Peculiarities of "Language of Primary Socialization" Using in the Practice of "Language of Secondary Socialization" Teaching

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Abstract

The process of communication causes interest to philosophers, linguists, sociologists, psychologists, culture experts, teaching methods specialists and teachers at all times.

The subject of the scientific research is the process of teaching technologies for intercultural communication between communicants with different "Languages of primary socialization" for keeping the authenticity of the transmitted information.

Intercultural communication is the field of interaction for at least two communicants belonging to different linguistic societies. Consequently there is interaction between languages with different national language code systems (NLCS).

The communicative process is the organization of an authentic interaction with communicants with different NLCS for coordination of informational world mental models in the representation of communicative individuals with attempts "to dictate" a certain way of understanding.

The scientific problem of the article is connected with displaying of informational ambiguity in the process of teaching students to code and to decode information. Such ambiguity appears due to insufficient use of methods based on knowledge of general physiological *principles of the* human brain functioning.

Taking into account the physiological principles and peculiarities of the human brain functioning *helps to prevent communicative misunderstandings and makes it possible to achieve successful interlingual communication between communicants belonging to different NLCS.*

The most important tasks of modern foreign language teaching methods are to study mechanisms of:

- *Formation and processing of information;*
- *Language coding and decoding of information (acoustic, graphic) in the human brain and using them in practice.*

The process of communication is bilateral. The success of the process is possible only if information is authentic on the "input" and "output".

The author has researched a number of studies:

- *Causes and common mistakes of information perception (communication barriers) at the level of lexical units to identify the success-failure of the communication process;*
- *Formation of discourses in different languages reproduced the same fragment of reality.*

The author proposes ways of overcoming such mistakes.

The author offers the technology based on the use of the human brain functioning laws to overcome the above mentioned problems in the process of translating information from "Language of primary socialization" to "Language of secondary socialization" and vice versa in order to achieve authenticity of interlanguage communication.

The proposed method helps to form a secondary language personality able to perceive, to describe, to qualify and to take part in the full-fledged participation in intercultural communication.

I. Introduction

Nowadays the actual subject of theoretical studies is the formation of information process for intercultural communication between individuals with different languages of primary socialization saving the authenticity.

II. Communication is one of the basic forms of human activities

"Communication provides the relationship between processes of sensory organs and the brain stem with motor mechanisms" [1], consists of the creation and perception of linguistic codes and provides a specific change between the exteriorization (transition of action from the inner to the outside plan) of

spiritual activity and reverses the conversion of the exteriorized spiritual transformation in the content of consciousness.

- **The scientific problem:** displays of informational ambiguity that appears due to insufficient using methods based on physiological laws of the human brain function by teachers in the process of teaching and learning to encode and decode information.
- **The object:** noun ambiguities.
- **The aim**: searching technologies to avoid ambiguity in the process of discourse creation.

III. "Language of primary socialization" (LPS) and "Language of secondary socialization" (LSS)

LPS is a language that children have grown up speaking from early childhood in the process of primary socialization and also a tool of this socialization; LSS is a language that secondary socialization process occurs. Language acquisition is the comprehension of another world. "To master the language means to learn to analyze the subject of verbal communication in a different way" [2], that is in codes of LSS.

The main aims of LSS learning are remembering of acoustico-graphic code (AGC) equivalents in long-term memory, mastering this linguistics in the communication process (CP) and the formation of changes in the structure of thinking in secondary codes.

Logic of human thinking objectively reflects the outside world. It`s the same for all people, no matter what language they speak.

This thesis has to be on the mind of foreign language teachers.

IV. Physiological characteristics of the perception and the formation of information (discourse)

General information flows are produced from "quantums" of information formed in different parts of the brain perceiving and processing the information coming into the brain (visual, acoustic, tactile, olfactory and gustatory).

The main processes of this are reflection, perception, recording, revision and storage of information in the human brain.

We usually remember the essence, not AGCs, when we hear or read.

Brain activity has two stages: "preparation" and "fulfillment".
Operations of this mechanism:
1. Appearance of the motive;
2. Coding of images in the most familiar and understandable signs and symbols;
3. Recoding into language codes (acoustic, graphic).

The process of cognition of information consists of 4 stages:
1) Information comes to a person as an information system:
   a) Sources of information;
   b) Transmitter (signal converter);
   c) Communication channel (connects the receiver and the transmitter);
   d) Receiver (receives and decodes);
   e) Recipient of information.
2) The brain process directs information in consciousness and divides into components and unites with analogous information.
3) Storing of information. Information achieves a status of short term or long term storage in the brain.
4) A part of received information is lost.
5) The brain conscious and unconscious control human`s activity on the base of received information.

