

Peculiarities of Person's Speech and Thought Activity in the Context of Multicultural Education

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Abstract: The article discusses the necessity to develop organizational and pedagogical conditions of optimizing speech and thought activity taking into account individual speech experience of students. It also displays the problem of bilingualism and multilingualism in the context of multicultural education. The aim of the research is to identify peculiarities of the person's speech and thought activity in the context of bilingualism. The analysis of students' speech and thought activity demonstrates that the level of the speech and thought activity is connected with the bilingualism type and prediction component of thought. The latest is peeped in the ability to make a lingual guess, assess the linguistic probability of the word appearance and is based on the full analysis of cause-and-effect relations and the flexibility of thought while making speech assumptions. It has been determined that high level of prediction abilities is necessary for successful development of the person's speech activity. The necessity to develop students' speech and thought activity in the context of bilingualism within the educational process of higher school has been proved.

Key words:Speech and thought activity % Bilingualism % Prediction component of thought % Multicultural education

INTRODUCTION

The person's speech activity along with the structural meaning is characterized by the productivity and intensity peculiar of it. And issues related to the formation of high quality speech activity in the context of the multicultural education are often undeservedly remained untouched. That's why the problem of speech activity is one of the most urgent ones both in theoretical and practical respect. Its value for psychology is stipulated by the fact that learning to speak is tightly related to the person's intellectual development. Speech activity is understood as a deeply individual realization of specific thought content as a form of reflecting objective attitudes of objects and events of the reality.

The thought, the subject of the speech activity, is realized in the external speech in accordance with the speech production model. It is the procedural aspect of speech production that is characterized by the uniqueness with each individual. The level of the development of speech and thought activity influences not only the efficiency of studying at school and higher educational establishment and perspectives of further

educational and research activity but also the ability to establish business and professional contacts in the multilingual environment, act as an effective participant in the intercultural communication.

In recent decades one can find various approaches to understanding and defining speech as the activity (verbal communication activity, communication activity, speech activity) in researches' works. Activity direction was put by the linguistic understanding of the speech as a specific activeness (activity) by W. Humboldt [1], F. Saussure [2] and the provision of L.S. Vygotsky [3] about the word meaning as a unity between the communication and generalization as well as sign-oriented meanness of the communication process.

In the process of communication and changing information the speech activity is presented by several types defined according to two grounds: the communication form (oral, spontaneous or writing, mediate) and character of the speech activity direction: "from the thought to the word" or "from the word to the thought". Depending on the ground of their definition, the types of speech activity are connected in pairs as "speaking - listening" and "writing - reading", depending

on the communication form. Pairs “speaking - writing” and “listening - reading” reflect the character of the activity itself: acceptance or production of the message.

The variety of activity descriptions stipulated, above all, by the complexity of the research object, is explained by the use of various approaches, analysis schemes, ways to single out structural components and their connections. There is not singularity in understanding the conditions of the speech activity. Many researches offer to regard the bilingualism situation as an important condition [4-7].

As far as it concerns the Republic of Tatarstan, it is reasonable to speak about the development of bilingualism (the Russian language and the national republic language, i.e. Tartar) or multilingualism (Russian, Tartar and a foreign language). The notion of bilingualism, multilingualism, plurilingualism, heteroglossia are defined as identical notions and mean the use of several languages within a specific community (above all, the state), the individual's (a group of persons') use of several languages each of which is chosen in accordance with the specific communicative situation. The problems of bilingualism and multilingualism in terms of a new language situation, two-sided bilingualism and multilingualism are regarded as the social need. Thus, the multilingualism causes the students' difficulties related to the interference of three and more language systems.

According to H.H. Amshokov [8], the basic problem of bilingualism includes the peculiarities of the contacting languages structures interrelation. However, the researcher mentions its various aspects as the most important factors of this interrelation. Characterizing the bilingualism as phenomena, E.M. Vereshchagin [7] denotes that the bilingualism can be defined as the person's ability to use two language systems while communicating. The speech activity in the native language is comprehensive as it includes all stages from the motive to the self-correction if the product of the speech activity – text – does not correspond to the standard. The speech activity in a foreign language does not have the self-correction stage as there are no “internal” standards and the correction has an external form.

In order to continue the development of the speech activity, I.A. Zimniaya [9] defined the speech activity as follows: “Speech activity is an active, purposeful, motivated, meaningful (objective) process of production and (or) acceptance of the thought (will, feelings expression) formulated through the language and focused

on satisfying communicative and cognitive need of the person in the process of communication”.

The process of speech communication is based on all types of the speech activity. Efficiency and success of the speech activity depends on the level of person's skills of these types of the speech activity.

