

успешно изучать иностранный язык, преодолевать внешние и внутренние препятствия, находить новое в уже известном, изобретать новые способы и приемы деятельности (80 % опрошенных). О том, что интеллектуальная инициатива может и помогать, и мешать, сообщают 14 % студентов. 6 % студентов-лингвистов считают интеллектуальную инициативу препятствием на пути к достижению успеха, получению высоких отметок по иностранным языкам. Таким образом, студенты отмечают преимущественно положительное влияние интеллектуальной инициативы на успешность учебной деятельности в лингвистическом университете.

Интеллектуальная инициатива вносит вклад не только в успешность освоения иностранного языка, но и в формирование профессионального педагогического мышления будущих преподавателей иностранного языка. Полученные нами раннее результаты позволяют рассматривать интеллектуальную инициативу личности как базис надситуативного профессионально-педагогического мышления. Именно интеллектуальная инициатива выступает как посредник между интеллектом и творческими личностными чертами, с одной стороны, и надситуативностью педагогического мышления – с другой. Развитая интеллектуальная инициатива способствует обнаружению студентами глубинных противоречий в сфере профессиональных отношений и нахождению конструктивных, стратегически ориентированных решений возникающих проблем.

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WHAT COULD BE IMPLIED BY THE TERM *INNER SPEECH*

Inner speech was often the aim of psychological research in the last century. Nowadays the problem seems to have lost its significance though the term is still used. The researchers, who tend to pay attention to the phenomenon, focus mostly on its linguistic component, mentioning nevertheless such aspects as feelings, emotions, various images. The close relation of inner speech and thinking shouldn't be ignored either especially if we remember the idea of its two-phase model – real inner speech and inner speaking. We propose a hypothesis that its first phase – real inner speech – should be understood as the sign component of our mind (the result of oral speech transformation), forming a dynamic inseparable unity with image and emotion components. The three components may be regarded as the basic structure of our thoughts. To put it in a nutshell a thought may consist of an image and a sign or an image and an emotion, or a sign component only. The normal distribution curve can well represent the idea: on its left end we can have images and emotions and on the right one – signs; the middle part may be composed of images, emotions and signs in any proportion. Unconscious thoughts, often sweeping through our mind, are mostly based on images and emotions while verbal thinking is based on the sign component. The closer we are to the left end of the curve the less aware we are of the contents of our thoughts and vice versa – the closer we are to the right end, the more possibilities we have to govern the thought

process while formulating the idea in words. In this very case one can be sure of thinking in one's native or a foreign language either to oneself (inner speaking) or in a loud voice.

The hypothesis was confirmed in numerous experiments. Participants were asked to listen to several short stories (independent variable) and signal every moment they had more or less vivid images, stimulated by the contents of each story (dependent variable). Their signals (as well as the stories) were being registered on another tape recorder and later on analyzed. It turned out that in the majority of cases the signals happened to appear in their minds when the participants were perceiving the elements of the text, reflecting some change, something unexpected, new or arousing curiosity. Practically the same result was obtained when the participants were some weeks later asked to signal the moments when they experienced certain emotions. The maximums and the minimums of signals happened to coincide with those, observed when focusing on images. But as emotions are somewhat more difficult to perceive (in comparison with images), the signals from the participants were reported more rarely.

The idea is compatible with D. Kahneman's conception of fast and slow thinking or systems 1 and 2 as the author coined them. System 1 functions automatically and quickly, without much effort or voluntary control, neglects ambiguity and suppresses doubt, links a sense of cognitive ease to illusions of truth and pleasant feelings, has little understanding of logic and cannot be turned off. System 2 allocates attention to the effortful mental activities, that demand it, is in charge of self-control, which many people find at least mildly unpleasant and avoid if possible. Evidently system 1 is closer to the left end of the normal distribution curve and more often operates with images and emotions while system 2 is closer to the right end and relies mostly on sign component (inner speaking).

As for the interrelations between inner speech and thinking one can arrive at the conclusion, that the first phase of inner speech (real inner speech) appears to be identical to thinking while the second one (inner speaking) may be considered the only real bearer of the concept.

О. В. Иванов

ВЕРБАЛЬНОЕ И ОБРАЗНОЕ ОТРАЖЕНИЕ СМЫСЛА
ХУДОЖЕСТВЕННОГО ТЕКСТА
НА РОДНОМ И ИНОСТРАННОМ ЯЗЫКАХ

На важную роль образов в процессе восприятия речи уже давно указывают разные исследователи. Однако, учитывая сложный характер перцептивной деятельности субъекта в процессе восприятия информации, а также скрытость и быстроту психологических механизмов, принимающих участие в этом процессе, более тщательное изучение данных аспектов становится достаточно проблематичным. Вот почему любые новые исследования в данной области не только нельзя считать избыточными, но, наоборот, достаточно ценными и позволяющими сформировать более точное