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THE MAIN MODELS OF THE MENTAL VOCABULARY: THEORY AND PRACTICE

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Abstract. Recently, attention has been paid by linguists to the interdisciplinary foundations of speech perception. The peculiarities of the processes of understanding speech and speaking indicate a special function of the human psyche. According to Kopylova M.M. the peculiarities of memory for the perception of different words play an important role. One of the most pressing problems of modern psycholinguistics is the study of the mental vocabulary. The structure and organization of a person's internal lexicon, its role in the processes of perception of native and foreign speech is expressed by the concept of "mental lexicon." The article describes the results of an experimental study to identify the level and strength of mastering internal foreign language vocabulary in an educational situation. specialties of Aktobe Regional University named after K. Zhubanov of the Republic of Kazakhstan It should be noted that, despite the increasing role of the English language in Kazakhstan at the present time, this problem is probably the least worked out. The purpose of the article is to describe the results of scientific research on the process of introducing a foreign word into the student's internal vocabulary system at the level of professional training. The scientific significance of the research: psycholinguistic perception of lexical foreign language units is aimed at strengthening the mental lexicon of the individual and represents the realization of their metalinguistic function. Practical significance reflects the importance of words-identifiers, which help in the study of foreign words to understand their meaning through the words-supports of an associative nature. Main conclusions: the data obtained allow us to identify the features of the entry of a foreign language word into the student's internal vocabulary system at a professional level.

Keywords: psycholinguistics, mental lexicon, mental dictionary, foreign language, speech perception, memory features, experimental study, student.

Basic provisions

The mental lexicon is based on basic language codes that make up a person's internal vocabulary and serve as the basis for identifying new words. Allocate different models of functioning of the mental lexicon.

Introduction

Understanding the nature of human thought is both an ambitious and exciting task, for the solution of which a researcher must inevitably turn to the achievements of various sciences dealing with the problems of human consciousness, his cognitive abilities: cognitive linguistics, psychology, psycholinguistics, philosophy of mind, neurophysiology.

Due to the specificity of meanings that do not depend on the language code and are associated with the general laws of the work of human memory, early assimilation and connection with procedural knowledge, units of the core of the

human lexicon play the role of a kind of functional reference points (supports) in the processes of identifying other words. Units of the core of the lexicon are used as "typical examples", through the correlation with which the identification of less typical units that are not included in the core occurs [1, p. 140]. This phenomenon underlies the study of a foreign language, where the choice of the native language.

Due to the arrival of new information from the outside into the mental lexicon, some random deviations (fluctuations) arise, which can increase and bring a stable structure into an unstable, unstable state. At the first stage of the identification process (due to evolutionarily determined possibilities), the word enters the field of vision of the individual, the stimulus passes through the layers of the retina, reaches the visual receptors, in which the energy of the stimulus is converted into nerve impulses that travel through the fibers of the optic nerve to the brain.

It seems to us that the movement of energy in a situation of recognizing an unfamiliar word is directed from the individual to the word and is expressed in the individual's search for supports and familiar elements that can bring it to meaning. Another flow of energy comes from the word as the impact of the external environment, its associative potential, which in turn is "fertilized" and created by the perceptual, cognitive and affective experience of a person.

Thus, the life of a word is continuously connected with the person who perceives it; outside of interaction with him, it remains a chain of graphemes or sound noise.

Materials and methods

The purpose of the article is to describe the results of scientific research on the process of entering a foreign word into the system of internal lexicon of a student at the level of professional training.

Methodology used: experimental (identification of the threshold of the "educational" lexical minimum) and comparative (comparison of associative fields of English words of the profile for students of the direction, in general 1500 lexical units) were used. The study was based on data obtained from English teachers who participated in the experiment and from 3rd-year students who participated in a series of free Association experiments.

Results and discussion

The mental lexicon, as a concept, goes back to the term mental dictionary, proposed by E. Treisman to denote a repository of words with their meanings in human memory [2, p. 68].

Consider the basic models of mental lexicons.

