speech at students were developed and approved. Studying of mechanisms of development of language and speech ability, processes of speech perception and speech generation passed through research of relationship of the speech with consciousness and subconsciousness, emotions and intelligence. Thus all mental processes without exception, both cognitive, and emotional, weren't simply interfaced to the speech, but considered as indispensable speech components. We also considered the speech in a context of its relations with mental properties and conditions of the identity of the student. On a material of training of the foreign-language speech communication between cognitive (perception, attention, memory, thinking, imagination, intelligence) aspect of the speech, psychodynamic (affective, incentive, emotional) its party and communicative aspect of the speech was tracked.

Specifics of research were in development of language and speech ability, perception and generation of the foreign-language speech in students that, on the one hand, differed from natural process of finding by the person of the speech, and on the other hand, in many respects it reproduced and modelled. Besides, work with adults allowed to obtain scientific data for truncated (in comparison with children) time terms, owing to an intensification of process of training which crystallized mechanisms of speech perception and speech generation. In turn, deep studying of speech processes, mechanisms of their formation, development and functioning gave opportunity to develop not only the general theory of

speech formation, but also scientific base of thin training psycholinguistic technologies and to create really intensive system of training which allows students to master actively foreign languages in considerable volume on their basis.

It is necessary to emphasize especially that training of the foreign speech us was understood not as a traditional grammatical-translated way, namely development of language and speech ability, processes of perception and speech generation by means of the special psycholinguistic and psychological means having a communicative basis and affecting all mental processes, properties and conditions of the identity of the student.

We recognize that language ability is an element in general inherent in the person, put in it biologically and genetically, however formed socially. This ability has sufficient potential and can be formed and develop and at students when mastering by them the foreign-language speech on the basis of special training: to training of mental processes and functions, corrections of mental properties and conditions of the personality, personal development and self-improvement in the course of communication.

It is important to note and that training was considered not only as an applied problem of psycholinguistics, but also its experimental range and base for development and verification of new theoretical speech concepts. Us moved belief that neither speech researches, nor speech training by no means it is impossible to tear off from the student because the speech represents not simply system of signs which the student uses for communication, but also part him, its physiology and mentality, its activity and activity. The modern linguistics seeks for integration not only with psychology and its subdisciplines, but also with other sciences close to the person and his language. However the psycholinguistic works performed in a similar key, still it isn't enough. In this sense the real research offering broad multidisciplinary approach to the speech which allows to unite in uniform system whole the newest data of the advanced areas of interdisciplinary sciences for the purpose of their deep multilateral theoretical analysis and the solution of applied psycholinguistic tasks, is actual. The description of speech research is under construction not only from promotion of theoretical concepts, but also from simultaneous with the theory of experimental and practical work when put-forward concepts experimentally are investigated in practice, are corrected and on their basis new effective educational technologies are created. The statement of this speech research happens to a support on training and in a close interlacing with it because thus

it is possible to clear easier an essence and the importance of theoretical concepts.

Due to the above, we developed Model of psycholinguistic aspects of students' speech formation on materials of learning of foreign language which is given in figure 1.

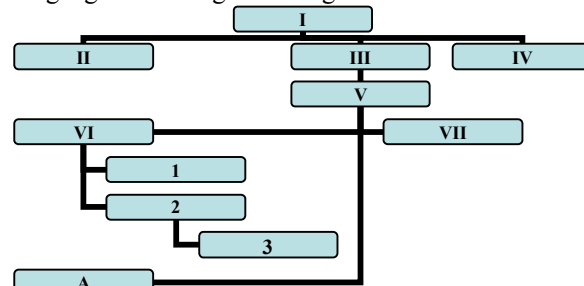


Figure 1. Model of psycholinguistic aspects of students' speech formation on materials of learning of foreign language

The explanation to figure 1. Model of psycholinguistic aspects of students' speech formation on materials of learning of foreign language:

I-Process of students' speech formation on materials of learning of foreign language.

II-the Psycholinguistic training practice focused on development of language and speech ability, processes of speech perception and speech generation through disclosure of mechanisms of their functioning.

III-Studying of external and internal mechanisms of development of language and speech ability, processes of speech perception and speech generation which passed through research of relationship of the speech with consciousness and subconsciousness, emotions and intelligence.

IV-Promotion of the multilateral concept of the speech as unities language, mental, physiological and activity, i.e. unities of semiotics system - a means of communication, a special type of activity (including activity), mental and psychophysiological processes.

V-Conceptual synthesis and integration of disciplines adjacent to psycholinguistics and their progressive achievements in the uniform system whole:

A-of expansion of speech researches, for creation of innovative integrative systems of training of the foreign-language speech.

VI-Psycholinguistic aspects of speech formation in a context of its relations with mental properties and conditions of the identity of the student:

1-cognitive aspect (perception, attention, memory, thinking, imagination, intelligence),

2-psychodynamic aspect (affective, incentive, emotional)

3-communicative aspect.

VII-Application of group psychotherapy and psychocorrection in the form of psychological trainings as innovative way of research of speech process, direction and methodological basis of formation of the foreign-language speech of the student.

Conclusion

In the conducted research psycholinguistic aspects of students' speech formation on materials of learning of foreign language are proved. Process of students' speech formation on materials of learning of foreign language is reasonable and will advance through the psycholinguistic training practice focused on development of language and speech ability, processes of speech perception and speech generation through disclosure of mechanisms of their functioning. Studying of external and internal mechanisms of development of language and speech ability, processes of speech perception and speech generation which passed through research of relationship of the speech of students with consciousness and subconsciousness, emotions and intelligence is carried out. It was promoted by promotion of the multilateral concept of the speech as unities language, mental, physiological and activity. For expansion of speech researches, conceptual synthesis and integration of disciplines adjacent to psycholinguistics was applied to creation of innovative integrative systems of training of the foreign-language speech and their progressive achievements in the uniform system whole. In work need of the accounting of psycholinguistic aspects of formation of the speech for a context of its relations with mental properties and conditions of the identity of the student, such as, cognitive aspect, psychodynamic aspect, communicative aspect is proved. In work efficiency of application of group psychotherapy and psychocorrection in the form of psychological trainings as innovative way of research of speech process, direction and methodological basis of formation of the foreign-language speech of the student is proved. The developed and approved Model of psycholinguistic aspects of students speech formation on materials of learning of foreign language proved the efficiency and it is recommended for use in psycholinguistic researches.

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Corresponding Author:

Dr.Kurebaeva Gulzhauhar Ahmetovna
Kazakh Humanities and Law University, Astana, Kazakhstan
Mira Street, 60-303, Pavlodar, 140006, Kazakhstan
Ph. 8 (7182) 552798; 627606; 87014175844
E-mail: djakk@mail.ru

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