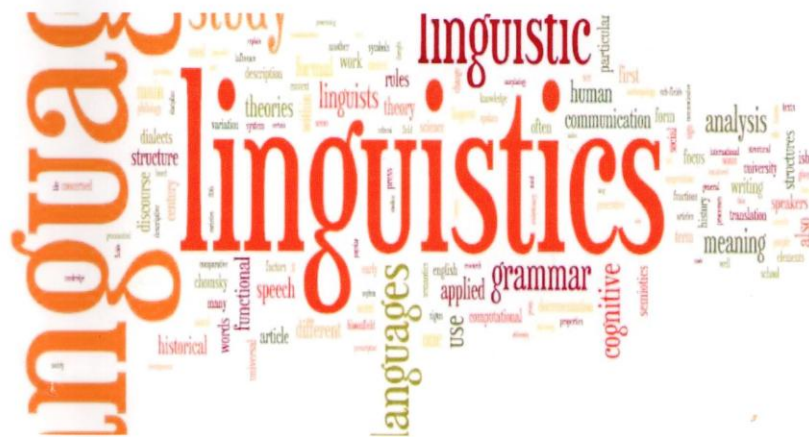


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SYNTAGMATIC AND PARADIGMATIC CONNECTIONS OF WORDS IN THE STRUCTURE OF LANGUAGE COMPETENCE

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ABSTRACT

The article deals with the syntagmatic and paradigmatic connections of words in the structure of language competence. The author analyses the developing of syntagmatic and paradigmatic connections of words in the language competence of the person who learns the Kazakh, English languages.

Keywords: Paradigmatic and syntagmatic connections, language competence, component.

INTRODUCTION AIM OF THE STUDY

The purpose of research - is a comprehensive analysis of the paradigmatic and syntagmatic connections of words in the structure of the language competence of the students learning Kazakh, Russian and English languages.

In accordance with the purpose of the following tasks:

1. The definition of "paradigmatic and syntagmatic connections of words in the structure of language competence."
2. Writing a detailed interpretation of the concept of "linguistic competence."
3. To carry out systematic study of the process of functioning of syntagmatic and paradigmatic relations of words in learning Kazakh, Russian and English with the help of free association experiment.
4. Determine the specificity and the role of syntagmatic and paradigmatic relations of words when learning Kazakh, Russian and English languages.

Objects of study are paradigmatic and syntagmatic connections of words in the structure of language competence learning Kazakh, Russian and English languages.

The subject of this study is to linguistic competence and features of the formation of the paradigmatic and syntagmatic connections of words in the structure of the language competence of students of Kazakh, Russian and English languages in the experimental analysis.

At the heart of the structural organization of the language are syntagmatic and paradigmatic relations of its elements. These relations are interpreted as a combination of laws and the laws of

alternation, the efforts of linguists clearly demonstrated on the phonological material. It is known that "not only sounds - all units of language are subject to two types of laws: they alternate regularly and naturally blended. These laws are basically the same type for the whole language, only in morphology and syntax, word formation and vocabulary they are often more complex than in phonetics" (1, 3).

The fact that the words are connected syntagmatic and paradigmatic relations, was marked by Ferdinand de Saussure, the founder of the doctrine of the paradigmatic and syntagmatics.

It is easy to see that these relations have a completely different character ... They are not based on the length, localized in the brain and belong to the stored in the memory of each individual's treasure, which is the language. These relationships will be called associative relations" (2, 155-156). Later, freed from the psychology of Ferdinand de Saussure, linguists have replaced the term associative relationship to the term paradigmatic relations. More important for the system description language is to identify two basic relations between linguistic units:

- Paradigmatic,
- Syntagmatic relations.

The term "language competence" was introduced by N. Chomsky in the context of linguistic research. Renowned scientist regarded it as complete knowledge of the native language, which allows an "ideal speaker - listener" to judge the accuracy and meaningfulness of statements (6, 105-107).

In this paper, we will try to trace the mechanisms of formation of the secondary language of the person in close connection with the formation of a specific environment for her - the study group as a subject of academic and linguistic activity. However, before considering the factors affecting the efficient formation of the secondary language of the individual and its environment, to determine the order, we believe the symptoms and characteristics of the formed secondary language personality.

So, what qualities and competencies we mean when speaking of the secondary language of the person? Than it should have and what are the criteria to assess its level of formation?

The most common criterion - it is, of course, the efficiency of interaction with the culture of the country or countries whose language is being studied. Actually, this feature is the basis of the concept of the secondary language of personality. But here's what to consider effective communication, remains a topic for speculation.

