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THE USE OF ASSOCIATIVE CONNECTION SINMENTAL AND SPEECH ACTIVITIES

This article discusses a certain system of knowledge that updates with new information; their integration into the existing system is one of the main issues of teaching students the language and speech. Use of associative communications at interpretation of the text makes sense when it is demanded to make not only cogitative, but also speech actions with language material. Especially it concerns productive types of speech activity. 4 types of associations are allocated, each of which corresponds to a certain group of the tasks united in one system. Unit of cerebration and the simplest element of knowledge are associations in their polytypic manifestations: local, part-systematic, intrasystem and intersystem.

Key words: speechactivity, typesofassociations, systemoftasks.

Аманбаева Ю.К.
Ойлау және сөйлеу әрекетіндегі ассоциативті байланыстардың қолданылуы

Бұл мақалада жаңа түрінде меңгерудің белгілі бір жүйесін талқылайды; қолданыстағы жүйесіне олардың интеграция студенттерге тілімен сөз оқытудың негізгі мәселелердің бірі болып табылады. Олар тілдік материалмен сөйлеу актілерінің психикалық ғана емес талап кезде мәтін түсіндіруде ассоциативті байланыстарды пайдалану мағынасы. Бұл өнімді сөйлеу қызметінің әсіресе болып табылады. Бірыңғай жүйеге тапсырмалар нақты тобына сәйкес олардың әрқайсысы бірлестіктердің 4 түрі бар: жергілікті, жеке системдік, ішкі және аралық жүйесі: психикалық қызметтің бірлік және білімін ғана элементі, олардың әртүрлі нысандарда бірлестігі болып табылады.

Түйін сөздер: сөйлеу қызметі, бірлестіктердің түрлері, жүйе міндеттері.

Аманбаева Ю.К.
Использование ассоциативных связей в мыслительной и речевой деятельностях

В данной статье рассматривается определенная система знаний, которая пополняется новыми; их включение в уже имеющуюся систему является одним из главных вопросов обучения студентов языку и устной речи. Использование ассоциативных связей при интерпретации текста имеет смысл тогда, когда они требуют не только мыслительных, но и речевых действий с языковым материалом. Особенно это касается продуктивных видов речевой деятельности. Выделяются 4 типа ассоциаций, каждая из которых соответствует определенной группе заданий, объединенных в единую систему. Единицей умственной деятельности и простейшим элементом знания являются ассоциации в их разнотипных проявлениях: локальные, частносистемные, внутрисистемные и межсистемные.

Ключевые слова: речевая деятельность, типы ассоциаций, система заданий.

There are different approaches to the tasks system construction in the methodical literature, which is devoted to the problems of development and improvement of speech based on socio-political field subjects. In the process of the expressive speech's psycholinguistic features definition in the given functional type, in conjunction with the functional-stylistic features of texts of certain speech genres, the above-mentioned authors creates the corresponding task systems. Such kind of task system do not affect information that is «pulled in» into the text by associative connections and connotations, which invisibly present not merely in every kind of text, but also in any specific communicational situation. Any man has a certain system of knowledge, which is being constantly supplemented by new knowledge; integration of new information to an already existing system is one of the main issues of language learning in general, and particularly in oral speech. Knowledge is the element of mental activity that ensure the unity and integrity of thinking, as well as its activity. However, this integrity and unity is not the result of separate and isolated knowledge, but the result of their most complex and diverse system.

Detailed study of the abovementioned task systems led to the conclusion that they do not address the problem of systematizing knowledge from various spheres of human, political, economic, social, moral activities, etc. At the same time, the gradual movement of thought from concrete facts, phenomena, events and their signs, which are indicated in the newspaper or journalistic text, to the exposition and interpretation of information, makes it possible to create an integral picture of the phenomenon. It is constantly involving all the connections and relations features of the event, phenomena, fact or object, which are typical for them, in the thinking process. According to the G. V. Kolshansky, «... the most important feature of the object is an unlimited number of its properties that cannot be simultaneously cognized and fixed in the language» [1, 168]. Purposeful identification of various properties of the object, their analysis and comprehension, the movement of thought from concrete to abstract, stimulates the mnemonic activity of the students. This process leads to creation of the «miniature» system of knowledge on this object, which is then integrates in the general system of knowledge of each student, because «... the further the analysis is advanced, the wider the synthesis is, that releases generalization contained in the concept».

Proposed system of tasks is based on the YuriiSamarin's theoretical concept of mental activity – «Theory of associative connections». According to the conceptual data of this theory, the analytical unit of mental activity and the simplest element of knowledge are associations in their various types: local, part-system, intrasystem and intersystem. The usage of associative connections in the newspapers style text interpreting, as well as for any other style, makes sense when they require not simply cogitative but also mainly speech actions with linguistic material. Especially it concerns productive types of speech activity. YuriiSamarin identifies four types of associations, and in our opinion, each of which should correspond to a certain group of tasks, united in a unified system.

