

PSYCHOLINGUISTIC PATTERNS OF MASTERY OF A SECOND FOREIGN LANGUAGE

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Summary:The article deals with psycholinguistic patterns of mastery of a second foreign language. In the process of forming metalinguistic consciousness, many mental properties of a person take part and develop: her attention, memory, thinking, motivation, abilities, etc. The presence of metalinguistic consciousness is clearly manifested in real, "natural" bilinguals, that is, people who have spoken two or more languages since childhood.

Key words:metalinguistic consciousness, generalization, interpretation, linguistic skills, communication, methodology.

The main mental processes that determine the peculiarity of mastering as a second foreign language are 1) the forming of a metalinguistic consciousness of the individual; 2) a significant expansion of the scope of application of such a psychological mechanism as a transfer.

The mental state that distinguishes a multilingual person from a monolingua is called metalinguistic consciousness. This is a special form of human language consciousness, manifested as the ability to abstract-logical operations with several language systems (comparison, generalization, interpretation, etc.). This mental state is the result of learning, mastering several languages. In the process of forming metalinguistic consciousness, many mental properties of a person take part and develop: her attention, memory, thinking, motivation, abilities, etc. The presence of metalinguistic consciousness is clearly manifested in real, "natural" bilinguals, that is, people who have spoken two or more languages since childhood. Early study of languages causes them subtle interactions between the cerebral hemispheres (right, specializing in understanding visual signals, figurative thinking, and left, controlling analytical, including speech abilities), as well as between cortical and subcortical brain structures. As a result, bilinguals are ahead of monolinguals in terms of acquiring abstract linguistic skills, which they remain well developed in adulthood.

Compared to monolinguals, they show a peculiar verbal development, preference for other ways of solving linguistic and cognitive problems, surpass peers in abstract thinking, in the ability to symbolize and solve problems, in conceptual flexibility. They have more developed ability to imitate sounds, auditory associations and language guesswork. The linguistic and cognitive "success" of bilinguals is explained by the early formation of their metalinguistic consciousness. Students studying several foreign languages can form a metalinguistic consciousness not similar, but similar to that of natural bilinguals.

The study of several foreign languages raises proficiency in the native language to a higher level, as it helps to realize linguistic forms, generalize linguistic phenomena, and more consciously use the word as an instrument of thought. A student of foreign languages learns new forms of expression of concepts that are differently reflected in the collective consciousness of different people and in their languages, learns new semantic categories. All this is a manifestation of the emerging metalinguistic consciousness. Another psycholinguistic pattern of mastering a second foreign language, which is noticeable from the very beginning of training is the expansion of the scope of action and the intensity of psychological transfer.

Transfer is a complex phenomenon of the psyche, the hidden mechanism of which allows a person to use what he knows in his activities (including speech) under new or relatively new circumstances. This is an objective psycholinguistic process that arises and exists independently of the will and desire of a person. The result of the psychological transfer may be positive or negative. The positive transfer of knowledge, skills and abilities to the field of a new foreign language ensures the acceleration of the process of learning it. There is a rapid awareness of the features of a new linguistic phenomenon or a rapid formation of a skill. A negative transfer result is called interference. Interference is manifested in bilingual speech in the form of deviation from the norm of the studied language under the influence of the native or other known language. Interference is a replacement of the system of rules of the studied language with another, built under the influence of the system of rules of the native or previously studied foreign language. Both positive and negative results of the transfer action are essentially two sides of the same process caused by the contact of several languages in human language consciousness. From the point of view of physiology, positive transfer and interference are explained by the joint localization of speech mechanisms in the cerebral cortex, where several functional systems develop on a single anatomical substrate.

Languages occupy a "common territory" in the human brain. In the linguistic consciousness of bilingualism, a certain "common fund" of linguistic representations is formed. It is formed because a person analyzes the system of a new language through the prism of already known languages, and not through a new appeal to the subject world. The new language begins to be "encoded" in the same "space" in which the native language and foreign languages studied earlier are located. This general fund contains ideas about the universal properties of human language, typical in languages, about the principles on which speech activity in any language is based. Common are, for example, ideas about the distinction between name and verb, proper and common names, vowels and consonants, ambiguity and other facts of the language. Along with general linguistic knowledge in the mind of a multilingual person, there are separately located systems of ideas about different languages, containing details, examples from these languages, specific rules. When choosing a language of communication, language systems enter into a relationship of negative induction (inhibition of one of the systems when switching to another).

