

ABOUT THE PROBLEM OF MASTERING RUSSIAN AS A SECOND LANGUAGE IN THE PSYCHOLINGUISTIC ASPECT

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The Process of mastering a second language, viewed as a phenomenon of linguistic development of personality during it, is not only obtaining of information, it is the person in ontogeny in non-native language, the implementation of human language ability to a new level. Complex nature of mastering a second allows us to consider it from the standpoint of different disciplines. We would discuss some psycholinguistic issues in teaching Russian as a second language.

The main feature of the language as a school subject and speech activity as the object and purpose of learning is that the general principles of this activity are familiar to students. Therefore, the best way of learning a second language is one in which awareness of grammatical structure of the native language occurs, and which in the future could be automated and implemented to a non-native. On this basis, the role of the native language in learning a second language become topical, as well as identifying common regularities for mastering native and non-native languages and specific to each of these cases of features.

Language is the medium of formation and expression of human thought. The essential is that the idea of human concepts is formed by means of the native language, and that the mere mastery of the mother tongue has a spontaneous process by which a person possessed by virtue of a natural process of development thinking in ontogenesis.

Just as there is not really a language in general, and specific national languages, so a universal thinking in the minds of individuals takes a form of the specific native language. Any other language, the study of which starts a man "is applied to form of ready fixed thinking, laid in the matter of the language in which a given individual was learning thinking and more - began knowledge of the world and national-cultural socialization" [2, p.12].

The most subtle analysis of the similarities and differences arising from a psychological standpoint between learning a second language and native was given by L.S.Vygotsky: "Learning a foreign language is a way opposite to that which is the development of the native language. Child learns the native language unconsciously and unintentionally, and foreign language - from awareness and intentionality "[1, p.26].

Child masters the native language by simple imitation in childhood, and only much later when learning grammar at school, these operations become actually conscious and controlled.

Quite different is the process of learning a second language. This way the child begins to explore the alphabet, with reading and writing, with a conscious and deliberate construction of phrases with the verbal definition of the word, with the study of grammar [1, p. 26].

Since the native language is "indigenous inhabitants" of student consciousness, it is quite natural to organize the process of learning a second language in a close relationship with the mother tongue. Anyway, every student is aware of and summarizing the grammatical system of the native language, takes second language through the prism of his knowledge. Another way is psychologically impossible.

Some scientists (S.Krashen) try to tie features of mastering a second language with formal and natural methods of training. In the first case it is appropriate to talk about training, in the second - the acquisition of non-native language. According to S.Krashen [3], language acquisition occurs when a student is involved in natural communication. Emphasizing the differences between learning and acquisition of non-native language, the scientist concludes that in the brain of bilingual is can be stored separately two grammars - Learnt and acquired.

Ideas of S.Krashen require serious attention, because they are based on different types of knowledge generated depending on the conditions of their receipt.

For us, they are of interest in connection with the peculiarities of mastering Russian as non-native language in the Republic of Kazakhstan. In Kazakhstan, there was a kind of linguistic environment that creates unlimited possibilities for natural communication in Russian. Such conditions can be considered as an approximation to the naturalness of communication, free and full realization of abilities and skills in a second language.

References

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