1. Lexical search model: developed by K. Forster, assumes that several representations are stored in a person's memory for each word: phonological appearance, graphic appearance, meaning, as well as basic grammatical information (part-of-speech) [3, p. 539]. In parallel with these representations, the units of access to the mental lexicon are stored in a separate "file": spelling representations of a word for reading, phonological representations for listening to speech, and semantic-syntactic representations for generating speech and writing.

2. *The Logogen model* implies the simultaneous storage of complete lexical information and separate representations of the word intended for access to the mental lexicon [4, p. 203]. In this model, two components are distinguished: a logogenic system corresponding to the access level, and a cognitive system corresponding to the storage level of complete lexical information.

3. *Interactive activation model* developed by J. McCleland and D. Rumelhart within the framework of connectionism, it involves several levels of representation of linguistic information [5, p. 375]. This is the level of individual features (those elements that make up the letters. For example, for the letter "n" these are two vertical ("|") and one horizontal ("-") lines), the level of letters and the level of words (when perceiving a chain of letters, all letters are processed in parallel and simultaneously). The activation of one node leads to the activation of neighboring nodes. But downward and upward interaction is possible only between adjacent levels.

4. Cluster models. Cluster models are a hybrid of pomorphic and whole-word storage, in which both all derivatives of one root and the root itself are stored, but not individual affixes. In a partial form, this hypothesis is presented in the work of R. Stanners et al., according to which access to English prefixed derivatives stored in their entirety is carried out only after morphemic analysis.

5. Two-level morphology models. Two-tier models with two types of access. In the Augmented Addressed Morphology (AAM) model, full-word recognition is carried out for familiar words, and morphemic analysis for unfamiliar words [6, p. 297]. In a later version of the same model, the scope of morpheme analysis was expanded to include frequency affixes rarely found in pseudo-affix words [7, p. 295].

6. Models with lemmas. In the model of M. Allen and W. Badecker, at the level of lexemes, separate morphemes and irregular forms (their phonological representations) are stored, and at the level of lemmas, abstract representations for the root and its allomorphs arising in irregular word forms [8, p. 705]. Both the lexeme level and the lemma level are associated with semantic level representations.

7. Hybrid models. Models positioning themselves as containing lemmas are adjoined by hybrid models that also contain a level intermediate between form and semantics, but, unlike previous models, allow both types of access [9, p. 75]. In addition to the morphographic level, at which the spelling / phonological representations of individual morphemes (morph in the terminology of E. Giraudot and M. Vogue), there is a level of whole word forms (lexical in the terminology of K. Dipendal and his colleagues) and a level of meaning (semantic, according to K. Dipendal and his colleagues; conceptual, by E. Girodeau and M. Vogue), as well as a level intermediate between them [10].

Special experiments come to the aid of scientists.

The Associative experiment seems to be the most common experimental way to study the connections between words in linguistic consciousness. He is known to have come to linguistics from psychology and forensics. Initially, the experiment was used to study the mental activity of mental patients. The first collection of associative norms was a dictionary of American psychologists Grace Helen Kent and Aaron Rozanov. They also proposed a standard list of 100 stimulus words.

The associative experiment technique is simple. The subject is presented with a list of stimulus words, to each of which he must respond with the first reaction word that comes to his head.

Thus, a native speaker sequentially builds a chain of responses: stimulus - response, stimulus - response … For example, a person is told: TABLE, and he answers: a chair. And another subject to the same stimulus TABLE will answer: it is standing, the third one will say: round, and the fourth one is covered, or the food, or the table is empty (phrases are also allowed) - as to whom it occurs. (For clarity, the stimulus will then be depicted in large, uppercase letters, and the reaction in small, lowercase.) It can be considered that the general, so to speak, strategic principle of the subject's activity in such situations is the imitation of text generation. Responding to a word-stimulus with a verbal reaction, a person somehow creates some text-primitive [11, p. 77]. Of course, the conditions of the associative experiment are artificial; the subject does not have a full stimulus for speech activity, and there are many embarrassing, distracting factors.

Kazakh linguists-researchers Aldash A., Aldasheva K.S. note that the mental lexicon of a linguistic personality acquires relevance at a new stage in the development of the Kazakh language. This is due to the transition of the Kazakh alphabet to the Latin alphabet [12, p. 34]. Also, the authors in their study rely on stereotypes of perception, Cyrillic-skills and the lexical base of the language. Artykbaeva F.I. highlights the diachronic aspect of the mental lexicon as a reflection of the basic values of the personality [13, p. p. 147].