However, the relative autonomy of languages in consciousness does not interfere with contacts between them. If one of the contacting systems is more familiar to the individual, then after switching to the system of another language, the usual grammatical, lexical, phonetic models continue to operate in his mind, or components of other languages are included in this system. Negative transport occurs - interference. On the other hand, a multilingual student becomes more frequent positive transfer. The emergence in his mind of a new - third - language

system expands the basis for linguistic comparisons, analysis, generalizations. With the educational experience of a person, his general linguistic fund is also being improved - a system of abstract linguistic representations. This has the opposite positive effect on mastering the specific structures inherent in new studied languages. The more perfect abstract linguistic representations are, the more effectively they help students establish systems of specific parameters for a new language. At the initial stage of training, the attention of teachers is attracted mainly by interference, which is very noticeable. With the imperfect nature of the skills, the student uses all the means at his disposal to "fill" the gaps in his competence in the new language, he relies on his knowledge and skills not only in his native, but also in the first foreign language. The most obvious types of interference are: - phonological interference, which is noticeable in the intonation pattern of speech, its rhythm, articulation of phonemes, in accentuation of speech, change in the type of assimilation, etc. This type of interference is one of the most persistent; - graphic and spelling interference, which manifests itself in writing.

The rules for writing words of another language are transferred to the studied language, what gives rise to spelling errors and graphic inconsistencies; - lexical interference - insertion of foreign language vocabulary into speech in a new language, for example, transferring similar lexical units to a new language with their processing according to the phonetic model of the recipient language, expansion or narrowing of the value of the lexical unit of the new language by analogy with a similar unit in the donor language, etc.; - morphological interference - deviations from the norm, associated with violation of categorical features of parts of speech, arising under the influence of the corresponding categories of interfering language. For example, the assignment of generic signs of a word of an already known language to a noun or the use of inadequate prepositions between a verb and its complement, caused by the "use" of grammatical relations of the donor language for the recipient language; - syntactic interference associated with violations of the compatibility of elements of the recipient language in the speech chain under the influence of models of the compatibility of the language donor. It manifests itself in an unconscious imitation of the syntactic structures of 305 already known languages, for example, in the rearrangement of elements of the syntactic model of the language recipient (violation of word order). In the appearance of one or another type of interference, in the influence of a native or first foreign language, there are patterns, although their effect is not absolutely, but probably. In the field of phonetics, the interfering influence of the native language is stronger, especially in prosody.

At the same time, the relative similarity of words makes it easier for students to understand them, but stimulates interference with production. In the field of grammar, the direction of translation depends on the level of formation of the grammatical structure. The deeper the structure is in the language consciousness, the more significant the influence of the native language. So, when studying predicative categories (time, mood, type), the source of interference is almost always the Russian language as the native language of students. At the surface level of the formulation of thought (syntactic categories, for example), transfer can be carried out both from the first and from the second language to the third. The extensive manifestation of the negative influence of previously studied languages leads to the fact that the teacher's task at the initial stage of learning is often understood as "the fight against interference." However, interference is observed mainly at the stage of developing skills. After the emergence of skill, it usually decreases or disappears altogether, although different aspects



of speech activity in a foreign language require different efforts and different times for this. A feature of the methodology for teaching a second foreign language is not the prevention of interference, but the need to ensure a positive transfer, for which there are all the necessary prerequisites.

A student of a foreign language carries out transfer at many levels, thus optimizing his studies: at the level of thoughtful reactions (mechanisms of perception, memorization, etc.), at the linguistic level, at the level of teaching skills, sociocultural level, etc. Students with a good level of training in the first foreign language use the transfer more efficiently than others, especially those whose skills and abilities in the first foreign language were consciously formed. Older students are actively resorting to transfer. Their analytical abilities have already developed, they study a foreign language consciously, therefore they more often use translation at the level of educational skills and grammatical generalizations.

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