Firstly, it is, of course, possession of verbal semantic language code, that is, knowledge of vocabulary, grammar, syntax, etc. Importantly, speaking of semantics that a possession semantic code, we do not mean the establishment of correspondence of foreign words according to their native language. Meaning of each word should be built not in the native language as a matching familiar words, but in a foreign language. About this issue, writes S. Ter-Minasova "learn a foreign word, people like to remove the piece of the puzzle of a stranger, unknown even to him until the end of the picture, trying to combine it with the existing in his mind a picture of the

world, given his mother tongue [18, p.368] ... The need for restructuring of thinking, redrawing its own, familiar, native picture of the world on someone else, unaccustomed to the model and represents one of the main difficulties (including psychological) mastering a foreign language, and the difficulty implicit, not lying on the surface, often do not realize the students (and sometimes the teacher), which apparently explains the lack of attention to this issue. Assimilating ... native language, English-speaking child sees two things: foot and leg where a Russian sees only one - leg, but speaking in English does not distinguish colors (blue and dark blue), as opposed to speaking in Russian, and sees only blue »1.

Unfortunately, many of the values of foreign words are still studied by converting them into their own language, and it is because of this knowledge of vocabulary is inadequate or incorrect.

In comparison, Kazakh, English and Russian languages many such examples. Sometimes, where the English language there is a generalization of values, in Russian there is differentiation, sometimes embarrassing Russian students. For example, the English verb «to put» is usually translated as "put, put." So when students want to express the value of "put", "hang" or "stick", they are looking for a different word. In fact, the verb «to put» has a more general meaning of "to put something somewhere" and covers all Russian words associated with this action. There is an opposite example, showing the occurrence of errors due to the fact that the word translation is explained. In Kazakh word "kop" is used for both countable and for uncountable. This similarity is also manifested in the Russian word "many". As is well known, it is used for both are calculated, and for uncountable noun. We are talking and "a lot of ants," and "a lot of information." In English, the term "lot" varies depending on whether an quantifiable or uncountable nouns in question: «many ants», but «much information». Therefore, when the word «many» translated and explained as "a lot", or vice versa, this inevitably leads to errors. There are also more complex cases, when one or another word simply cannot be translated from one language to another. This happens with the English verb «to challenge» or c Russian Union "a." For example, it is difficult to explain that in the following two sentences:

- I cannot stand fish, and you?
- He asked me for money, and I did not have.
- Union "and" will be translated in different ways:
- I cannot stand fish, and you?
- He asked me for some money, but I did not have any.

Naturally, that formed from the secondary language of the person we require adequate knowledge of all listed and similar constructs. Therefore, under the verbal-semantic code, we mean not only the knowledge of words, understanding their values in the studied language and the ability to properly use them in a variety of speech situations, but also awareness of the conceptual differences between the verbal-semantic system of a foreign language from the language of the native system.

In addition to the meanings of words and their proper usage, even mention the aspect of style of speech. Can rightly use the word in a sentence and avoid grammatical errors, but English speech will sound "in Russian." So to say, on the phone, "She's not home," Russian people say, «She's not at home» and grammatically is absolutely right. However, a native speaker would say «She's

outs». Therefore, our phrase sounds unnatural. Such competence is achieved with difficulty, through constant contact with the authentic oral or written speech and memory stability.

Third, this property is the phonetic rules of the language. And here it is worth noting that in the study of language is necessary or just focus on the country or even region where people speak the target language, or to study several options phonetic rules. It's not just about the pronunciation of individual phonemes, but also about the words. For example, Americans simply do not recognize the British sound familiar to us the word «advertisement» (advertising), because the British do the accent on the second syllable, making the letter «i» read as unstressed neutral sound, and the Americans put emphasis on the syllable «-tise-». "Words are completely different, and Americans cannot understand what is at stake. Although we are studying British English, we consider it the norm, which will be understood in all conditions. We agree that these examples show the inefficiency of communication, so that the secondary language formedness person implies not just the possession of general phonetic rules of the language, but the possession of the standards appropriate for a specific carrier of the language, depending on, for example, from its origin.

Fourth, this property is the patterns of behavior appropriate for a representative of a foreign language culture. Here is a question not only about the rules and patterns that we learn from books and films - bred man knows how to talk about the weather, on the lawns do not go under any circumstances, and African-Americans cannot be called Negroes. It is not even about the most basic behavioral elements - the distance at which the hold of each other when talking, facial and gestural patterns and so on. For example, every one of the Americans who came to teach in the post-Soviet countries, said that they were initially very troubled by the fact that students do not smile when they first met. They literally did not know what to do with it, thinking that maybe they somehow troublesome students. It was only after a while they realized that we just do not instituted. What kind of effective communication can be discussed if there is a speaker for nonverbal barrier, which we do not guess. While at school or college, no one will teach us to smile as it is accepted, it is necessary to adopt this pattern of behavior of the respective environment. Therefore, an important characteristic of the secondary language of the person we believe ownership behavioral patterns that are characteristic of the culture whose language is being studied.

