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ABOUT SOME DIFFERENCES IN LEARNING A SECOND LANGUAGE IN EDUCATIONAL AND PROFESSIONAL AND EXTRAOCCUPATIONAL COLLOQUIAL FIELDS OF COMMUNICATION

Article is devoted to learning a second language and its acquisition in the educational-professional and extraoccupational colloquial fields of communication. The author considers the two points of view on the acquisition of language. According to the author, the distinction between explicit / implicit, «learned» / «acquired», automatic / controlled information processing can be discussed in respect extraoccupational colloquial fields, talking about mastering of a second language in general (outside the scope of its use) is not correct. Differences in learning the language in everyday, household, educational and professional spheres are linked primarily to the definition of its methodological role in these areas. In extraoccupational colloquial fields the language is used primarily as a means of communication, and in the educational and professional its role as a means of scientific knowledge is highlighted.

Key words: language teaching, language acquisition, second language, the way of mastering a second language, types of linguistic knowledge, «acquired» and «learned» knowledge, educational and professional extraoccupational-colloquial fields of communication, language personality, communication sphere, communication situation.

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Кәсіби оқу мен күнделікті тұрмыстық сөйлеуде екінші тілді меңгерудің кейбір ерекшеліктер

Мақала кәсіби оқу мен күнделікті тұрмыстық сөйлеуде екінші тілді оқыту мен меңгеру жолдарына арналған. Автор тілді меңгеруде 2 түрлі көзқарас бойынша қарастырған. Автордың ойынша, автоматты / бақылаулы ақпаратты өңдеуді шектеу күнделікті тұрмыстық салада талқылануы мүмкін. Күнделікті тұрмыстық және кәсіби оқу саласында тілді меңгерудегі айырмашылық біріншіден оның осы саладағы методологиялық орнымен байланысты. Күнделікті тұрмыстық салада тіл сөйлеу құралы ретінде қолданылады, ал кәсіби оқу ғылыми танымдық құрал ретінде алдыңғы жоспарға қойылады.

Түйін сөздер: тілдерге оқыту, тілді меңгеру, екінші тіл, екінші тілді меңгеру жолдары, тіл білімдерінің түрлері, «адал еңбекпен тапқан» және «жаттанды» білім, Кәсіби оқу мен күнделікті тұрмыстық сөйлеу саласы, тілдік тұлға, тілдесу саласы, тілдесу ортасы.

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О некоторых отличиях в усвоении второго языка в учебно-профессиональной и обиходно-бытовой сферах общения

Статья посвящена вопросам обучения второму языку и его усвоению в учебно-профессиональной и обиходно-бытовой сферах общения. Автором рассматриваются 2 точки зрения на усвоение языка. По мнению авторов, разграничение автоматической / контролируемой

переработки информации может дискутироваться в отношении обиходно-бытовой сферы, говорить об усвоении второго языка вообще (вне сферы его употребления) не корректно. Различия в усвоении языка в обиходно-бытовой и учебно-профессиональной сферах общения связаны в первую очередь с определением его методологической роли в этих сферах. В обиходно-бытовой сфере язык используется, прежде всего, как средство общения, а в учебно-профессиональной на первый план выдвигается его роль как средство научного познания.

Ключевые слова: обучение языкам, усвоение языка, второй язык, пути усвоения второго языка, виды языкового знания, «благоприобретенное» и «выученное» знание, учебно-профессиональная и обиходно-бытовая сферы общения, языковая личность, сфера общения, ситуация общения.

Introduction

For the modern language teaching is characterized by a shift of the emphasis from the teaching individual to the learning individual – «you can not teach language, language can be learned.» In other words, the focus of the Methodist theorists is not so much a learning process, but the process of language acquisition. There is an urgent need for new objective data backed up not only by empirical research, but also by serious theoretical basis of all the factors involved in learning a second language (didactic, linguistic, psycholinguistic, cognitive and others.). This state of affairs reflects not so much the need to introduce new methods and techniques of learning but to develop a new methodology, because the methodology aside from getting applied also becomes a theoretical science that deals not only with the general and specific (dealing with technology) issues of sharing the knowledge, skills, the ability to communicate, but is intended to give information on the objective knowledge whereon the language acquisition process is based.

Method: secondary research. Two points of view on the way of mastering a second language

The process of mastering a second language as part of knowledge is an activity at the cognitive level: complex processing the information obtained by mastering a second language, operations with existing knowledge, use of knowledge. Processing the new or obtained information assumes its understanding, assimilation, correlating with available information, followed by the assessment of practical utility, stored in memory, automatic reproduction. The process of knowledge is accompanied by the processes of decision-making, evaluation, knowledge conversion process in relation to the situation, the generation of new knowledge in the form of hypotheses, creative products, etc., the speech processes.

