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GENERAL CHARACTERISTICS OF LINGUISTIC COMPONENT OF LANGUAGE ACTIVITY IN RESEARCH OF E. SOBOTOVICH

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Studying and analysis of scientific heritage of prominent scientists of the past are the foundation for the search and improvement of scientific thought within modern conditions. Within pedagogical science the personality of Yevgenia Sobotovich, doctor of sciences, professor, member-correspondent of Academy of Pedagogics of Ukraine has the important place. Her scientific research works are devoted to the most complicated problems of language development. Article deals with the basis aspects of linguistic component of speech activity, which was studied by E. Sobotovich during her scientific-pedagogical activity. Firstly (with the aim of studying the problem) the scientist analyzed the term language, speaking speech activity. This allowed to make conclusions about speech activity and to find effective (optimal) ways of its forming. Besides of this there were analyzed notions which help to determine linguistic and communicative components of speech activity. The article traces that E. Sobotovich has been studying linguistic component of speech activity through the prism of analysis of violation of speech activity and revealing of optimal ways of its forming. It is generalized the state of revealing of problem of linguistic component at the moment of studying this problem by the author.it is shown that in her research E. Sobotovich is based on the model of speech activity which were revealed by O. Leontiev and I. Zymnya. Necessary attention is also given to psycho-linguistic analysis of children's speaking made by O. Shakhnarovich, L. Yurieva and others. Article states that E. Sobotovich has made the conclusion that it is possible to consider the linguistic component as the certain circle of language language, speech competence which is formed during the process of mastering language. And it is impossible to master language without this competence. It was made the accent on the E. Sobotovich's statement that violation of phoneme perception could not be caused only by the lack of auditory distinction of speech sounds basing on physical (acoustic) features. This is called auditory analysis and takes place rather often within speech therapy. The article reflects the analysis and description (made by E. Sobotovich) of speech activity and its components: linguistic competence, content and psychic processes which predetermine its forming. It is characterized the phonological component of language competence and its meaning is also characterized. It is traced that special attention scientist gives to the semantic and grammar components of linguistic competence.

Keywords: linguistic component, language, speaking, speech activity, linguistic competence, semantic structure.

Introduction. Period of renovation of modern pedagogical education in Ukraine is assisted by the increasing interest to history, culture, mental origins. Approaches to education and social-cultural politics are changing in general which makes pedagogues and scientists of Ukraine to study grounding and to use creatively the pedagogical heritage.

Among prominent pedagogues of the second half of 20-th-21st centuries the head place is given to the personality of E. Sobotovich, the doctor of sciences, professor, member-correspondent of APS of Ukraine. Her activity became the essential contribution to the development of speech therapy science and practice of Ukraine.

One of problem which was studied by Sobotovich in his research works was the problem of linguistic component of speech activity. Scientist had studied the linguistic component of speech activity through the prism of analysis of violation of speech activity and through the finding of ways of the optimal ways of its forming. In her work she based on the model of speech activity which was worked out by O. Leontiev and I. Zimnya. Also the scientist's attention is given to the psychological-linguistic analysis of O. Shakhnarovich, L. Yurieva etc. [11].

Purpose. Firstly E. Sobotovich analyses terms language, speaking and speech activity with the aim of getting conclusion on the speech activity and determining the optimal ways of its forming.

The theme speech activity is analyzed by different sciences. It is resulted in numerous definitions of this term which sometimes seem rather multivalued i fret. According to scientist's point of view the most optimal definition of speech activity is given by I. Zimnya which became the foundation of her research. «Speech activity is active, directed, motivated, subject process of giving and receiving of formulated of information with the help of language. This information is aimed on the satisfaction of personality's communicative-cognitive need of communication» [3, c. 121].

Language is the system of symbolic certain signs which are created by the people for the communication. Language is the normalized system of sounds, morphemes, and rules of their combination at morphological, syntactical, semantic, and logical levels. It is the system of symbols, it is the main way of communication of members of certain human collective, it the way of reworking and transfer of information from generation to another generation.

