

DOI: <https://doi.org/10.18454/RULB.2021.25.1.17>**НЕКОТОРЫЕ АСПЕКТЫ ИЗУЧЕНИЯ ВЗАИМОДЕЙСТВИЯ ЯЗЫКОВ**

Научная статья

Власенко Н.И.¹, Толмачева И.А.²*^{1, 2} Юго-Западный государственный университет, Курск, Россия

* Корреспондирующий автор (toirina[at]yandex.ru)

Аннотация

Освоение иностранного языка происходит в тесном взаимодействии языковых систем в сознании учащихся. Навыки и умения, сформированные на базе родного языка, учащиеся переносят в речь на русском языке. Этот перенос может быть отрицательным (неосозанным, стихийным), и его результатом является ошибочное речевое действие. А также перенос может быть и положительным (осозанным, целенаправленным). В данной статье раскрываются подходы к изучению взаимодействия языков в сознании многоязычного индивида. Авторы описывают проблемы двуязычия и предпосылки его возникновения. Рассматриваются исследования лексикона многоязычного индивида. Авторы описывают различные гипотезы того, как двуязычный индивид может реагировать на набор «стандартных» слов-стимулов в зависимости от того, на каком из своих двух языков он в данный момент говорит. Обсуждается вопрос метаязыкового сознания. Так же описываются стратегии, используемые обучаемыми при овладении вторым языком.

Ключевые слова: взаимодействие языков, двуязычие, психолингвистика, иностранные учащиеся, индивид, сознание.

SOME ASPECTS OF LANGUAGE INTERACTION

Research article

Vlasenko N.I.¹, Tolmacheva I.A.²*^{1, 2} South-west State University, Kursk, Russia

* Corresponding author (toirina[at]yandex.ru)

Abstract

The development of a foreign language takes place in close cooperation of language systems in consciousness of students. Skills formed on the basis of the mother tongue are transferred to speech in Russian. This transfer can be negative (unconscious, spontaneous) and its result is an erroneous speech action. And transfer can be positive (conscious, focused). This article reveals approaches to study language interaction in consciousness of multilingual individual. The authors describe problems of bilingualism and its prerequisites. Studies of multilingual individual lexicon are described. The authors describe various hypotheses of how bilingual individual can respond to a set of "standard" word stimulus depending on which of two languages this individual currently speaks. The issue of meta-linguistic consciousness is discussed. The strategies used by trainees in mastering the second language are also described.

Keywords: language interaction, bilingualism, psycholinguistics, foreign students, individual, consciousness.

Introduction

Languages interaction is studied by various scientific disciplines and from various scientific points of view. This topic is interesting from sociological, cultural, sociolinguistic, linguistic, psycholinguistic and other scientific points of view. In this work, the phenomenon of languages interaction from psycholinguistics point of view is studied at the level of individual consciousness. Psycholinguistic approach to the study of languages interaction involves the study of those changes that occur in the consciousness of an individual who speaks several languages or studies several languages [10, P.73].

A distinctive feature of people who speak two or more languages is their ability to speak one language almost without any impurity of the other. Therefore, it must be understood that there is a general organizing principle that ensures separate existence of languages in psyche of a multilingual individual. So, there are two hypotheses according to P. Kolers. The first hypothesis is that the elements of reality are encoded only once in a lifetime at the first perception and there is some common repository of traces of perception from which each of the languages known to a multilingual individual "draws upon". According to another hypothesis, elements of reality are encoded and stored in memory along with elements of the language through which they were perceived and thus each language has its own special repository of traces of perception [6, P. 261].

The fact that a bilingual individual reacts differently to a set of "standard" stimulus words depending on which of two languages this individual currently speaks can be interpreted using the hypothesis of shared storage of perception in memory. This hypothesis is called "shared hypothesis". Conversely, if perception in the past was encoded and placed in memory in a form specifically related to the language in which a person mentally called them, then bilingual people should have separately stored arrays of perceptions for each of known languages. In other words, they have to code each element of perceived reality several times, according to the number of languages they know. This means that it is impossible to name directly or extract some experience from memory, using wrong language in which it was encoded. You can do this only by performing a special additional operation — transfer. The assumption of separate storage of traces of perception in memory is called "separate hypothesis" (separated hypothesis) [6, P. 270].

