

УДК 81'246.3

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ВЗАИМОВЛИЯНИЕ ЯЗЫКОВ ПРИ УСВОЕНИИ ЯЗЫКОВЫХ ЕДИНИЦ

Описаны результаты экспериментального исследования. Результаты выявляют особенности многоязычия иностранных студентов. Описаны связи, возникающие при усвоении повседневных слов и терминов.

Ключевые слова: идентификация слов, английский язык, русский язык, бирманский язык, единицы речи, экспериментальное исследование

MUTUAL LANGUAGE INFLUENCE ON LANGUAGE UNITS MASTERING

The results of an experimental study are described. The results reveal multilingualism features of foreign students. Connections arising in mastering of everyday usage words and terms were revealed.

Key words: word identification, English, Russian, Burmese, speech units, experimental research

Languages are in contact and are the result of centuries-old interaction of many languages. Each nation unconditionally has its own set of words, expressions, and terms. However, people also tend to borrow these linguistic and speech units from outside. Language interaction is also considered at the level of word identification or recognition. From the point of view of psycholinguistics, word identification is an interactive process of word meaning search. And in some cases, emotional-sensual search is a priority support for word identification.

An experimental study showed the need to consider multilingualism features. The first feature is conditions for mastering the second and the third (foreign) language. Participants of the experiment were Myanmar students getting higher education at South-west State University (Kursk, Russia). Their native language was Burmese, they mastered English in the conditions of bilingual Burmese culture (in which English is unofficially the second language) and they studied at school. These students studied Russian in an organized learning environment. The second feature is that the second (English) and the third (Russian) language differ structurally. In addition, cultures in which these languages are, are fundamentally different: the culture of native language represents the eastern type of culture, and the culture of the second and the third language is western. Another feature is the attitude to the learning process, characterized by the degree of responsibility, greater respect for teachers and a greater degree of motivation for real educational results compared to Russian students.

After this experimental study we concluded that specifics of mastering the second and the third foreign language affect connections that arise between Burmese, English and Russian words. We can say that the predominant type of reaction to stimuli words that were used in the study is the actualization of some visual image or action, as well as various reactions with an evaluation component. Thus, the ability of students to express their attitude to the phenomena that these words call.

The results of the study also showed that the connections between words related to the words of everyday usage and terms differ very significantly. For example: when doing a task for subjective definitions, subjective definitions were replaced by translation equivalents or associations. Another feature was absence of evaluation reactions.

The results indicate that the basis for identifying foreign-language words is the word in the language in which it was mastered. It can also be said that the connections between the words of everyday usage and terms are very different, and these differences are expressed in the absence of evaluative and graphic reactions and indicates the lack of support for the immediate sensual experience of an individual.

As a result of terms mastering based on the first foreign language, when learning the second foreign language, there are strong connections at the level of word forms; at the same time, there may be difficulties in explaining term's meaning in its native language.