The mechanism of speech activity at the local association's level manifests itself in the accumulation of knowledge on a particular topic (problem) and in the ability to relate them to each other. Part-system associations implies the «discovery» (detection) of the private knowledge about any subject, fact, phenomenon and their correlation with an existing knowledge foundation.

Intrasystemic associations make it possible to connect the «known» with the «unknown», rethink the «known» from a new angle. The origins of inter-system associations are within the very system of the relevant academic subject, they forms the integrity of the thinking activity and allows you to generalize theoretical knowledge and practical actions and approach the consideration of a particular fact, phenomenon, event based on the life experience, interests, points of view, beliefs.

There are main features of tasks system constructed by us, whichdiffers it from another works, or a series of exercises used in activities to enhance learning activities. They are the following: the complex nature of tasks, which manifests themselves in the attraction and use of associative connections in the various ways; their connection with the main and additional sources of information; gradual increase in difficultness; systematicity and purposefulness in mastering the skills for improving both oral and written speech, which in general creates the opportunity to control students' speech activity. Considering the psycholinguistic characteristics of the activation process, we use four types of associative connections that contribute to its formation and improvement on the basis of the tasks' system proposed below.

Type I is called *local associations*. They are the simplest element of all knowledge and arise not

only in the sources of knowledge, but are formed even when the knowledge accumulation process is not systematic enough, or when knowledge is not fixed and does not correlate with each other. Local associations can also appear in the case when a number of less bright associations fade away and as a result, instead of a knowledge system, there are only separate «islands» – local associations. Local associations can have different forms – individual words, phrases and concepts behind them, dates, answers to the questions: what, where, when, etc. Simply put, they are in the forms of the simplest information from any text. Local associations form associative chains, which along with individual associations require special purposeful work on their systematization, because without elementary knowledge, the transition to a more complex task is impossible. Thus, local associations are a platform for building an extended knowledge system.

Type II – part-system associations. They are the simplest system of associations, limited by given text (paragraph, chapter, article, etc.) – private knowledge of any subject, fact, event, phenomenon. Despite the fact that the mental activity is considerably limited in its resources and possible results, however it has all the necessary features of the thought act, since it compares, isolates and generalizes, makes the simplest classification of the isolated conclusions, and do other types of analysis. Part-system associations are an essential stage in the formation of knowledge and the basis of associative chains of higher levels. They are a necessary stage in the process of organizing knowledge and thinking of students.

Type III – intrasystem associations. This is the type of associations and associative chains that makes it possible to unite the activity of a person, the content of any academic subject or scientific discipline in a single system according to particular features, which have their own system of related concepts and representations connected with each other and where they have one leading idea or a certain logic and systematization of actions. In this case, we are talking about a new level of mental activity in human development, because mental activity transcends individual facts, events, phenomena, it separates common and similar ones. On the one hand – it simultaneously sees specific features in them, and on the another hand – different features.

Consequently, knowledge at the level of intra-system associations are correlated with each other and is subordinated to the leading ideas of this

knowledge system, which is acquired in the process of learning and independent searches, as well as personal experience in this field of activity.

This knowledge serves as the basis for the developing method of mental activity in this field. At the same time, appropriate skills and habits will be developed, which make it possible to apply the acquired knowledge.

Type IV – intersystem associations are different systems of knowledge, skills and abilities. These systematizations can go both along the lines of different content knowledge, and in the line of interconnection of theory and practice within a certain content of knowledge.

Inter-system associations are at the highest level of mental activity, since they allow us to approach the phenomenon in different systems of connections.

Inter-system associations include a diverse synthesis of knowledge and skills, systematized in the process of mental and practical activities. This is the fact that allows us to speak of a holistic character of a system of views and beliefs, as well as a system of modes of action of the individual in their inseparable unity. Thus, by systematization of the diverse types of activities experience, it forms the method of mental labor.

With a reference to general provisions of the theory of associative connections and proceeding from the specific features of the learning activity energization process, we summarize that the abovementioned four types of associative connections can be used as the basis for the creation of a system of tasks. The development of inter-system associations is complex and contradictory. It starts at the earliest stages of training, wedging itself into the process of forming part-system and intrasystemic associations, and forming throughout the life of a person on the basis of extending life experience, interests, points of view and beliefs, generalization of theoretical and practical actions.

In accordance with the number of associative connections and taking into account their qualitative features, we have identified four following types of tasks:

1. Assignments at the level of local associations.
2. Assignments at the level of part-system associations.
3. Assignments at the level of intra-system associations.
4. Assignments at the level of intersystem associations.

Ultimately, inter-system associations forms the integrity of mental activity that manifests in behavior

(ideology and principles) and in the course of mental operations (consistency, conditioned by the formed system of knowledge and beliefs of man). Inter-system associations can also be examined through the prism of updating educational information.

Therefore, we recommend to consider studying the learning process from the point of view of the necessity to find ways to update the educational information and, accordingly, to enhance the learning activity.

We tried to ensure that assignments of each type would contribute not merely to the formation of associative connections, but also to the stepping up of student learning activities.

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