

РОЗДІЛ II. ПРОБЛЕМИ ЗАГАЛЬНОЇ ПЕДАГОГІКИ

UDC 371.315.6: 51

Svitlana Bobrovnyk

Igor Sikorsky Kyiv Polytechnic Institute
ORCID ID 0000-0001-8665-7203

Svitlana Boiko

Igor Sikorsky Kyiv Polytechnic Institute
ORCID ID 0000-0003-0220-9425

Olena Volkova

Igor Sikorsky Kyiv Polytechnic Institute
ORCID ID 0000-0002-3241-7690
DOI 10.24139/2312-5993/2022.01/160-169

DEVELOPMENT OF LANGUAGE ABILITY AND SPEECH ACTIVITY

The article reflects and analyzes such a phenomenon as language ability and components that affect language ability and speech activity. Language ability is considered in the article as one of the important constituents in the process of speech and learning a foreign language. Speech activity is realized on the basis of developed language ability. The article describes the constituents influencing the development of speech activity and factors (general intelligence, memory, logic, information processing speed, hearing) that contribute to the development of language ability. The purpose of the article is to identify the components of formation, structure and development of language ability. The practical importance of the study lies in the fact that understanding the components of the development of language ability allows us to improve the learning process. Knowing the peculiarities of the formation of language abilities will help to find the ways to effectively learn not only foreign languages, but also any educational material in general, and will be able to help eliminate problems that prevent from understanding and reproducing speech.

Key words: language ability, speech activity, development, formation, research, component, constituent, competence, sense of language, comprehension.

Introduction. The research of language ability plays an important role in determining the methodological prerequisites for the successful learning of a foreign language, determining the key points in the formation of a linguistic personality. Realization of the communicative needs of a personality is built through organized language ability. It consists of phonetic, lexical, morphological, syntactic, semantic components. While studying the issues related to the processes of teaching the English language, methodological support and implementation of the prospects for applying the acquired knowledge and skills, we want to attract attention to the importance of studying language ability in general. In our turbulent, modern world, when intercultural communication is developing rapidly, there is an interest in studying the problem of language abilities. The mastery of speech occurs in infancy, and throughout the whole life speaking skills are being improved. The perception of native speech begins from the relatives and the

people around the child, when a child hears sounds and tries to imitate them with meaningful senses, the child strives for communication and self-expression. Communication takes place not only externally, but also at the internal mental level. At the beginning there is an unconscious mastery of the most complex mechanisms of speech, and, in the future all the processes are realized, become purposeful, conscious, subject to self-control. It is very important to study language ability for successful learning, for determining the key points in the formation of a personality capable of understanding and communication.

Aim of the Study. The purpose of the article is to identify the constituents of the formation, structure and development of the language ability, the components that form language ability, allowing development of speech activity. Knowing the peculiarities of the language ability formation will help to find the ways to effectively study not only foreign languages, but also any educational material in general, and may also be able to help in eliminating problems that prevent from understanding and reproducing speech. Scientific novelty of research lies in the fact that components that make up the language ability are identified and methods for the development of the language ability of students are described on the basis of the synthesis of logical and creative ways of speech activity. The practical importance of the study lies in the fact that understanding the components of the language ability development allows us to improve the learning process.

The problem under consideration lies in the sphere of interest of many sciences, i.e. linguistics, psychology, psycholinguistics, neuroscience. Linguistics studies the text from which the material is taken, psycholinguistics studies the living language, how a thought turns into a word, and then into speech, how the brain decodes signals from the sound stream into meanings, how it works in the brain, how it is obtained from nerve impulses, a physical signal is obtained from an immaterial idea. For a linguist, the system of means of expression is important, for psychologist – the process of speech itself, for a pathologist or correctional teacher (defectologist) – possible deviations from the normal course of this process. And each of these specialists builds their own systems of models of speech acts, speech actions or speech reactions, depending not only on their objective properties, but also on the point of view of the given science at the moment.

Analysis of relevant research. At the present stage, this issue is in the center of scientific interests of many researchers. The analysis of theoretical sources has shown that many scientists N. Chomsky, A. Leontiev, C. Osgood, P. Robinson, R. Penrose, J. Lotman, T. Chernigovskaya, A. Luria, A. Vygotsky,

A. Potebnya, A. Shakhnarovich, S. Pinker and many others studied human language abilities, structural and functional features of speech, human brains, their functioning and development.