Basing on the theory of speech activity (by Leontiev) we can state that «speaking is the result product of speech activity» [8]. Within psycho-linguistics the term speaking and speech activity are used as nearly equal. «Speech activity forms and develops on the basis of biological and genetic fore-condition for the creation and operation of symbol system. Speech activity is formed only within conditions of communication in combination with general intellectual development» [2, c. 275].

Considering the analysis of literature resource Sobotovich makes the conclusion that the term language, speaking and speech activity are not the same but they interact and are interconnected.

E. Sobotovich states that «speaking is the product of speech activity. it means that it is the specific form of realization of speech activity» [5, 6]. According to scientist's point of view, the most optimal linguistic definition for term speaking was proposed by F. Berezin, B. Golovin. They marked «speaking as the consequence of symbol units of communication within the language material, within their communicative using» [1, c. 26].

While analyzing the terms language, speaking, speech activity Sobotovich states that language and speaking are two components of speech activity. It gives reasons for the determination of linguistic and communicative components of speech activity.

The goal of the article is the studying of certain aspects of linguistic component in works which written by E. Sobotovich and became the important contribution to the speech therapy.

Due to the analysis of definitions (which were marked above) Sobotovich makes the conclusion that it is possible to consider the linguistic component of speech activity as the certain circle of language knowledge, language competence, which is formed during the process of mastering language, it is impossible to use language without this activity.

Literature Review. Considering research of O. Shakhnarovich scientist states that as the main way of getting new knowledge it will be the operating of linguistic units during the process of creation of new speech statement; understanding of this statement, in other words, with the help of sign operations. Language means of knowledge are formed arbitrary as the collateral product of activity which is directed not on the mastering knowledge but on the mastering spontaneous practice of speech communication during the process of adjustment of his speaking to the samples which kid perceives in adults' speaking. D. Bogoyavlenskyi, M. Gohlerner mention that all these knowledge have character of practical generalization. They are in the foundation of processes of speaking's understanding and creation.

E. Negnevitskaya and other state that language units may include not all the language units but those which have features of two types: ability to replace real ties and connections of objects; features of symbols themselves which are determined by their sensual nature. Features of first one act as meaning of the symbol and reflect its function as the way of communication. O. Leontiev names it as the semantic component of the symbol [9]. Features of another type reflect the form of the symbol in other words symbol's essential options (its sound membrane) which is revealed in the process of comparison of symbols. Changing of these features is caused by the changing of symbol's functions [4, 6].

The symbol (sign) of the language can be involved into linear, spatial and temporal relationship within the composition of speech circuit. Considering this scientists determine two types of relation of language units: syntagmatic (linear) and paradigmatic. Analyzing these relations E. Somotovich based on linguistic research works made by Y. Kostinskyi, V. Solntcev, Y. Stepanov.

In accordance with mentioned research works scientist underlines that any paradigm ant any level of language structure means the combination of variants which are united by the strong and stable invariant.

Thus paradigm could be considered in case when there are strictly determined of certain variants of certain invariant (in other words members of paradigm which are chosen by the speaker of writer depending of structural organization of the statement).

E. Sobotovich states that language units are organized into speech consequence in accordance with the language laws respectively to conjunctive possibilities of phonemes, morphemes, words. Words within word combination and sentences are connected in accordance with language's laws. This provides the certain consequence of sentence's members.

Thus syntagmatic relations reflect logical consequence of language elements, their content connection.

Mastering language implies (mastering it by the native speaker) such language knowledge: essential features of material body of symbols, their sound membrane; meaning of language symbols which are formed as the generalized notions about the really existing subjects of environment; functional using of language symbols; consequences of combination of language symbols which is caused by their paradigmatic and syntagmatic relations within structure of the language.

O. Shakhnorovich states that sign (symbol) operations are the way of mastering these knowledge. These operations could be considered as the content of linguistic competence. Determine such operations which provide mastering language symbols: stating by the child such phenomena: image connections between words and objects, between sentences and situations which foresees determination of signs from the speech stream at practical level. O. Shakhnarovich states that process of generalization of language phenomena and its transfer are the central operations, which provide the mastering language [10].