In our understanding, the mental lexicon is the psychological side of a person’s internal vocabulary. It contains information about the meaning of the word, its pronunciation, and its syntactic characteristics. It is also constantly growing and expanding, as there is a constant replenishment of new words. There are modular (two-system) and connectionist (one-system) approaches. According to the first approach, one can single out symbolic recursive rules that rely on the mechanisms of RAM. The second approach allocates the work of associative memory. These approaches were formed on the basis of the study of the English language, in particular, the system of English verbs. At present, we are witnessing its transfer to the mental perception of Russian and other languages.

In our study, a free associative experiment was used to study and assess the perception of reality by native speakers of foreign words by analyzing the identified conceptual systems of respondents. These include the most emphasized components of concepts and ideas about objects of reality, as well as subjective emotional and evaluative characteristics attributed to these concepts and which are a reflection of the emotional perception of the environment by subjects and themselves in it. The subjects were asked to rate words from the list on a 5-point scale (1 - I hear it for the first time; 2 - I heard (a), but I don't know the meaning; 3 - I know, but don't fully understand the meaning; 4 - I understand the meaning, but I don't actively use the word; 5 - I understand and actively use the word). The experiment made it possible to select incentives that are most understandable. After the first stage, 35 stimulus words from different spheres of life were selected. All words were selected from the English-Russian dictionary by V.K. Muller [14, p. 115]. The respondents were 108

3rd year students of Aktobe Regional State University named after K. Zhubanov. The words were read out with the same length (15 sec.). In response to one stimulus word, the recipient had to write down the first reaction word, which, in his opinion, is associated with the name. Free selection, which was provided to the recipients, allows us to identify the variety of associations that arose in them in connection with the stimulus word (Table 1).

Table 1. A set of words of 35 stimulus words from different spheres of life (English-Russian dictionary by V.K. Muller, 2011)

avatar [ˈævətɑːr]; activation [ˌæktɪˈveɪʃn]; affective [əˈfektɪv];
beach [ˈbiːtʃ]; bicycle [ˈbaɪsɪkəl]; blab [blæb]; boarding [ˈbɔːrdɪŋ]; bracelet [ˈbreɪslət]; brain [ˈbreɪn]; baby [ˈbeɪbi];
cabbage [ˈkæbədʒ]; caftan [ˈkæftæn]; calcium [ˈkælsiəm]; call [ˈkɒl]; chaffy [ˈtʃæfi]; cinematography [ˌsɪnəməˈtɑːgrəfi];
daddy [ˈdædi]; didder [ˈdɪdə]; draft [ˈdræft]; dwelt [ˈdwelt];
eagerness [ˈiːgərnəs]; ebullition [ˌebəˈlɪʃən];
face [ˈfeɪs]; fiddlesticks [ˈfɪdlstɪks]; fillip [ˈfɪləp];
gender [ˈdʒendər]; gladness [ˈglædnəs];
habiliment [həˈbɪləmənt]; headmaster [ˈhedˈmæstər];
idealize [aɪˈdiːˌlaɪz]; inaction [ˌɪˈnækʃən];
jelly-fish [ˈdʒelɪfɪʃ]; judder [ˈdʒʌdər];
knew [ˈnuː]; key [kiː];

It should be noted that in works of this kind, similar associations to the same stimulus are usually generalized (for example, associations of water, drink, alcohol, cocktail to the sambuca stimulus are reduced to the word liquid, and their frequency is summed up), and individual associations are not taken into account. In our work, such associations were not generalized so as not to lose the meaning of the word that arose in the mind of the respondent. This approach allows for a clearer description of the semantic components of the studied words, as well as a deeper analysis of the linguistic picture of the world and the features of the conceptual picture of the world.

In our work, we used the classification of D.I. Terekhova [15, p. 272].

Consider the results.

1. ACTIVATION: 97 different reactions organize the associative field. The associative field is mainly expressed by nouns, although nominative phrases, adverbs, adjectives are occasionally presented.

A significant number of respondents did not find a verbal response for the stimulus - 27.