Before defining language ability, we should specify what language is. By human language, we mean a complex system of codes that has been formulated in social history. The word as a carrier of a certain meaning is the main element of the language. The word denotes things, signs, actions, relationships. The word unites objects into the known systems, that is, it codes our experience (Luria, 2019, 32).

To begin with, we will give a definition to language ability and what forms the language ability. According to A. Leontiev, language ability is a psycho-physiologically conditioned social phenomenon that ensures language acquisition, complex and multifaceted phenomenon in the observed manifestations, acting in various objective qualities as a function of the brain and as a reflection of the relations of the objective reality, as natural and as social, as conscious and as unconscious, as an ideal and as a fundamentally sign phenomenon. Language ability is one of the key concepts of psycholinguistics; a multilevel hierarchically organized functional system that is formed in the psyche of a native speaker in the process of ontogenetic development. The multi-quality of language ability gives rise to the diversity of its study (Leontiev, 2017, p. 57).

The essence of the language ability lies in the fact that it is a special kind of intellectual and speech activity aimed at mastering the language as a sign-symbolic system and manifested in the creative use of previously acquired language means. The specificity of language ability is that it is formed only in the process of communication, is closely related to the peculiarities of the development of higher mental functions and ultimately determines the difficulties in assimilating of human culture (Bozhovych, 1997).

For the more accurate study of language abilities, linguists divide them into separate types. There are several accepted classifications from different scientists. Robinson's model is one of the most complete and understandable. He divided all language abilities into three broad categories. The first is general intelligence, which in one way or another affects the learning process and usage of the language (memory capacity and analogical reasoning, fluid intelligence, speed of information processing). The second is directly language abilities (a sense of grammar, semantic memory). And the third category is the additionally acquired characteristics that help in mastering the language: linguistic experience, level of knowledge and personality traits (Robinson, 2001, p. 371).

According to A. Shakhnarovich, speech activity is an accessible field for study of language abilities. Speech activity presupposes the whole complex of various abilities, the ability to perceive and evaluate the content verbally and to express one's verbal thoughts in accordance with the theme and intention of the statement. Perception of a text by a person presupposes the work of thought; the analysis of the effectiveness of speech activity largely depends on a person's ability to predict, that is, the ability to foresee the emergence of a possible situation (Shakhnarovich, 2011, 196).

One of the main issues of modern psycholinguistics is the question of the innate nature of language ability. According to N. Chomsky's theory, a child from birth possesses some innate knowledge, the content of which is the universal grammar, which consists of a basic set of rules necessary for mastering any natural language. Language ability is congenital, genetically inherited formation (Chomsky, 1986, p. 4).

Other scientists such as A. Leontiev, L. Vygotsky, A. Luria and others keep to cognitive approach of language acquisition. According to the cognitive approach, language acquisition occurs on the basis of development of its cognitive and social skills (Vygotsky, 2014).

Language ability is a complex, lifetime, ontogenetic formation, the leading role in the formation and development of which is played by the environment, education and upbringing, and the natural prerequisite is the presence of potentialities, anatomical and physiological characteristics of the brain and nervous system (Rubinshtein, 1998, p. 536).

Disputes between supporters and opponents of the idea of the innate language ability are still continuing. We will not deny that both approaches make sense, since the genetic and social, that is, the acquired peculiarities under the influence of the environment also affect formation and development of language abilities.

Language ability implies understanding of speech, processing and speech production, comprehension and language acquisition. Production of speech is a branch of psycholinguistics that studies the mechanisms of constructing a coherent, correctly grammatically and lexically formalized statement that is adequate in a given social context.

According to the model of V. Levelt and K. Bock, the process of speech production in general terms is as follows: the generation of an utterance begins at the pre-verbal level of the message (or the level of conceptualization), which includes appearance of a motive, selection of information for the implementation of this motive, and highlighting the

most important information; followed by the level of functional processing at which the recourse occurs; the level of positional processing, at which the semantics is no longer accessed; the last two levels are united under the general name of grammatical coding. Finally, the fourth level – the level of morpho-phonological coding includes the choice of sound forms and intonation (the last three levels are often combined under the name of the formulation of the language form of the message). After the sequential work of these four, relatively independent from each other, levels of processing, it remains only to go to the articulation system (Bock & Levelt, 1994, p. 185).