Understanding how is the receipt, storage and reproduction of language skills, in the end, makes it possible to explain the wide range of issues related

to the process of learning a second / foreign language and speech production in the target language.

There are two points of view on the way of mastering a second language. The first is linked to the ideas of Krashen, which separates two kinds of linguistic knowledge – «acquired» and «learned». «Acquired», according to him, takes place automatically in the course of natural communication, where attention is focused on the student's sense of the messages. «Learned» takes place as a result of targeted training, when the formal signs of a second language are accented. These two kinds of linguistic knowledge, according to Krashen, exist separately and are not related to each other [1, 144-158].

The second view (D. Salinger, Bialystok E., W. Schneider, R. Shriften) also recognizes two kinds of linguistic knowledge, but it is noticed that they are not autonomous. «Learned» (explicit in the terminology of E. Bialystok) knowledge can turn into the «acquired» (implicit, E. Bialystok) and vice versa, and the practice is the mechanism by which «learned» knowledge is «acquired» [2, 19-23].

It seems that the distinction between explicit / implicit, «the learned» / «acquired», automatic / controlled information processing can be discussed in respect of extraoccupational colloquial fields, where language learning is indeed possible and happens in real life in the natural communication without emphasizing formal signs of linguistic phenomena. Moreover, in our view, to talk about mastering a second language in general (outside the scope of its use) is not quite correct.

Discussion: Understanding speech pattern situations

Understanding speech and subsequently its production in natural communication conditions is largely determined by extralinguistic factors, primarily the situation. «The specified meaning» is associated in the mind of the learner with the situation, he does not focus attention on the formal apparatus of linguistic phenomena, and in the course

of the accumulation of communicative experience, he corrects his achievements in mastering the language. Let us make an obvious example. 1st year student from China (expatriate community), studying the Russian language within 3 months, but living in Kazakhstan for more than a year, a situation that has arisen in the lesson of the Russian language – to a noisy discussion of some problem by her bandmates – responded as follows: «What's the rumpus?» The reaction can be called adequate in terms of implementation of the intention, but not correct in terms of the rules of etiquette – a lesson at the university, the official communication situation. Formal features of this linguistic phenomenon in class were not practiced, ie, she would not be able to build a similar statement (according to the speech sample): «What is the man?», «What's the movie?», etc. But in her mind the linguistic instrument was fixed for the specific situation.

L.V. Szczerba, contrasting spoken language and literary language, calls the literary language «independent dialect, but of a special type» – a supradialect dialect, «...»it is the second language for all speakers of the dialect, but the second, which is the first in significance, according to its social role «[3, 134]. Scientific style of speech similarly to L.V. Szczerba's view can be called a «second language», even for native speakers. The success of mastering this sector depends directly on: 1) the number of the text read: 2) on the regularity of classes: 3) on the depth of understanding: 4) on the consistency in the organization of the material. When learning a second language, in our opinion, the disparate texts from different areas of knowledge are not conducive to the formation of «information base» of the specialty, as the learner is to show, and the teacher is to see the logic of the subject development and logic in the expression of the meanings in the target language *at the same time* (the formation and formulation of ideas).

Basic Sciences begin to be studied by a native speaker in the middle tier of secondary school, ie speaker masters the language of science gradually, by internalizing the subject, he learns the language.

In the educational and professional sphere as the most difficult for mastering even in their native language, extralinguistic factors do not matter, set of situations, in the traditional sense, is insignificant and standard, «defined meanings» in the mind of the student are not formed, and to understand them out of the situation is not possible .

It is necessary to differentiate between the concept of «situation» for extraoccupational-colloquial and the educational and professional

spheres. The first one features interpretation of the situation as a certain extralinguistic state of affairs, defining socio-verbal behavior of communicants. Such understanding is linked to the study of means of ensuring illocutionary acts and speech etiquette. Obviously, in respect of professional field this definition of the situation is not applicable.

M.V. Vsevolodova in relation to the communicative syntax offers the following definition of the situation: «This is a state of affairs, the event displayed in the content of the statements and is not connected directly with the situation» [4, 67].

O.D. Mitrofanova considers the meaning of the scientific text as the logical-semantic group or meaning-speech situation, which it defines as «a set of external conditions in relation to the language («realized situation,» «speech situation») encouraging the use of certain models, or speech samples on the one hand, and as a means of organizing linguistic material by the statement objective, i.e. situationally («structural grammatical organization»), – on the other hand, «[5, 136]. In other words, the situation in the scientific speech can be considered as a type of scientific information. In this aspect, the situation range is wide, but is finite and countable, unlike extraoccupational colloquial sphere of communication.