Researches made by L. Vygotsky, O. Zaporogetc, D. Elkonin, O. Shakhnarovich, J. Piage shown the way in which psychical processes and social factors provide mastering mentioned knowledge. This is the sensual-motor intellect, certain level of mental activity, development of notions, attention, memory which provide mastering language symbols and their external side. E. Sobotovich makes the accent her attention at determination of specific psychic process, especially successive analysis (analysis of consequence of structure's elements) of perceived speech stream which provides the mastering linear consequence of language units of different levels. Simultaneous synthesis (combination of signals which appear consequently into one simultaneous perceiving of all its parts) provides mastering paradigmatic raw which is especially important while mastering system of grammar forms [4]. Social factors are of great importance too, especially contact between the child and people who take care of her (him); common activity and game (during them the child's attention is directed on communication, on development of object activity).

Due to the analysis of literature resources E. Sobotovich makes the conclusion that for the mas-

tering language it is of great need to master sound images of language symbols. The scientist considers the phonological component with this goal.

Phoneme is the minimum unit of language's sound structure which serves to the determination and notion of language signs [4, 6]. Phoneme is realized in allophones which in their turn are determined by the sound of speaking. Sound is the element of oral speaking which is created by the organs of articulate, breath and voice apparatus.

Phoneme as the unit of sign system bares the symbolic function. First of all it is the cognitive function. S. Bernshtein, M. Trubetsky determine phonemes which could be common for two signs, to determine two signs and to be equal identical

On the earliest stages of development it is very important the mastering of paradigmatic organization of phonological units of language which is constructed on the relations of comparison of their features which differ in content. Exactly these features make phoneme to be the real data of language consciousness of the child, because their changes lead to the violation of semantic and morphological identity and are caught (gained) by child very fast. These are features of phonemes. They are determined by the articulate peculiarities and acoustic options [5, 7].

E. Sobotovich states that, as the result of this could be considered that system of phonemes' comparison is constructed in Russian and Ukrainian languages on the comparison of vowels depending on the raw and the rising, and consonants – depending on the place and way of their creation, voiced – voiceless, hardness-softness of consonants. These differential features of phonemes are stable.

E. Sobotovich analyses the problem of mastering phonetically units of language.

In accordance with research made by E. Sobotovich and I. Sobotovich, we can state that during the process of increasing of linguistic experience (with the help of the auditory analyzers) it takes place the generalization of different variants of sounding of the same phoneme. They state that result of this activity is the forming of constancy of auditory perceiving. In other words it is the perceiving of unchangeable features of phoneme in all its variants of sounding during the process of listening and determination of phonemes on these features. This is the phonemic determination (perceptive level of perceiving). This qualitative change of process of perceiving (in accordance with E. Sobotovich's point of view limits and stables the sound compound of speaking which provides the forming of phoneme images of words and their further cognition in adults' speaking. Thanks to the adult it is stated the contact between the sound images of words and phenomena of reality (notional level of perceiving).

Thus, phoneme's differentiation, determination is one of the important mechanisms which determine forming of impressive and expressive speaking. E. Sobotovich makes the conclusion that violation of process of phoneme perceiving cannot be connected with the lack of auditory determination of speaking's sounds in their physical (acoustic) features (acoustic analysis) which occurs within speech therapy very often.

Research gives for the scientist the basis for the stating that at primary stage of forming of mechanisms of determination of phonematic differentiation the certain role has speech-moving analyzer. Phonemic differentiation is formed firstly on the material of words which are not only familiar for the child but also these words are available for the pronunciation by the child. During the repeating these words (sound complexes) to the different variants of sounding of the same phoneme are produced by the same complex of movements, articulations which provides and assists to the fixing of their constant features.

L. Vygotsky, O. Luria, O. Leontiev and other mention that word has complex semantic structure. Authors determine lexical and psychological meaning of the word (Sobotovich, 1989). Basing on the analysis of literature research E. Sobotovich makes the conclusion that lexical meaning of the word is the content of the word which is stated by our mental correlation of sound complex and the whole class of objects or phenomena of reality. Psychological meaning of the word is the generalized reflection of the reality which is produced by personality and is fixed in the form of notions, knowledge or skills, as the generalized way of actions.