Reaserch Organization and Methods: For the purpose of empiric study of the peculiarities of the speech activity, determination of linguistic capabilities and definition of the bilingualism type, the students' speech and thought activity was researched through the use of the association experiment [10].

Direct association experiment was used in order to study the level of word reactions development. This research was based on the discovery of the character of association connections established between the motivation word and the reaction word. The motivations word was offered in the native language and the testees' reaction words were firstly registered in the native language and then in the foreign one. The materials included the following types of associations: syntagmatic, paradigmatic, logical and peripheral. As far as it concerns the grammatical classification of associations, the paradigmatic reaction means the answer word that belongs to the same part of speech the stimulation does and the syntagmatic reaction means the reaction with a word of another part of speech. For example, the reaction to the adjective is the noun.

Logical connections suppose the availability of strong meaningful connections, sense connections between stimulations and reactions. If such connections are found, it means the testee transfers central reaction. If there is no such connection or it appears on the level of potential, insignificant components of the lexical meaning of words under comparison, it is a peripheral reaction.

“Prediction ability” method was used to research the prediction component of thought [11]. The testees were offered to choose the most suitable statement out of 20. The prediction ability was determined by such thought characteristics as analyticity, depth, awareness, flexibility, prospect, argumentativeness. As a whole, the method that was used contains 16 indicators according to 6 characteristics of thought – thought depth, analyticity, awareness, flexibility, prospect and argumentativeness. It is known that each characteristic is rather comprehensive. That's why the method author singled out from two to four characteristics for each of them.

The sample group included 100 senior students of the Institute of Pedagogy and Psychology of the Kazan Federal University. Resting on the results of determining the bilingualism type, students' samples (Russian monolinguals and persons with coordinated bilingualism; and persons with subordinated and mixed bilingualism) were formed.

The initial empiric data was processed using the methods of statistic and correlational analysis.

RESULTS DISCUSSION

In the native language the reactions of the group testees were mainly central and paradigmatic in accordance with the characteristics of adult native speakers. However, the analysis of reactions in a foreign language showed a more considerable difference in samples.

The most frequent associations were paradigmatic and central logical connections, i.e. strong meaningful connections between the motivation and reaction which as a rule belonged to one part of speech, for example, "army – soldier". Syntagmatic associations when the motivation and reaction belonged to different parts of speech were less wide-spread. However, even in such cases the meaningful connection was observed between them. It witnesses about good mastering of languages, sequence of thought processes of testees as well as the sufficiency of analytic reactions, the testee's ability to easily single out the similarly ranged objects and their characteristics.

Increasing of association reactions gives evidence of the bad language knowledge, possible infringement of dynamic thought peculiarities – retardation, discontinuity of thought processes, etc. Increasing of syntagmatic reactions gives evidence of the insufficiency of analytic reactions, thought comprehension. According to L.S. Vygotsky [3], it makes up the specificity of the child's thought, infancy thinking of the testees with the domination of this type of reactions. However, sometimes it can be a consequence of individual psychological peculiarities of the testee according to the right brain asymmetry.

At the next stage the testees were offered oral and written tasks. While analyzing the products of the students' speech activity, the objects of the qualitative estimate included:

- C Motives of the educational and speech activity;
- C The ability to plan and create the utterance intention;

- C The ability to realize the intention in the external speech;
- C The ability of self-control (sense bearing and linguistic).

The following parameters were the criteria of the qualitative estimate of the efficiency of mastering speaking:

- C Defining the utterance theme;
- C The total number of phrases, pronounced or written;
- C The number of gross language mistakes that prevent the speech understanding;
- C The text correspondence to the theme, plot, situation;
- C The utterance consistence and sequence;
- C Lexical variability;
- C Grammatical variability.

The following four parameters defined the level of the speech activity productivity:

- C Speed of mastering new material;
- C Accurateness;
- C Self-consistency;
- C Flexibility.