General stages of the communicative process and subject functions of communication:
1. Transmitter`s functions:
1.1. The communicative intention;
1.2. Language encoding of information;
1.3. The transfer of encoded information.
2. Recipient`s functions:
2.1. Acceptance of encoded language information;
2.2. The process of language information decoding with the aim of discourse creation (the result is a certain amount of information);

2.3. The process of language information encoding – discourse (acoustic, graphic encoding) in the chosen system (MLS or LSS).

3. Implementation of CP (as a result of interaction of subjects).

V. The criterion of success or failure of the communicative process

The CP is bilateral.

The success of CP is possible when the information on the "input" and "output" encodings is authentic.

VI. Information barriers of perception of information at the level of noun ambiguities.

The exchange of information between representatives of different LPSs is a type of human communicative activity. It has even more complex structure with representation, cognitive pictures and models. The AGC appears through the people`s culture and language, consequently, the interaction of different national language code systems takes place.

AGC (influenced by associative background) will always correlate with its signified in the LPS in the future and will be automatically transferred to fixed forms of LSS mental experience making ambiguous interpretation of information (in case of polysemy), and a distortion of information (in cases of homonyms, lexical mismatches, etc.).

The "support" on LPS leads to destruction of information in system and norms of LSS.

Equalization of LPS units to LSS units happens due to full or partial identity in form (acoustic, graphic, acousto-graphic), sense of the "central" meaning, the distribution of linguistic units (combinations of phonemes, morphemes, AGCs).

Monosemanticity of representations of the world in AGCs is not always possible. It becomes obvious comparing pictures of the world in different languages.

Main lexical equivalences:
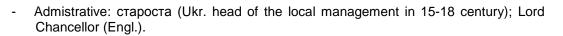### 1. Equivalents:
1.1. Full equivalents – terms (mostly). They cover the full meaning of the AGC: castrian, aorta, etc;

1.2. Partial equivalents – there`re facts of informational crossing according to the essence. The number of "secondary" meanings with the "main" meaning is usually different in languages: дім (Ukrainian (Ukr.) (3 meanings) – house (8 meanings) (English (Engl.); Engl.

1.3. Absolute equivalents – interlingual unambiguity. AGCs are identical semantically and stylistically in languages of encoding: бук (Ukr.) – beech (Engl.).

1.4. Relative equivalents – identical AGCs with different emotional coloring: «бабки» (Ukr.) – bucks (American).

1.5. Vocabulary without equivalents – AGCs which haven`t analogues in languages of coding.

The causes of vocabulary without equivalents origin
1) Lack of objects or phenomenons in the life of people (French doors (American, Canadian);

2) Lack of concepts in the target language: the object exists and lack of AGCs (Доба (Ukr.) = day and night or 24 hours) (Engl.);

3) Differences in lexical and stylistic characteristics: developed suffixes system in Ukrainian (писар**енко**, писар**ець** etc.) and English has fewer suffixes;

4) Acoustic, graphic, acousto-graphic coinciding – AGCs may coincide completely (acoustic-graphically) or partially (acoustically or graphically). But they`re semantically, stylistically and emotionally completely different AGCs that haven`t common or similar meanings:
   - Acoustic: степ (Ukr. steppe) – step (stride, footprint) (Engl.);
   - Graphic: oca (Ukr. insect) – oca (a South American plant) (English); coxa (Ukr. wooden plough) - coxa (the hip bone) (Engl.);
   - Acoustic and graphic: кака (Ukr. dirt) – kaka (a New Zealand parrot) (Engl.);

5) Realities – the national carriers:
   - Geographical realities: полонина (Ukr. mountain pasture-ground); Heath (Engl.);
   - Productive activities: колгосп (Ukr. collective farms);
   - Culture: коломийки (Ukr. Ukrainian dance and song); Christmas (Engl.);
   - Politics: губернія (Ukr. province, oblast); Lord (Engl.);
   - Domestic: дача (Ukr. country house, summer cottage); cottage (Engl.);
   - Musical instruments: бандура (Ukr. Ukrainian folk instrument); bagpipes (Engl.);
   - Drinks, food: вареник (Ukr. meat, fruit or curd dumplings); whisky (Engl.);
   - Clothing: плахта (Ukr. part of a Ukrainian women's costume); kilt (Engl.);
   - Appearance: оселедець (Ukr. the old men's hairstyle, tuft of hair);
   - Military: arbalest (Ukr. an ancient weapon to shoot stones);

- Admistrative: староста (Ukr. head of the local management in 15-18 century); Lord Chancellor (Engl.).

