



## PSYCHOLINGUISTIC PECULIARITIES OF FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS OF NON-LINGUISTIC SPECIALTIES

### PARTICULARITĂȚILE PSIHOLINGVISTICE DE FORMARE A COMPETENȚELOR COMUNICATIVE ÎN LIMBA STRĂINĂ LA STUDENȚII NONLINGVIȘTI

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#### Abstract

It has been found that the modern process of modernization of higher education in Ukraine and its social and economic cooperation requires attention to the foreign language training of non-philological specialists. The English language programs indicate that the main purpose of mastering a foreign language is to master the language as a means of communication - this contributes to the development of students' skills in their ability to use as a tool for communication in the dialogue of cultures.

It is argued that from the point of view of psycholinguistics for intensive learning of foreign languages, the most important are: the structure and dynamics of the deployment of speech actions; the role of the speech mechanism in mastering a foreign language; conditions for the successful launch of the speech mechanism. In the communicative competence of students of non-linguistic specialties can be distinguished linguistic, psychological and social characteristics. Linguistic characteristics include speech competence, speech activity, vocabulary, language and stylistic literacy. Psychological characteristics of communicative competence combines the assessment of external mental manifestations and personality behavior in the process of communication, the motivation to develop their individual abilities, communication and the desire for self-realization. And social characteristics appear in the form of the presence of social activity, an adequate perception of the situation of communication and social adaptation.

Within the framework of the personality-oriented approach, the object of learning a foreign language is language activity that is active, purposeful, mediated by the language system, and caused by the communication situation of the process of sending and receiving a message. The speech mechanism is a complex of speech skills that are formed during the life of a person, capable of interaction in the interests of education and understanding of speech messages, built according to the rules of a particular language. It is proved that the verbal process is provided by the mechanisms of programming speech utterances, the construction of the syntactic structure of sentences, the «voice acting» of words. A special kind of speech activity is internal speech. Internal speech is closely related to thinking, as it participates in the phases of planning and executing activities.

**Key words:** communicative competence, psycholinguistic features, foreign languages, speech mechanism, stylistic literacy.

#### Rezumat

A fost arătat că modernizarea învățământului superior din Ucraina, procesul de colaborare economică și socială necesită o atenție deosebită față de problema pregătirii lingvistice a specialiștilor de la programe de studii nonlingvistice. În curricula la limba engleză este formulat ca și scop de bază însușirea limbii ca mijloc de comunicare ceea ce contribuie la dezvoltarea instrumentelor de comunicare în cadrul diferitor culturi.

Este cunoscut faptul că din punct de vedere psiholingvistic în procesul de însușire intensivă a limbilor străine o semnificație majoră revine: structurii și dinamicii de desfășurare a acțiunilor verbale; rolul mecanismelor verbale în învățarea limbii străine; condițiile declanșării cu succes a mecanismelor verbale.



În cadrul competențelor comunicative la studenții nonlingviști pot fi evidențiate caracteristici lingvistice, psihologice și sociale. Caracteristică lingvistică include în sine competența verbală, activismul verbal, bagajul lexical, corectitudinea stilistică și verbală. Caracteristica psihologică include în sine aprecierea manifestărilor psihice exterioare și a comportamentului personalității în procesul de comunicare, motivarea spre dezvoltarea aptitudinilor individuale, comunicative și tendință spre autorealizare. Caracteristica socială este prezentă ca și prezența activismului social, perceperea adecvată a situației de comunicare și adaptare socială.

O formă deosebită a activității verbale este limbajul interior care este strâns legat de procesul gândirii deoarece participă la etapa de planificare și realizare a activității.

**Cuvinte – cheie:** competență comunicativă, caracteristici psiholingvistice, limbi străine, mecanisme verbale.

**Introduction.** The current situation of Ukraine in the international arena determines the targeted reference state to deeper studying of foreign languages. This will facilitate the expansion of international relations and the ability of other professions to international cooperation. The system of learning a foreign language is constructed by determining the level of needs in modern society and the status of the development and functioning of the psycho-pedagogical and linguistic sciences. This system requires the communicative approach, which helps to achieve practical objectives in learning a foreign language – formation of communicative competence.