Differences in learning the language in extraoccupational colloquial, educational and professional spheres

Differences in learning the language in extraoccupational colloquial, educational and professional spheres are linked primarily to the definition of its methodological role in these areas. In extraoccupational colloquial fields the language is used primarily as a means of communication, and in the educational and professional its role as a means of scientific knowledge is highlighted.

Mastering the language (second, and native) in the educational and professional field happens through the visual channel – through the reading of educational and scientific literature, and hence the communication process here has its own characteristics. Reading the educational and scientific literature can be regarded as an independent and, moreover, the main form of communication in the educational and professional field.

Research shows that the quality of mastering the material depends on the method of obtaining information and the degree of activity of the learner. In training a person internalizes, according I.A. Chernyh, 10% of what he reads, 20% of what

he hears, 30% of what he sees, 50% of what he sees and hears; 80% of what he speaks; 90% of what he did himself. [6,58] It leads to a logical conclusion – reading is the most difficult sphere of activity to master, in particular educational and professional reading.

The process of mastering a second language as part of the educational process, integrative in nature, is integrative too. On the one hand, it is determined by social purposes, and on the other hand by professional ones. In this regard, one can speak of external socialization of the secondary linguistic personality in the process of its mastering the language, as the identification of personality is performed in the multilingual society: its status is determined along with the role, correlation with a certain group in society. On the other hand, the external socialization is only possible thanks to internal socialization of personality, which is provided in the course of forming the individual conceptual system of the foreign language speaker by means of the learned language. Due to its formation, the foreign language speaker can realize himself as a personality, including a professional personality in the multilingual area. The system of scientific knowledge, forming professional competence, performs the role of actualizer of the process of personality socialization [7, 7].

In the educational and professional spheres two kinds of language knowledge («learned» / «acquired») are closely interrelated, interdependent and interconditioned. The acquisition of linguistic knowledge in this area is not possible without education. Access to information base of the specialty is restricted to the student without prior controlling working out the formal signs of «symbolic» elements of the specialty language. However, knowing the formal signs of linguistic phenomena does not automatically lead to their free use. Between «I know» and «I can» there is a long way of communicative learning, in conditions close to natural. Mastering the language of the specialty can only be based on the natural functioning texts, which are systematically organized. The more texts are read and comprehended, the greater arsenal of tools for expressing the «given meaning» will be held by a learner. Operations with the text should be motivated by the natural intellectual activity – request for information and its receipt, interpretation and reporting (reconstruction) – during which the key information is repeated. This repeatability of linguistic phenomena allows the learner, without focusing on their formal characteristics (however,

aware of them), to comprehend the information in a particular linguistic form.

«Learned» knowledge, according to Krashen, consists of metalinguistic rules, which are formed as a result of targeted training, where the formal signs of a second language are accented. As part of the purposeful training our positions coincide. As for metalinguistic rules, it must be noted that the rules applicable in the form of finished formulations, do not very often work, ie they are «safely» forgotten. We can assume that the students form their own distinct representation of these rules (not always in a verbal form), as learned rules can not be considered by them as providing verbal behavior or understanding. The rules are perceived as facilitators of knowledge, as an approach to getting their own speech experience. It appears, that the speech experience of the student can be and should be generated. Observation and analysis of linguistic phenomena in this sense can be considered as the primary method of forming explicit knowledge, as is the case in mastering the native language in teaching and professional field. Jobs with the wording: «Note ...», «Compare ...», «Analyze ...» etc. to work with the text in the specialty should occupy an important place in the training to professional communication.

In extraoccupational colloquial sphere of communication the secondary language personality is realized at the verbal and semantic level. Educational and professional sphere requires a higher level of its realization – thesaurus. Individual knowledge base of the linguistic personality is formed through processing both verbal and perceptual, cognitive, affective experience of human interaction with the environment. A processing of language material in speech organization of a human, in turn, «gives the specific products that are different from the product of metalinguistic activities of a linguist – a descriptive model of language» [8, 78].

Conclusion

Language personality structure is composed of three levels: 1) verbal-semantic, involving normal possession of the natural language for a native speaker, and the traditional description of the formal means of expressing certain values for a researcher; 2) cognitive, units of which are concepts, ideas, concepts, formed by each language personality in a more or less orderly, more or less systematic «picture of the world», reflecting the hierarchy of values. The cognitive level of linguistic personality arrangement and its analysis supposes the meaning expansion and transition to the knowledge, and thus covers

the intellectual sphere of a personality, providing a researcher with a path through the language, through the processes of speaking and understanding – to knowledge, consciousness, processes of human cognition; 3) pragmatic, covering the goals, motives,

interests, attitudes, and intentionality. This level in the course of the language personality analysis provides for natural and conditioned transition from the estimates of its speech activity to understanding the real activity in the world [9, 3-8].

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