Syntagmatic reactions include: Windows, cards, Bourne, hormones, something.

Paradigmatic categorical reactions: enable, start, action, code, virus, launch, antivirus, program, process, internet, opening, entrance, software, work, activity.

Phonetic reactions: tasting, motivation, modification, closure, maximization, degradation, multivariate, archiving, registration, integration.

A number of associations do not find a place in the named classification, therefore, into a separate group, we singled out reactions with different relationships between stimulus and response: brain, sim card, acceleration, bomb, knowledge, explosion, sport, door, structure, efficiency, money, rebirth, telephone, success, new, physical education, forward, zombie, coal, designation, start, movement, deposit, energy, adaptation, green.

In a separate group, we also highlight the phrases: IP address, starter package, washing machine.

The associative meaning of the neologism ACTIVATION is very clearly indicated, since the frequency of nuclear reactions is high (in the range of 8 - 27), the components of the meaning are mainly interconnected due to the same “loading” - turn on, start, start, enter. Some of the nuclear reactions are indirectly combined with the key topic; they call the stimulus-related attribute "computer".

2. REALITY: the associative field is represented by 38 different reactions, mainly expressed by nouns, although sometimes they are represented by phrases, adverbs, adjectives.

A significant number of respondents did not find a verbal response for the stimulus - 10.

The following reaction belongs to syntagmatic: show.

Paradigmatic categorical reactions: man, life, people, bright, now, modern, truly, present.

The following reactions belong to word-formation: reality, real, real.

Paradigmatic comparative reactions: fantasy, competition, sleep, abstraction, play, matrix, mess, fear.

Phonetic response: unrealistic.

A number of associations do not find a place in the named classification, therefore, in a separate group, we singled out reactions with different relationships between stimulus and response: soap, event, TV, meaning, argument, television, business, view, program, cartoon, something.

The associative meaning of the neologism REALITY is very clearly indicated, since the frequency of nuclear reactions is high (in the range of 8 - 223), the components of meaning are mainly interconnected due to the seme "reality" - "modern", "reality", "real", "real", " natural ","life”.

3. KEY: the associative field is organized by 43 different reactions, mainly pronounced nouns, adjectives, less often verbs and nominative phrases.

A small number of respondents did not find a verbal response to the stimulus - 5.

The syntagmatic (emotional-evaluative type) reactions include the following reactions: yellow, license, crane, access, activation, second, violin, gaich, bass.

Paradigmatic categorical reactions: open, password, login, key, computer.

Reactions-personalities: Pinocchio.

A number of associations do not find a place in the named classification, therefore, in a separate group, we singled out reactions with different relationships between stimulus and response: lock, riddle, heart, master key, door, knowledge,

house, bear, message, happiness, box, apartment, Photoshop, crack, stream, motorcycle, car, water, thing, nickname, answer, safe.

We also distinguish phrases into a separate group: keyhole.

The associative meaning of the neologism KEY was understood because the majority chose the reactions "lock", "door", "heart". The neologism itself is associated with the seme "code": password, entry, activation.

Experimental data on the units of the human mental lexicon and the nature of the connections between them can be obtained using a number of methods: psychophysiological, associative, experiments for free reproduction, using subjective scaling, classification, priming, etc.

The core elements of the conceptual system are the following (Figure 1).