Finally, another important stage in the process of understanding speech is the search for words in the mental vocabulary. A significant place in the study of the mechanisms of speech understanding is occupied by the question of individual differences between people depending on the volume of their working memory.

Research methods. In the course of the research we used the analysis of the literature on the topic of the study, assessment of pedagogical experience, systematization and generalization in order to formulate conclusions based on the studied scientific literature; empirical method, based on observation and experience; the method of logical analysis, the method of expert assessments, direct observation of the communication of students during free activity and in the process of organized classes.

Results. In the course of the study, the following components of language ability were identified: phonetic – the sound side of speech: sound pronunciation, phonemic perception, that is, the pronunciation of sounds as a result of the coordinated work of all parts of the speech motor apparatus; morphological – the ability to highlight the general meaning and sound characteristic of one morpheme in different words; the ability to combine morphemes according to the rules of the language in the process of shaping and word formation; the formation of grammatical categories in language consciousness; syntactic – the ability to compose sentences, to combine words in a sentence grammatically and correctly; lexical dictionary and its grammatically correct use of words denoting objects, phenomena, actions and signs of the surrounding reality. There are distinguished passive and active vocabularies. The passive vocabulary is understood as the ability to understand words, and the active vocabulary is their use in speech. The level of vocabulary development is determined by quantitative and qualitative indicators.

Thus, based on the foregoing, we see that the main components of language ability form sound culture, grammatical structure of speech,

activate vocabulary, and build coherent speech. These tasks are solved throughout the training, improving and complicating at each stage of training.

Therefore, language ability is a multi-level organized functional system, which includes intelligent general and special – linguistic (consisting of speech parts) components, which allow the selection of functional elements for the implementation of communication. Each component of language ability has a certain structure of skills and abilities, without which it is impossible to create effective learning models. Speech ability is a component of language ability and has an impact on personality formation.

The indicators of the development of language ability are proficiency in the semantics of the language, the ability to consciously perform logical-linguistic operations, the ability to create linguistic logical thinking, linguistic intuition, and the figurative structure of speech, the emotional expressiveness of oral and written speech. Language ability is developed through a system of developing exercises consisting of logical and language tasks, creative tasks designed for the development of language guesswork, for the development of the creative component of logical thinking, for the development of the figurative structure of speech and figurative thinking, for the development of the emotional side of speech and language sense 'language intuition'.

We propose to consider the most important constituents of language abilities that can be trained and used in practice. For example, auditory memory is responsible for the perception and memorizing the speech heard, and associative memory helps to learn new words. People with well-developed visual memory remember the spelling of words well and write competently in both their native and foreign languages. The volume of memory is also very important, as it is responsible for the amount of information stored in the brains – the number of words, expressions and the rules that people can remember. The amount of memory depends not only on age, but also on the characteristics of a person. Someone remembers a lot of information, while someone constantly forgets words. Most often, poor mechanical memory is compensated by other abilities, for example, logical or associative memory. Such language ability as hearing is largely dependent on differential hearing sensitivity and phonetic coding ability. It is responsible for the perception, recognition in the stream of speech of the sounds of the language and their tones, their fixation in memory and reproduction.

These abilities do not depend on the quality of hearing as such, but on the ability of the brains to decipher the information received by ear, to break the flow of speech into separate parts and quickly process them, to distinguish intonation and minor differences in the articulation of sounds. This also includes the ability to remember and repeat what was heard with the same tones. Induction as a logical ability influences language learning the most. Induction is the ability to extend the particular to the general, that is, to notice general rules in individual examples, to find and use patterns. This skill is often used in language: when we meet a new construction in a certain context, we can subsequently use it in similar cases. Induction capacity can vary from person to person, for some people it is easy to transfer single experience to the whole language, but other people do not notice analogies and learn the rules.

So, language abilities are differentiated in accordance with their hierarchical structure of the language into phonetic, lexical and grammatical. Moreover, each of the named language abilities has a complex structure, which includes a number of common intellectual and special linguistic components. In the structure of language ability, grammatical ability is distinguished, the fundamental component of which is the 'sense of language', which exists in two forms of unconscious and conscious. "Linguistic instinct" can be purposefully developed in the process of theoretical and practical learning. The development of abilities and aptitudes is associated with the productivity of human activity and the increase in the quality of higher mental functions. The development of language abilities should take into account the laws of human development, the age characteristics and the pedagogical laws of the formation of personality (Vygotzky, 2014).