2. Conformities
2.1. Variant – there`re several AGCs to transfer the same meaning mentioned in the original AGC. Meanings may be narrower or wider.
   • Палець (Ukr.) = Finger+ toe+ thumb (Engl.).
2.2. Contextual – appear in the use, depend on the influence of context:
2.2.1. Narrow context – the context of phrases or sentences:
   • eye (eyes): to drop one's eyes; black eye; private eye, eyes right! (left!, front!);
2.2.2. Broader context – the linguistic environment that goes beyond the sentence, paragraphs, chapters or composition;
2.2.3. Extralinguistic context – a context is formed according to erudition of a translator:
   Eye: 1) each of a pair of globular organs of sight; 2) the small hole in a needle (sewing); 3) eyespot (ornithological); 4) a round, dark spot on a potato (botanical).
3. Sociocultural information is characteristic only for a certain nation or nationality mastered their representatives and reflected in the language of the national community.

VII. Technologies to prevent ambiguity in the process of discourse creation for avoiding misunderstandings.

Methods of no equivalent vocabulary decoding:
1) Tracing method – repetition inner form of AGC or phrase (jury (Engl).- журі (Ukr.);
2) Transliteration – transmission of sound complex (pub (Engl.) – паб (Ukr.));
3) Analog – search of analogue in languages, (drugstore (American) = chemist's (Engl.) = аптека (Ukr.);
4) Explication (descriptive translation) – cats eyes (solar road studs) (Engl).;
5) Psycholinguistic explication – familiarization with AGCs as native speakers do: pudding (a dessert made of various ingredients, such as flour, milk, and eggs, with fruit, etc).

AGC has potentially unlimited semantics. It`s difficult to predict in which direction development will take place.

We code only a part of the information and hope that a person will add another.

Synonymy begins with a misunderstanding or partial understanding. It`s the continuation of ambiguity. But the principle of ambiguity is "one AGCs means the different" and synonymy principle is "different AGCs mean the same".

At the base of both processes is a pseudo understanding.

There'll be individuals who don`t know this AGC and understand it incorrectly. It can give and spread new meanings and understanding.

People don`t think in English, Ukrainian, etc.; they think in codes of thoughts. This code is probably similar to all languages; presumably it has symbols to express concepts and the combination of symbols that responsible to the carrier and objects of action.

Every interlingual translation is not simple conversion of AGCs but it`s the process of information formation [3].

The task of a teacher is to avoid direct coding himself and not to teach students to "word to word translation" of AGCs from one language to AGCs of another language and to provide the correlation of information just only by a random coincidence of informational elements in languages.

"Knowledge of the language thus means knowledge of how to convert code of thought in verbal thinking and vice versa. People deprived of their language have code of thought. Infants and many animals likely have theirs more simple dialects "[4].

Therefore, in familiarization with a new AGC student should get the most comprehensive view of its importance, the sphere of its use, combinatory with other AGCs, understanding of the informative content, i.e. the linguistic picture of the world of speakers and the conceptual world picture that allows students to understand a new AGC.

The main mechanism of this technique is realized by direct encoding using between "sign" and its "essence" without transitional and partial "translation".

This process is united with the physiology of the human brain. The process of nominalization is consistently. Each new candidate for the nominalization passes correlation checking for something in some degree similar with nominalised before.

The first image of the molecular system was activated at the time of searching correlation by exciting potential and activated information of an image recorded earlier. It agrees with all basic laws of physics about nominalization of energy.

VIII. Conclusion

LSS teaching is the specific structure of the general process – formation of information.

The teacher`s aim is to use maximum knowledge of physiological laws of human brain functioning.

Achieving maximum efficiency of interlingual communication is possible if the understanding of the subject in LPS and LSS coexists remotely but as a single semantic field of situations, contexts, topics.

This means an exception of direct (literal) translation AGCs and using only the conversion of information, i.e. information forming by the laws of LSS.

As a result of using such teaching method it`ll be formed the secondary language personality able to learn, describe, evaluate and fully participate in intercultural communication.

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