Fifth, we are talking in the broad sense of knowledge of cultural features of the foreign language of the people. This is perhaps the most difficult aspect, because the set of the realities that need to know, is constantly changing and expanding. So, we got used to the fact that in the English language to a woman treated or «miss», or «misses» (Mrs), depending on whether she is married or not. However, in the new American textbook against married women met reduction Ms, which we do not understand. Only the vehicle was able to explain that it is a relatively recently introduced a form of «mizz», used in relation to women regardless of their marital status. Of course, that such things should be known and familiar to the subject, even with established linguistic identity.

Finally, we talk about motivation and the personal sphere of the subject as not proper language, but at least the national characteristics of its secondary language personality. These include such complex psychological characteristics such as motivational structure, values, personality traits.

Of course, we're not talking about that in the study of a foreign language have to rebuild the structure of motives or modified traits (although this is also possible). We're talking about that subject for him to learn new ways of behavior and new evaluation criteria of reality, allowing it to communicate adequately with the representatives of other cultures. So, we call change (expansion) motivational personal sphere condition for the formation of the subject in his secondary language personality. Thus, we have listed the necessary criteria formed the secondary language of personality. Guided by them, we can talk about what approaches to its development will be most effective.

The study of a foreign language due to the re-interpretation of the language of the native, and therefore cannot be effectively carried out without completely conscious comparison with the latter. Only a teacher who knows the student's native language, be able to explain the difference in the use of certain concepts in the two language systems, to focus on the most difficult is to Russian human moments in the comprehension of foreign-language picture of the world, to prevent possible errors due to our linguistic consciousness, work rules, that do not exist in the Russian language, and focus on self-remembering the rules and moments in which two languages are the same. To say nothing of the fact that only Russian-language teacher can effectively conduct training in the early stages of language acquisition, spending the formation of linguistic competence in stages, from simple to complex. And it is not surprising that a speaker misses the point, which should have been given more attention, is not able to draw parallels between the two language systems simply cannot imagine their language as a foreign language.

CONCLUSION

The results of analysis of the study the use of paradigmatic and syntagmatic connections of words to the following conclusions:

- Linguistic competence we see as a result of learning, achievement, of course assuming that the same level of achievement can be involved different sets of abilities. High productivity in a foreign language-speech activity can show people with different types of abilities.
- Secondary linguistic identity is a set of abilities to the foreign language communication intercultural level and assuming adequate interaction with other cultures. Development of the student traits secondary language of the person making it able to be an effective participant in cross-cultural communication, and there is actually a strategic goal of foreign language teaching.
- Secondary language personality consists of mastery of verbal and semantic code the target language, i.e "language world" native speakers and "global" (conceptual) view of the world, allowing a person to understand the new social reality for him.
- The components of the formation of the language of the person is to develop linguistic competence (theoretical knowledge of the language), language (working knowledge of the language), communication (language use in accordance with the situation of communication skills of correct verbal behavior), cultural (entry into the culture of the target language, to overcome cultural barriers in communication).

- The concept of "linguistic identity" is based on the notion of the individual as a subject of relations and conscious activity, determined by the system of social relations, culture, and also due to the biological features.
- Personality is both a product and a subject of history, culture, its creator and the creation. Creator culture man becomes due to the ability to be a subject of activity, creating and constantly improving the new environment. In this case the foreground intellectual her personality characteristics.
- The role of the concept of personality in the secondary language learning theory understanding of foreign speech can be summarized as follows: it is a qualitatively new linguistic paradigm implies a departure from the educational canon centered on lexical and grammatical language acquisition; orientation is not only remembering, but also on the understanding of the system in another language, as well as the comparison of systems of native and foreign languages; this account cultural characteristics of the country whose language is being studied for adequate communication with representatives of this culture not only verbally, but also in behavioral terms.
- In the center of the psycholinguistic approach to the organization of vocabulary and syntagmatic, paradigmatic relations of words in the language is a man, his experience of interacting with the objective world, human cognitive activity.
- From the traditional point of view, the lexicon consists of semantic fields, but from the point of view of psycholinguistics based lexicon are associative fields, which are subdivided into syntagmatic and paradigmatic field.
- The frequency of syntagmatic and paradigmatic word association proves the fact that the level of language proficiency among students is increasing every year.
- The system first word comes in association with other words, forming a consciousness - a specific set, the relationship between the elements of which they are linked by relations of opposition.

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