On the basis of the analysis of the speech activity products and study of the testees' productivity of the speech activity, we have determined the bilingualism types that take into account the bilingualism level. The person with the coordinated bilingualism has two independent word systems (the student has two well-developed semantic bases and depending on the speech situation he easily skips from one semantic base to another, i.e. he speaks any of these languages easily and correctly). The person with the subordinated bilingualism has mainly the system of his native language (the student easily speaks his native language but he badly understands and speaks the second language; his speech in the second language is abundant in speech defects and the absence of the communicative focus on the communicator – listener). Besides, the development of artificial bilingualism as a particular case of the mixed bilingualism was observed with students. It is the case when both semantic bases are poorly developed. And as an imperfect bilingualism supposes unbalanced bilingualism and domination of one of the languages, the dominating language of the bilingual person is mainly interfered (negatively influenced by the native language). Mastering the second language is not a mere

Schedule 1: Differences Analysis according to Prediction Abilities in Tested Groups

Groups	Prediction ability							
	Thought features	Depth	Analyticity	Flexibility	Awareness	Perspective	Argumentativeness	Integral indicator
Russian monolingual speakers and students with coordinated bilingualism	Central case	2.48	3.68	6.68	3.36	4.96	5.12	11.28
	Index of variability	0.59	0.48	1.07	0.81	0.73	0.6	1.86
Students with subordinate and Mixed bilingualism	Central case	2.20	3.13	6.83	3.21	4.47	4.31	9.49
	Index of variability	0.44	0.7	0.49	0.54	0.76	0.71	2.29
	t-empiric	10.78	13.36	-1.32	3.21	7.19	13.88	3.98
	Accuracy level	0.01	0.01	-	0.01	0.01	0.01	0.01

accumulation of the language material (rules); it is the reconstruction of the person's speech mechanisms for the interrelation and further parallel use of the two language systems.

Taking into account that the speech activity is tightly related to the peculiarities of the thought process and according to N.I. Zhinkin [12], the basic mechanisms of speaking are the ones of understanding and advance reflection, the communication success is related to the development of the meaning perception and thought prediction. The concept about a probable regulating of the text elements is well-known. According to it the language speaker's speech experience (that is characterized by specific subjective ideas about the probability of the hierarchy of the speech elements) allows him to predict the forthcoming speech situation and build his speech activity in accordance with this prediction [13]. Thus, at the next stage we studied the thought quality and the prediction component of thought in the testees' samples depending on the bilingualism type.

According to the results of weighting the levels of the prediction ability development in the speech activity, the majority of students (Russian monolinguals and persons with coordinated bilingualism) have a middle level of the prediction ability development in the speech activity, namely 67% and 33% have a high level of this ability development. The results of the second students' sampling (students with subordinated and mixed bilingualism) according to this indicator have the following tendency: 50% of the testees have a middle level, 10% have a high level and 40% have a low level. On the data basis we can make the conclusion that Russian monolinguals and students with coordinated bilingualism have the whole variety of prediction abilities in the speech activity such as the language guess, ability to assess the linguistic probability of the word appearance and advance speech perception.

The research results showed that individually psychological characteristics of thought in various groups differ in terms of depth, analyticity, perspective and thought argumentativeness. It is natural that they are reflected in the peculiarities of the speech activity in a qualitative manner.

CONCLUSION

It has been determined that the level of the speech activity productivity is related to the type of the language or languages mastering: relatively high level of speech actions is peculiar of Russian monolinguals and persons with coordinated bilingualism. They appear to have well-formulated language base of both their native and foreign language. It allows them to perform speech activity with a high competence in both languages. Good knowledge of languages does not aggravate the dynamics of the thought process and students can communicate both their native and foreign language without difficulties.

Persons with subordinated and mixed bilingualism considerably differ from such groups. In such groups the domination of the native language is not observed and it prevents from forming coordinated bilingualism. We determined a mixed type of bilingualism in the majority of testees, i.e. because of the poorly formed base of the native language there is no opportunity to form the base of a foreign language. It causes discontinuity of thought processes.

The experiment denoted that Russian monolinguals and persons with coordinated bilingualism have the whole variety of prediction abilities in the speech activity. Their thought is characterized by depth, analyticity, awareness and perspective. They can theorize, find cause-and-effect relations between phenomena, they can base on the full analysis of cause-and-effect relations to a greater extent while analyzing a phenomenon. They have a higher level of suing notions. As a rule, they establish close cause-

and-effect relations, realize the plan goals and have a greater perspective of searches while making speech hypothesis.

Thought in the group of students with subordinated and mixed bilingualism is characterized with the reduced criticism and analyticity. These students are apt to establish cause-and-effect relations that do not exist and negatively influences the ability to see into the material sense, discover the reasons of phenomena and predict consequences. Low criticism of thought does not provide sufficient analysis of the offered hypothesis. It is reflected in the inclination to make conclusions and generalize on the basis of singularities.

So, the results received while researching the peculiarities of the person's speech and thought activity in various situations allow to develop psychological basis for optimizing speech and thought activity in the context of multicultural education taking into account individual speech experience. The development of students' speech and thought activity in the context of multicultural education becomes an obvious necessity while creating psychological and pedagogic conditions in the context of educational process of the high school.

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