Grammatical sense as a language constituent plays its role as well. We dare to say that our brains have specific features like grammatical sense. It is responsible for the perception of grammar as a coherent sequential system. People with a well-developed sense of grammar are able to combine separate rules and patterns into a clear picture. They quickly understand the peculiarities of word formation, the coordination of words in a sentence, the use of tenses in different contexts. They know how to build a new grammatical system, different from the system of their native language, and quickly learn how to use it.

Lexical intuition is the ability to master the language profoundly. Memory is responsible for memorizing the translation of the foreign word into the native language, as well as for remembering associations and

additional information related to the word. And lexical senses help to see the shades of meaning in a new word, to draw parallels with other languages, to be able to use words in the right context. A person with a well-developed vocabulary when learning a foreign language builds a separate coherent lexical system. We can also take into account the factors that indicate a possible high level of proficiency in language. They are as follows: musical hearing, high speed of speech and reading, good diction and excellent ability to imitate. We claim that every person can improve their language abilities to learn a language more effectively up to a certain limit. Memory, hearing, logic can be developed through constant practice. It is also important to learn to accept the limitations and compensate them with other abilities. For example, if someone has problems in understanding grammar, they can use memory to learn the rules.

The above mentioned may be fully attributed to the problem of the “sense of language”, its intuitive knowledge, which hasn’t been studied sufficiently yet. In the psychological, methodological and linguistic literature there is no common understanding of its essence and the ways of development. This is manifested in a variety of terms used to denote this concept: ‘sense of language’, ‘verbal instinct’, ‘linguistic flair’, ‘linguistic intuition’, ‘linguistic guess’, ‘unconscious generalizations’. The discord in the terms is due to many different definitions of this concept, reflecting its complex psychophysiological nature, as well as insufficient research of intuitive thinking in general, the presence of various interpretations of its essence.

Different types of exercises for developing language skills have been developed. Among them there are descriptive exercises, situational exercises, role game, creative exercises, for instance, giving suggestions, reasons, giving some advice, questioning, acting out, making up stories, giving heading to the texts, making up the ending to the stories, putting the sentences in order to make the text, etc.

The results of the study suggest that the sense of language is associated with development of language ability which can be acquired through practice and training. We can infer that language sense or intuition can be based on the experience of speaking and hearing, and memory provides solutions based on experience.

Conclusions and prospects for further research. To sum up, we can assert that there are two main points of view on the nature of language ability. The first one is that language ability is a genetically inherited

formation 'embedded' in a person. The 'embedded' language material is poor and incorrect at first. It is enriched and corrected when the person develops, when the circle of communication expands, with age and exercise. The second one is that language ability is a social by nature formation that is formed under the influence of social factors, training, education, practice, experience. Both approaches make sense.

The mechanism of the language ability functioning has not yet been fully studied, but experts have already made a general idea about it. Language abilities include any cognitive abilities that are responsible for mastering the mechanisms of speech (such as grammar, vocabulary, phonetics) and types of speech activity (reading, speaking, writing, and listening). They are formed at the neurophysiological level in different parts of the brains, forming a single psychophysiological complex.

Work on the development of language ability of students involves the advancement of students from the stage of completing tasks to analysis, differentiation, reflection, generalization, summarizing, and classification of data (ready-made) language facts through the stage of completing tasks to transform the language material.