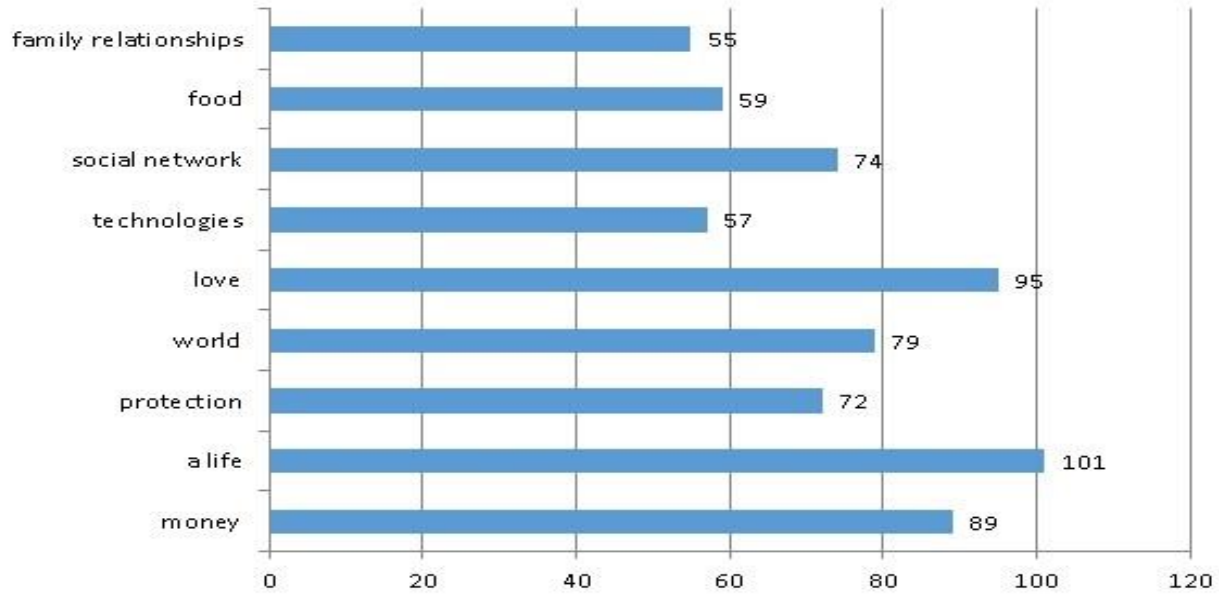

Figure 1. Nuclear elements of the conceptual system, most commonly used by students

The method of conducting an associative experiment perhaps most clearly illustrates the traditional scheme of a psycholinguistic experiment: S→[redacted]→R, where S is a stimulus, R is the reaction of the subject, and between them the connection through the "black box," which symbolizes the incomprehensibility of the person under study, an active participant in speech-thought activity. It is not for nothing that when describing this experiment the terms "stimulus" and "reaction" become frequent and obligatory.

Conclusion

The study of the associative experiment showed:

The level and nature of the comprehension of individual concepts among the respondents are not the same, since for one stimulus word there were many variants of reaction words (from 43 to 107 (was there not more?) Depending on the word). Therefore, it can be assumed that a person's consciousness and thinking are influenced by various extra linguistic factors (both individual psychological and socially determined).

The associative field of the respondents was mainly expressed by nouns and adjectives; there was also no single use of adverbs and verbs.

The classification of D.I. Terekhova was taken as a basis, but we also distinguished into a separate group of reactions with different relationships between stimulus and response. In addition, phrases are not excluded from the analysis, despite the fact that such reactions are usually rejected. The nominative nature of word combinations, essentially equating them with a word, allows for a more expressive presentation of the associative field of stimuli.

A fragment of the linguistic picture of the world of the respondents shows the originality of the perception of the mental vocabulary, especially the semantic ones: for example, the new meaning of the word tank - "type of clothing" - was not perceived, meaning tank was associated with the meaning "type of combat vehicle".

Emotional perception of the realities of the surrounding reality does not always coincide with the semantics of the word.

Students are prone to negative evaluative and emotional reactions to the world around them, but since people's consciousness is more focused on a positive attitude to reality, there are more positive reactions to words.

The vocabulary of neologisms is not clearly structured in the picture of the world of native speakers, since a significant number of respondents did not have a verbal reaction.

Thus, we examined the main models of the mental vocabulary, gave a scientific and theoretical characteristic to this concept, and conducted an experiment with students of the Aktobe Regional State University named after K. Zhubanov. It should be noted that for the Kazakh psychological and linguistic science, the associative experiment is used extremely rarely; mainly its elements are used, which cannot give a complete picture of the formation of the mental vocabulary in the subjects.