E. Sobotovich mentions that mastered lexical and psychological meaning of the word contains the content of semantic component of linguistic competence. L. Vygotsky, D. Elkonin, O. Shakhnarovich, and others (due to the analysis of forming of lexical and psychological meaning) determine sign operations and psychical process which help to master these meanings [10]. Researches of scientists show that forming of semantic structure correlates with data of cognitive development of the child.

Mastering semantic structures precedes widening and differentiation of notional sphere of child at the pre-speech level during the process of common activity of child with people who take care of this child. Research works which were made by E. Sobotovich prove the leading role of syntagmatic connection of words within the mastering of generalized lexical meaning of the word and in widening of content sphere of word associative reactions of children (which are 5-7 years old). Scientist stresses that observed children have mostly syntagmatic and paradigmatic associative speech reactions till 6 years old (development of children's speaking was within norm).

Results. Forming of system of words' connections and relations is guaranteed and provided by the certain level of development of simulative synthesis. It is of great need the simultaneous combination of some correlated features by the personality's consciousness for the cognition of these connections and relations.

Thus not the demonsrative understandings but ability of inside catching, organization of certain isolated features, their combination within one scheme is the necessary condition of forming of mentioned functional connections.

Research made by O. Luria and his school have shown that in case of lesion of parietal-occipital areas (which perform simultaneous synthesis) of cortex (semantic aphasia) systems of ties and connections (which is hidden in the word) becomes deeply violated. As the result patients have (have saved) only the object correlation of the word.

E. Sobotovich mentions that on the basis of mastering generalized lexical meaning of the word it is formed the further functional using of language signs: sound membrane starts to lose its image connection with the object or directly perceived feature of the object, its action. Words become to be used only as language signs, as marks for the determined certain content.

During further development of the child (due to the systematization of child's notion about the environment) during the process of teaching it takes place the ordering of semantic fields, development of lexical system and further forming of word notions on this base. Research of E. Sobotovich shown that mental connection of words within the process of associative reaction is based on the mentioned relations just till the 7-8 ears-old age [4].

So, semantic component of linguistic competence (in its lexical circuit) is based on mastering such «knowledge»: direct, phraseological-units-caused and generalized lexical meaning of the word, its notional correlation.

The conducted analysis allows E. Sobotovich to state that forming of the semantic structure of the word (its lexical meaning and notional content), is provided by such mental operations with semantic units: of object situation and determination of its certain elements (semantic units); stating connections between these notional units and language way of their determination; comparison of homogenous objects, phenomena which are determined by one word, determination of their common features and their generalization; stating system of notional connections (logical, syntagmatic, paradigmatic) of certain word with other words; cumulating and generalization of different meaning of the same word; practical classification of words depending on semantic options of different measure of generalization.

During studying grammar component of linguistic competence E. Sobotovich marks that child which has already mastered the language never faces up with grammar rules but deals only with concrete sentences. Speaking of the child is subordinated to certain regularities.

Analysis of semantic structure of the sentence leads to the conclusion that its meaning is determined by the sum of such meanings: 1. Lexical meaning of words which are included in it; 2. Words' content relations in linear circuit (or by the semantic meaning of relation); 3. These content relations in language are reflected with the help of certain words' order and syntax morphemes or endings.

E. Sobotovich underlines that for the understanding of the sentence (especially without semantic indicators and correct grammar arrangement of the sentence) within own speaking it is of great need to master grammar or additional meaning of the form-creating morphemes (words' endings).

Grammar or additional meanings determine different linear (syntagmatic) relations of words within word-combinations and sentences. Mastering mentioned meanings and language ways of their notion contain (in accordance with point of view of the scientist) constitute the grammar component of linguistic competence. E. Sobotovich determines ways and mechanisms of mastering these knowledge (basing on the analysis of the orthogenesis of act of speaking) competentions.

Research of O. Shakhnarovich and others gives the foundations for the scientist to state that syntactical components are gained earlier than morphological. Analysis of process of mastering sentence by the child shows that mastering its semantic structure displays directly child's character of thinking, in other words, chil'd ability to maintain content connections between phenomena.