Knowledge of foreign languages is one of the most important means of international cooperation and intercultural communication, which ensures a high level of intercultural communication and to feel confident in a country whose language is being studied. But the ability to find a common language with the representative of a country depends not only on the level of proficiency in a foreign language, as well as personal skills and understanding of the culture of speech behavior depending on the situation.

At the present stage of formation and development of institutions of higher education in Ukraine the urgent issue for the formation of foreign language communicative competence through foreign language learning. Therefore, its study has received considerable attention in the institutions of higher education by finding innovative methods and technologies in the process of learning English to increase motivation for learning and the available perception of the material.

The current process of modernization of higher education in Ukraine and its social and economic cooperation requires paying attention to foreign language training of specialists of non-philological specialties. In the English language curriculum specified that the main purpose of learning a foreign language is the acquisition of language as a communication tool – it contributes to the development of skills of students the ability of their application as a communication tool in the dialogue of cultures (Stavitska, 2013: 280-286).

In the process of development of intercultural contacts before modern qualified professionals there is a requirement to be able to communicate professionally in a foreign language. The artist



must not only possess professional knowledge and be able to build a strategy in the process of foreign language communication to transmit information, explanations, facts, descriptions of phenomena, and also to be able to give arguments to obtain the corresponding effect. Practical purpose in learning the foreign language by students of nonlinguistic faculties is the formation of foreign language communicative competence – the ability to carry out speech activity, psychological structure which consists of the following components:

- communicative and cognitive needs (motives);
- specific expected result (goal);
- form of reflection of objects and phenomena of real activity connections (object);
- knowledge, skills, formulation of idea, where the language and way are means and methods

(Korneva, 2014: 36-41).

The issue of psycholinguistic prerequisites for the learning of foreign languages addressed by many researchers, among them L. Vyhotskyi, Ye. Vereshchahin, M. Zhyntkin, Y. Zhluktenko, I. Zymniaia, O. Leontiev and others.

The notion of communicative competence were studied by such scientists in psychological and pedagogical literature: L. Birkun, L. Brakhman, O. Volobuieva, R. Johnson, H. Kitaihorodska, S. Kozak, S. Melnyk, E. Passov, S. Savinion, M. Swain, J. Hymes, D. Shales.

From the point of view of psycholinguistics for intensive learning of foreign languages the most important are:

- structure and dynamics of the deployment of the speech act;
- the role of the speech mechanism language acquisition conditions for a successful start of the speech mechanism (Pavlak, 2014: 71-75).

Language is considered as a way of interpersonal interaction in the multicultural environment. The process of teaching foreign languages in institutions of higher education at non-linguistic faculties should provide students not only with appropriate language proficiency, as well as practical skills and skills of application of acquired knowledge in different situations, as well as in the process.

**The aim** of the article is justification of the psycholinguistic features of formation of foreign communicative competence of students of non-linguistic specialties.

**Tasks:**

- to find out the structure and dynamics of the speech deployment act in the process of forming foreign language communicative competence;



- to prove the role of the speech mechanism language acquisition;
- to reveal the main conditions of the successful launch of the speech mechanism.

**Research methods.** For a basis was taken the psychological concept of activity, which was put forward by L. Vyhotskyi. He argued that people do not adapt to the environment, and in turn actively influence on it. This is possible only if a person has the ability to pre-plan their actions. Was applied method of analysis to understand the structure and dynamics of the deployment of the speech act in the process of forming foreign language communicative competence. The method of summarizing – to summarize and disclosure of the basic conditions for the successful launch of the speech mechanism.