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МЕНТАЛЬДЫ ЛЕКСИКОННЫҢ НЕГІЗГІ МОДЕЛЬДЕРІ: ТЕОРИЯ ЖӘНЕ ПРАКТИКА

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Аңдатпа.Соңғы кезде тіл мамандары сөйлеуді қабылдаудың пәнаралық негіздеріне назар аударды. Сөйлеу мен сөйлеуді түсіну процестерінің ерекшеліктері адам психикасының ерекше қызметін көрсетеді. М.М. Копыловаңың пікірінше әртүрлі сөздерді қабылдаудың есте сақтау ерекшеліктері маңызды рөл атқарады. Қазіргі психолингвистиканың ең өзекті мәселелерінің бірі - психикалық сөздік қорды зерттеу. Адамның ішкі лексикасының құрылымы мен ұйымдастырылуы, оның ана тілінің және шетелдік сөйлеуді қабылдау процестеріндегі рөлі «психикалық лексика» ұғымымен көрінеді. Мақалада білім беру жағдайында ішкі шет тілінің лексикасын игеру деңгейі мен күшін анықтау үшін жүргізілген эксперименттік зерттеудің нәтижелері сипатталған. Бұл эксперимент Қ.Жұбанов атындағы Ақтөбе өңірлік университетінің педагогикалық мамандықтарының 3 курс студенттерімен жүргізілді. Айта кету керек, қазіргі уақытта Қазақстанда ағылшын тілінің рөлі артып келе жатқанына қарамастан, бұл проблема ең аз өңделген. Мақаланың мақсаты - кәсіби дайындық деңгейінде студенттің ішкі сөздік қорына шетелдік сөзді енгізу процесі бойынша ғылыми зерттеулердің нәтижелерін сипаттау. Зерттеудің ғылыми маңыздылығы: лексикалық шет тілдік бірліктерді психолингвистикалық қабылдау жеке тұлғаның психикалық лексикасын нығайтуға бағытталған және олардың металингвистикалық қызметін жүзеге асыру болып табылады.

Тәжірибелік маңыздылық шетелдік сөздерді зерттеуде ассоциативті сипаттағы тірек сөздер арқылы олардың мағынасын түсінуге көмектесетін анықтауыш сөздердің маңыздылығын көрсетеді. Негізгі қорытындылар: алынған мәліметтер шет тіліндегі сөздің студенттің ішкі сөздік қорына кәсіби деңгейде ену ерекшеліктерін анықтауға мүмкіндік береді.

Тірек сөздер: психолингвистика, ментальды лексикон, ментальды сөздік, шет тілі, сөйлеуді қабылдау, есте сақтау ерекшеліктері, эксперименттік зерттеу, студент.

ОСНОВНЫЕ МОДЕЛИ МЕНТАЛЬНОГО ЛЕКСИКОНА: ТЕОРИЯ И ПРАКТИКА

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Аннотация. В последнее время со стороны лингвистов уделяется внимание междисциплинарным основам восприятия речи. Особенности процессов понимания речи и говорения указывают на особую функцию психики человека. По мнению Копыловой М.М., важное значение имеют особенности памяти по восприятию разных слов. Одной из самых актуальных проблем современной психолингвистики является исследование ментального лексикона. Структура и организация внутреннего лексикона человека, его роль в процессах восприятия родной и иностранной речи выражается понятием «ментальный лексикон». В статье описаны результаты экспериментального исследования по выявлению уровня и силы усвоения внутренней иноязычной лексики в образовательной ситуации. Данный эксперимент проводился со студентами 3 курса педагогических специальностей Актюбинского регионального университета имени К. Жубанова Республики Казахстан. Следует отметить, что, несмотря на возрастающую роль английского языка в Казахстане в настоящее время, эта проблема, вероятно, наименее проработана. Цель статьи – описать результаты научных исследований процесса введения иностранного слова в систему внутренней лексики студента на уровне профессиональной подготовки. Научная значимость исследования: психолингвистическое восприятие лексических иноязычных единиц направлено на усиление ментального лексикона индивида и представляет собой реализацию их метаязыковой функции. Практическая значимость в роли слов-идентификаторов, которые помогают при освоении иноязычных слов понять их смысл через слова-опоры ассоциативного характера. Основные выводы: полученные данные позволяют выявить особенности вхождения слова иностранного языка в систему внутренней лексики студента на профессиональном уровне.

Ключевые слова: психолингвистика, ментальный лексикон, ментальный словарь, иностранный язык, восприятие речи, особенности памяти, экспериментальное исследование, студент.

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