E. Sobotovich proves (due to the conducted analyses) that ways of mastering syntactical structure of the sentence by the child (mastering syntactical meaning of words as meaning of their relations and in accordance with this – rules of order of permissible sequences of words within sentence) directly reflect the character of child's thinking (ability to structure the situation, to determine essential content components and to state content connections among of them).

Scientist stresses that we have to deal not only with the problem of mastering notional aspect of sentence but its external aspect too. Researches made by L. Vygotsky, D. Piage state that external aspect of child's speaking is developed from the word to combination of two or three words, after that it is developed to the simple phrase and to the combination of phrases. O. Gvozdev determines such period in child's speaking development when the child omits verb or the object of action (though it is made perceptively and consciously). This proves that this combination of words is of certain difficultness for the child.

Thus connection of elements and their appropriate word signs represent specific operation (successive synthesis) which is formed gradually. This is proved by the research made by E. Sobotovich. This research shows that within pathological forming of this operation (which happens in case of lesion of frontal (forehead) areas of the brain) children's speaking is not formed in their own speaking despite the understanding of syntactical meaning of relation [6, c. 25].

Discussion. Conducted analysis of process of mastering grammar knowledge (at syntax level) by the child allowed E. Sobotovich to determine such operations which provide their mastering: 1) Notional structuring of demonstrative, visual situation, determination of its basis semantic units; 2) Determination of semantic relations among marked elements of situation; 3) Correlation of marked elements of situation with their sign (language) determination; 4) Mastering meaning of relation among sign units or syntax meaning of the word in marked circuits; 5) Differentiation or determination of grammar classes of words. Knowledge and operations which were mentioned above (in accordance with opinion of E. Sobotovich) provide mastering rules of words' combinations into linear circuits – word combinations and sentences (syntagmatic of the language) as «rules» of constructing and understanding of syntax structures. Scientist makes accent that syntax meaning of words within sentence are formed with the help of grammar forms (grammar morphemes). They begin to form due to the mastering syntax meaning of the words as meaning of relations (22 months). So during mastering words' forms the child grounds on the objective reality as well as during the mastering of admissible sequence of words in sentence.

E. Sobotovich underlines that stating of connections between the word-form and object reality leads to the understanding of that new material which morpheme brings into the meaning of the familiar word.

But for the notion of these relations between different objects the morpheme has to be determined from the word by practically way. E. Sobotovich makes the conclusion (due to the analysis of scientists' works) that morphological analysis is the condition, operation which provides the process of determination of morphemes. O. Shakhnarovich explains this notion and states that morphological analysis bases on the phonetic and content analysis but often does not coincides with it. She considers that it is the new separation of the already dissevted word.

Thus morphological component of language competence is based on mastering such «knowledge» and «rules»: 1) scientific-syntax meaning of form-creating morphemes; 2) language way of its notion (sound membrane); 3) grammar stereotypes (models) of word's changes; 4) paradigmatic morphological raw (Sobotovich, 1989: 28).

Within mastering these knowledge» the great role is acted by such operations: orientation of the child on the sound form of the word, comparison of word-form with their sounding and meaning, and mental operations with certain (morphological) meanings (abstracting, transferring, generalization).

Everything mentioned above implies the linguistic component of speech activity.

E. Sobotovich studied one aspect of the problem – what knowledge about the language does the child have to master and with the help of what mechanisms does the child master them. While analyzing the term of mastering language at different levels of mastering E. Sobotovich determines linguistic component of speech activity.

The scientist considers the linguistic component of speech activity as the spectrum of language knowledge, language competence which is formed during the mastering language and without which the using of language becomes impossible. The author analyses in details the linguistic competence and its competence, content and psychic processes which predetermine its forming. Scientist characterizes the phonological component of language competence and its meaning too. Particularly attention is given to semantic and grammar components of linguistic competence.