**The results of the research.** In the communicative competence of students of non-linguistic specialties can highlight the linguistic, psychological and social characteristics. *Linguistic* characteristics include speech competence, speech activity, vocabulary, speech and stylistic literacy. *Psychological* characteristic of communicative competence combines the assessment of external mental manifestations and behavior of the individual in the communication process, motivation to develop their individual abilities in communication and a desire for self-realization. And *social* characteristics are in the form of available social activity, adequate perception of situation of communication and social adaptation (Haycraft, 1998: 140).

In the process of learning a foreign language the basics of fundamental studies of the physiology and functions of the brain, the psyche and human psychology has laid a behavior, motivational, psychological and other peculiarities of formation of foreign language communicative competence and psycholinguistics becomes interdisciplinary.

Communicative competence (lat. *communio* – make common, communicate) means the combination of knowledge about the norms and rules of communication, dialogue, dispute, negotiations, etc. Also communicative competence is the ability to establish and maintain the necessary contacts with others, a certain set of knowledge, skills and ensure effective communication requires the ability to change the depth and range of communication, to understand and to be understood by the interlocutor. Communicative competence is formed in terms of direct interaction, as it is the result of the experience of communication between people.

Communicative competence can be divided into following types:

- linguistic competence – ensures that the possession of language material, using it in oral speech and writing;



- language competence – the ability to own the conceptual apparatus necessary for analysis and evaluation of the means of verbal communication;
- verbal-communicative competence – the ability to process, group and remember if you need to remember knowledge, factual information, using language symbols;
- verbal-cognitive competence – the ability to consider in verbal communication contextual relevance and use of linguistic units for the implementation of cognitive and communicative functions (Bidiuk, 2012: 141-146).

In the framework of person-oriented approach the object of learning a foreign language is a speech activity that is active, purposeful, mediated by the language system and due to the situation of communication the process of sending and receiving messages – the process of production and reception. Like any activity, it is primarily determined by a certain structure.

Speech activity consists of three main phases: motivational motive, oral research and Executive. During the first phase there is a plan, which requires a certain linguistic expression. First, it has a general, not specific and not sufficiently precise and explicitly associated with specific linguistic means of expression. At this stage the important role played by inner speech, which helps to understand the meaning, looking for his expression, but which is not yet fully discloses the lexical and grammatical material and the methods of phonetic design which are necessary for the implementation of the plan. Since the starting in the speech production is the interaction between needs, motives and goals of the speech act as a future of its result, we consider groups of motives that lead students not only to speech but also to the educational.

The process of verbal communication is provided with mechanisms of the programming of speech, constructing syntactic structure of the sentence, «spoken» words. A special kind of speech activity is inner speech. Inner speech is closely linked with thinking, as involved in the phases of planning and execution activities. Inner speech is characterized by fragmentation and fragmentary as yourself, we understand «perfectly». It is based on the outer speech, and therefore also has a social origin. The transition external in internal called interiorizes speech, and the reverse – internal external – exteriorization speech. Exteriorization of speech requires considerable training, because what is clear to themselves is not always easy to verbalize, articulate thought that would be clear to all (Andreiko, 2013: 238-241).

Speech activity is carried out through a complex psychological mechanism. For M. Ginkel, the speech mechanism is a complex speech skill, which are formed over a person's life that could interact in the interest of education and understanding voice messages, built according to the rules of



the language. The most exhaustive analysis was carried out by the Russian scientists: V. Artemov, N. Zhyntkin and I. Zymnia. According to their concept, **the main mechanisms of speech activity are:**

- understanding;
- mnemonic organization of speech activity (the mechanism of speech memory);
- predictive analysis and speech synthesis (prediction of speech) (Chernovaty, 2005: 356).

The most important psychological mechanism of speech activity is the understanding. This mechanism provides intellectual analysis of primarily the semantic component of the speech and its structural arrangement and language processing. Its physiological basis is the activity of a bark of the big hemispheres of the brain is the analytic-synthetic activity, which covers all the mental actions and operations – a comparison, comparison, generalization, classification, analysis, synthesis. First of all is comprehended the subject matter.