Studies of recent years are still trying to solve the question of whether different languages represent the same common system or coexist independently of each other. E. Bialistok and K. Hakuta describe opinions of researchers who uphold both points of view. At the same time, they propose their own model, which is based on a representation approach. The authors believe that there is one common system and several subsystems, different components of language knowledge can be

represented in various ways. The central general representation is the same for all languages and the representations for the characteristic features of each of the languages exist independently, but are interconnected. The general system includes abstract language knowledge derived from a combination of universal grammar available to all people and conceptual knowledge acquired during the study of the first language. Individual representations for each language contain information about specific details, such as lexicon, certain grammatical rules, pragmatic restrictions, etc. [11, P. 123].

Z.B. Devitskaya believes that "such an approach only considers functioning of declarative and procedural knowledge about language, highlighting general, universal and private language aspects. Principles of speech activity in conditions of proficiency in several languages, their interaction at the level of generation and perception of speech are not taken into account" [4, P. 85]. The author refers to the experimental data of a number of modern Western researchers who come to the conclusion of a single, integrated, non-selective (nonselective) lexicon of bilingual. A person should form a common semantic world in order to fit into its individual context. This semantic world will act as a specialized translator from one language to another. Thus, bilingual consciousness is formed.

Z.B. Devitskaya, N.I. Vlasenko, I.A. Tolmacheva, V.V. Zvyagintseva [1], [2], [4], [5] say that the results of native and well-known foreign languages interaction in educational conditions, the processes of positive and negative transfer are in the speech activity of students. The authors refer to A.A. Leontyev, who says that the transition from one language to another is a change in transition rules from the program to its implementation. Such a change cannot be carried out immediately by simultaneously switching the old rules to new ones. A person passes through a stage of indirect proficiency in a foreign language; the system of rules for the implementation of mother tongue program, which is increasingly reduced over time, acts as an intermediary link [7, P. 117], [8].

The development of a foreign language takes place in close cooperation of language systems in consciousness of students. The skills and abilities formed on the basis of mother tongue are transferred to speech in Russian. This transfer can be negative (unconscious, spontaneous). And an erroneous speech action is its result. This phenomenon is called interference. This transfer can also be positive (conscious, focused). This happens when a student consciously assimilates grammatical material and is already unknowingly able to use it in speech. Therefore, the problem of using positive transfer, as well as preventing and overcoming interference, is one of the factors for improving the effectiveness of training. The principle of a conscious approach to language learning is related to a comparative method of learning. Recognizing similarities and differences between two language systems makes it possible to control the process of foreign language assimilating secretly.

Experience with foreign students shows that the major source of errors in Russian speech of foreign students is the negative impact of their mother tongue or intermediary language. Teaching phonetics, grammar and vocabulary using typical educational materials that are not oriented to particular language of students does not take into account the interference of their native language [1]. And as a result, foreign students do not hear what is in the studied language but they hear what they are used to hear in their native language: they pronounce sounds, use words, forms with the association of their native language and not with the rules of the studied language.

When teaching Russian to foreign students from Asia, Africa and Latin America, it is important to take into account not only their native language, but also previously learned language (s). A.A. Leontiev writes that "under multilingualism, interference arises more often not on the basis of mother tongue, but on the basis of the first foreign (or generally non-native) language. Therefore, the consideration of intermediary language is even more important in such cases than the consideration of native language" [7, P. 31]. Reliance on intermediary language is particularly important in teaching English and French-speaking students from Asia and Africa because their native languages are either completely unfamiliar to teachers or there are differences between their native languages and Russian language and it is difficult to compare them.

Each language user has certain ideas about the language, its units, processes of its use and study, a kind of "personal theory" of the language. Such meta-language activity is expressed not only in explicit reflections on the structure of the language, but in less explicit opinions and even prejudices. In the process of foreign language learning and teaching, both the student and the teacher are mostly not aware of their meta-language activities. Nevertheless, the first words and phrases learned in a foreign language become meta-language models for students.

E.Yu. Myagkova considers the formation of meta-linguistic consciousness, which includes elements "related to ideas about the structure and rules of the language functioning, acting as supports (models) for the construction and interpretation of the statement" [9, P. 205]. These supports (models) perform an identifying and modeling function. New speech constructions can be created on their basis and with their help. If the individual speaks several languages, the units of an internal meta-language act as an "additional" language that provides interaction between "external" languages.

It should be noted that, despite these contradictions, many practical problems (in particular, the problems of early mastery of languages, learning, cultural adaptation, etc.) are successfully solved in a number of countries (this is evidenced, for example, by the results of a search using keyword "bilinguism" in Internet search engines).

Конфликт интересов

Не указан.

Conflict of Interest

None declared.

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