REFERENCES

- Andrews, E., & Lotman, I. M. (2003). *Conversations with Lotman: Cultural semiotics in language, literature, and cognition*. University of Toronto Press.
- Bock, J. K., & Levelt, W. (1994). Sentence Production. *M. Gernsbacher (Ed.)*.
- Chomsky, N. (2006). *Language and mind*. Cambridge University Press.
- Chomsky, N. (2011). *Current issues in linguistic theory*. De Gruyter Mouton.
- Chomsky, N. (1986). *Knowledge of language: Its nature, origin, and use*. Greenwood Publishing Group.
- Osgood, C. E., Sebeok, T. A., Gardner, J. W., Carroll, J. B., Newmark, L. D., Ervin, S. M., ... & Lounsbury, F. G. (1954). Psycholinguistics: a survey of theory and research problems. *The Journal of Abnormal and Social Psychology, 49(4p2)*, i.
- Penrose, R., & Mermin, N. D. (1990). The emperor's new mind: Concerning computers, minds, and the laws of physics. *American Journal of Physics, 58(12)*, 1214-1216.
- Pinker, S. (2004). Language as an instinct: trans. from eng. *M.: Editorial URSS*.
- Robinson, P. (2001). Individual differences, cognitive abilities, aptitude complexes and learning conditions in second language acquisition. *Second language research, 17(4)*, 368-392.
- Божович, Е. Д. (1997). Развитие языковой компетенции школьников: проблемы и подходы. *Вопросы психологии, 1*, 33-44 (Bozhovych, E. (1997). Development of the language competence of schoolchildren: problems and approaches. *Issues of psychology, 1*, 33-44).
- Выготский, Л. С. (2014). *Мышление и речь*. Directmedia (Vygotsky, L. (2014). *Thinking and speech*. Directmedia).
- Леонтьев, А. (2017). *Основы психолингвистики*. Litres (Leontiev, A. (2017). *Fundamentals of psycholinguistics*. Litres).
- Лурья, А. Р. (2019). *Язык и сознание*. Издательский дом: Питер (Luria, A. (2019). *Language and consciousness*. Publishing house: Piter).

- Пиаже, Ж. (2021). *Речь и мышление ребенка*. Litres (Piaje, J. (2021). *Speech and thinking of a child*. Litres).
- Потебня, А. А. (2007). *Мысль и язык*. DirectMEDIA (Potebnia, S. L. (2007). *Thought and language*. DirectMEDIA).
- Рубинштейн, С. Л. (1998). *Основы общей психологии*. Издательский дом: Питер (Rubinstein, S. L. (2000). *Fundamentals of general psychology*. Saint Petersburg: Piter).
- Шахнарович, А. М. (2011). Когнитивные и коммуникативные аспекты речевой деятельности. *Вопросы психолингвистики*, 13 (Shakhnarovich, A. M. (2011). Cognitive and communicative aspects of speaking activity. *Issues of psycholinguistics*, 13).

АНОТАЦІЯ

Бобровник Світлана, Бойко Світлана, Волкова Олена. Розвиток мовної здібності та мовленнєвої діяльності.

У статті висвітлено та проаналізовано таке явище, як мовна здібність та компоненти, які впливають на мовну здібність і мовленнєву діяльність. Мовна здібність розглядається у статті як одна з важливих складових у процесі мовлення й вивчення іноземної мови. Мовленнєва діяльність реалізується на основі розвинутої мовної здібності. У статті представлено опис компонентів, які впливають на розвиток мовленнєвої діяльності та чинники (загальний інтелект, пам'ять, логіка, швидкість переробки інформації, слух), які сприяють розвиткові мовної здібності та мовної компетентності, охарактеризовані основні чинники до реалізації мовленнєвої діяльності, описані засоби розвитку мовленнєвої діяльності та мовної здібності, а також запропоновані вправи для розвитку мовної здібності та мовленнєвої діяльності в навчанні іноземних мов. Виявлено зміст, положення мовної здібності та мовленнєвої діяльності як засобу формування іншомовної комунікативної компетентності. Метою статті є обґрунтування значущості мовної здібності, її компонентів для розвитку мовленнєвої діяльності для формування іншомовної комунікативної компетентності. У ході дослідження використовується аналіз літератури по темі дослідження, узагальнення педагогічного досвіду, метод логічного аналізу, емпіричний метод, цілеспрямоване сприйняття навчального процесу, а також метод спостереження, що дозволяє досліджувати це явище. Метод узагальнення незалежних характеристик підвищує об'єктивність висновків. Сутність методу зводиться до обробки інформації з різних джерел. Таким чином, сутність полягає в гармонійному поєднанні академічних та практичних знань. Вивчення мовної здібності як явища, необхідного для формування мовної особистості, має велике значення, оскільки допомагає глибоко зрозуміти формування мовленнєвих здібностей учнів, для кращого навчання й засвоєння навчального матеріалу, стимулює ініціативу та зростання творчих можливостей. Це сприяє розвиткові комунікативної компетенції, яка буде потрібна не лише в майбутній професійній діяльності, а й у соціальному житті. Отримані результати можуть послужити основою для подальшого вивчення компонентів формування мовних здібностей та мовленнєвої діяльності в навчальному процесі.

Ключові слова: мовна здібність, мовленнєва діяльність, розвиток, формування, дослідження, компонент, складова, компетенція, почуття мови, розуміння.