They, as a rule, is a fragment of reality, it is a phenomenon or event are reflected in the speech activity. The functioning of this mechanism leads to an awareness of the motives and purposes of speech communication; orientation in the conditions, which determine speech activity (that is, there is always a deep analysis of the situation of speech communication). Mechanism of comprehension also enables the planning and programming of speech activity as a whole communicative act, and the individual statements. His work is the basis of the control of the flow of speech activity and its results. Important for speech activities is functioning mnemonic mechanism (mechanism of speech memory). It provides all the manifestations of the speech process: a substantive and expressive aspects. The display in the speech of its subject is a certain fragment of reality is not possible without recourse to existing knowledge and ideas about the fragment. Not feasible and it is no actualization in the consciousness of images, ideas about the language of signs and rules for their use in the communication process. The use of existing knowledge is carried out through the mechanism of long-term memory. For example, the processes of actualization and adequate use of verbal statements in the active dictionary.

I. Zymnia, V. Artemov and N. Zhyntkin involve such functions to the language memory:

- actualization of knowledge and understanding of the ways of realization of speech activity;
- «recall» of knowledge about social norms of speech activity in different communication situations;
- updating and using the inherent language-specific grammatical rules of registration of statements, corresponding to the notion of linguistic norm;



– «extract from memory» speech, language and social «etalons» of units and elements of which are the appropriate manifestations of speech activity (Zymnia, 2003: 34-42).

Beliefs A. Leontiev, the basic principle of this is the heuristic principle of the organization of speech activity. Its essence lies in the fact that speech activity may provide the link in which the strategy choice of speech and also to provide different ways of operating statement on separate stages of development or speech perception. V. Glukhov, analyzing the concept of A. Leontiev, points to the importance of the theory of the psycho-physiological organization of movements «future model».

N. Bernstein noted that in the consciousness of the individual unity of opposites – two forms of the perceived world: the model of the past – the present, that did happen, and the model of the future. «The second a continuous stream flows and turns into the first. They must be distinct from one another...: the first is unambiguous and categorical, one can only rely on the extrapolation with any degree of probability». Of the possible projected impacts, select one and the action is programmed only for him. And other scientists emphasized that the processes of comprehension, retention, advanced reflection is the internal mechanisms that form the basic operating mechanism of speech is the unity of the two parts – of the mechanism of Association words and their components and create words-the message of the words.

Therefore, the initial phase is expressed in the emergence of content based on intent and intent to implement it and relies on activity of the internal broadcasting, which does not yet have a specific set of language means, but which gives some support for the formation of opinions and incentives of the choice of the language material. Level oral research phase implements a selection of means and methods of formation of own or someone else's thoughts during the speech. This level of planning, programming and internal linguistic organization of the subject, the semantic side of speech activity. The third phase, the executive, which is called the articulatory level, because here the statements goes in the sound code. This level is accompanied by aural reception, that is control of its own broadcast. Thus, the process of speech occurs by the scheme: motive, purpose – formation of opinion – making and the development of thought through the recoding of personal meanings in the linguistic values associated with certain types of characters, the organization of these language signs in foreign speech.

Successful launch condition of the mechanism of speech are:

- motivation and appealing of statements;
- natural intonation;



- compliance statements and the situation of communication;
- emotional coloring;
- increase in speech rate.

### **Conclusions**

Summarizing the studied material, it can be concluded that the successful launch of the language mechanism depends on the formation of foreign language communicative competence. In the process of speech activity, it is necessary to follow three main phases: motivational motive, oral research and executive. Theoretical analysis of the problem research suggests that foreign language communication is possible under the condition of possession of the subjects of foreign language communication language as a means of communication. The level of effectiveness of the communication process due to the level of formation of foreign language communicative competence of actors. Is to say that foreign language competence is a cultural level of oral and written speech and nonverbal verbal behavior. Formation of foreign language communicative competence of students of higher educational establishments of different directions of training at the modern stage of development of the world community should be viewed as a mandatory component of general professional training.

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