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ЗАГАЛЬНА ХАРАКТЕРИСТИКА ЛІНГВІСТИЧНОГО КОМПОНЕНТА МОВЛЕННЄВОЇ ДІЯЛЬНОСТІ В ПРАЦЯХ Є. СОБОТОВИЧ

Анотація
У статті розглянуто основні аспекти лінгвістичного компонента мовленнєвої діяльності, які вивчала Є. Соботович у своїй науково-педагогічній діяльності. Для того, щоб детально вивчати цю проблему, вченою спочатку були проаналізовані поняття мова, мовлення та мовленнєва діяльність. Це дало змогу дійти висновків стосовно мовленнєвої діяльності та знаходження оптимальних шляхів її формування. Окрім цього, проаналізовані інші поняття, завдяки яким виокремлюються лінгвістичний та комунікативний компоненти мовленнєвої діяльності. У статті простежується те, що Є. Соботович досліджувала лінгвістичний компонент мовленнєвої діяльності крізь призму аналізу порушення мовленнєвої діяльності та знаходження оптимальних шляхів її формування. Узагальнено стан освітленості проблеми складових лінгвістичного компонента на момент проведення вивчення вченою даного питання. Показано, що в своїй роботі Є. Соботович спирається на моделі мовленнєвої діяльності, які були розроблені О. Леонтьєвим та І. Зимньою. Дослідженню лінгвістичного компонента мовленнєвої діяльності сприяє психолінгвістичний аналіз дитячого мовлення, розроблений О. Шахнаровичем, Л. Юр'євою та ін. У статті зазначається, що Є. Соботович зроблено висновок, що розглядати лінгвістичний компонент мовленнєвої діяльності можна як певний круг мовних знань, мовну компетенцію, яка формується в процесі оволодіння мовою та без якої володіння нею є неможливим. Акцентовано на стверджені Є. Соботович, що порушення процесу фонемного сприйняття не можна пов'язувати лише з недостатністю слухового розрізнення звуків мовлення за фізичними (акустичними) ознаками, тобто слухового аналізу, що найчастіше спостерігається в логопедичній практиці. У статті відображено аналіз та опис Є. Соботович мовленнєвої діяльності та її складових; лінгвістичної компетентності, зміст та психічні процеси які обумовлюють її формування. Охарактеризовано фонологічний компонент мовної компетенції та його значення. Відстежено, що особливу увагу вчена приділяє семантичному та граматичному компонентам лінгвістичної компетенції.
Ключові слова: лінгвістичний компонент, мова, мовлення, мовленнєва діяльність, лінгвістична компетенція, семантична структура.

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ОБЩАЯ ХАРАКТЕРИСТИКА ЛИНГВИСТИЧЕСКОГО КОМПОНЕНТА РЕЧЕВОЙ ДЕЯТЕЛЬНОСТИ В РАБОТАХ Е. СОБОТОВИЧ

Аннотация
В статье рассмотрены основные аспекты лингвистического компонента речевой деятельности, который изучала Е. Соботович в своей научно педагогической деятельности. Для того, чтобы детально изучать эту проблему, ученой сначала были проанализированные понятия язык, речь и речевая деятельность. Это дало возможность сделать выводы относительно речевой деятельности и нахождения оптимальных путей ее формирования. Кроме этого, проанализированы другие понятия, благодаря которым выделяются лингвистический и коммуникативный компоненты речевой деятельности. В статье прослеживается исследования Е. Соботович о лингвистическом компоненте речевой деятельности сквозь призму анализа нарушения речевой деятельности и нахождения оптимальных путей ее формирования. Обобщено состояние освещенности проблемы составляющих лингвистического компонента на момент проведения изучения ученой данного вопроса. Показано, что в своей работе Е. Соботович опирается на модели речевой деятельности, которые были разработаны О. Леонтьевым и И. Зимнею. В статье отмечается, что Е. Соботович утверждает, что рассматривать лингвистический компонент речевой деятельности можно как определенный круг языковых знаний, языковую компетенцию, которая формируется в процессе овладения языком и без которой владение ею является невозможным. Акцентировано на утверждении Е. Соботович, что нарушение процесса фонемного восприятия нельзя связывать только с недостаточностью слухового различения звуков речи по физическим (акустическим) признаками.
Ключевые слова: лингвистический компонент речи, язык, речь, речевая деятельность, лингвистическая компетенция, семантическая структура.