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THEORETICAL BASIS OF THE SYSTEMIC APPROACH TO THE FORMATION OF LINGUISTIC PERSONALITY

ТЕОРЕТИЧНІ ЗАСАДИ СИСТЕМНОГО ПІДХОДУ ДО ФОРМУВАННЯ МОВНОЇ ОСОБИСТОСТІ

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The main task of the article is to consider theoretical grounds of the systemic approach to the foreign language teaching in the context of linguistic personality formation. The systemic approach as an important theoretical basis of the learning process provides interaction of all the structural components of the learning model and is considered to be the main, holistic and most effective teaching vehicle, among the very important tasks of which are the development of means of representing the objects under research and construction as systems; studying of the structure of systems theories and various system concepts and developments; construction of generalized system models, models of different classes and specific properties of the systems. Systemic approach is considered an important theoretical basis of the learning process, providing conscious understanding of linguistic facts and phenomena in their interrelations and holistic system, encourages students to be careful in choosing language means for the transference of a certain content, the system of every block and the holistic system of the section and topic studied. There are several types of systemic approach: complex, structural, holistic. Thus, the linguistic personality is formed in a kind of coordinate system, which is given by certain values inherent in people, patterns of social behavior, peculiarities of world perception. Communicative competence is important for the functioning of linguistic personalities in different situations and circumstances of communication. The most typical communicative need of a linguistic personality is social communication, belonging to a certain social group, since linguistic personality is a social phenomenon having an individual aspect.

Key words: systemic approach, linguistic personality, future specialists, communication, communicative competence.

Основним завданням статті є розгляд теоретичних засад системного підходу до викладання іноземної мови в контексті формування мовної особистості. Системний підхід розглядається як важлива теоретична основа процесу навчання, що забезпечує взаємодію всіх структурних компонентів моделі навчання. Системний підхід до вивчення іноземних мов вважається основним, цілісним та найефективнішим інструментом навчання, серед найважливіших завдань якого є розробка засобів представлення досліджуваних і конструйованих об'єктів як систем; вивчення структури системних теорій та різноманітних системних концепцій і розробок; побудова узагальнених моделей систем, моделей різних класів і специфічних властивостей систем. Системний підхід вважається важливою теоретичною основою процесу навчання, що забезпечує усвідомлене розуміння мовних фактів і явищ у їх взаємозв'язках і цілісній системі, спонукає учнів до обережності у виборі мовних засобів для передачі певного змісту, системи кожного блоку й цілісної системи розділу та теми, що вивчається. Існує кілька видів системного підходу: комплексний, структурний, цілісний. Активне формування у здобувача вищої освіти пізнавальних умінь і, відповідно, пізнавальної компетентності покращує його світоглядну культуру, створюючи тим самим передумови для майбутньої професійної самореалізації. Таким чином, мовна особистість формується у своєрідній системі координат, яку задають наявні у людей цінності, моделі соціальної поведінки, особливості світосприйняття. Комунікативна компетентність важлива для функціонування мовних особистостей у різних ситуаціях та обставинах спілкування. Найбільш типовою комунікативною потребою мовної особистості є соціальне спілкування, приналежність до певної соціальної групи, оскільки мовна особистість є соціальним явищем, що має індивідуальний аспект.

Ключові слова: системний підхід, мовна особистість, майбутні фахівці, комунікація, комунікативна компетентність.

Setting of the problem and relevancy substantiation. Language knowledge plays a significant role in organizing the future specialists' educational training. For successful professional communication in the information level society the communicative

competence is necessary which is a system of knowledge, skills and abilities needed for effective communication. In its turn, effective professional communication is constructive, psychologically comfortable communication, aimed at implementing commu-

nicative goals. It contributes to the modern society needs for the specialists capable of international and intercultural communication comprising not only knowledge of foreign languages but such aspects as individual's language culture, communication etiquette, skills of effective communication, non-verbal communication, etc. Thereby not just people are able to influence the language, but also language significantly affects personality formation. Discursive practices are the basis of the linguistic personality research. Being nationally marked, they also have a number of universal features, which makes intercultural communication possible.

The systemic approach is a general scientific approach actively used by different sciences. Nowadays systemic approach to the study of the subject is used in almost every modern scientific research, reflecting its various directions. In the context of systemic approach to the foreign languages study, the language system is considered as a set of interconnected linguistic components – elements, structures and subsystems in the hierarchy of their construction. Systemic approach to the foreign languages study is considered to be the main, holistic and most effective teaching method.

Analysis of recent research and publications.

Numerous domestic and foreign scientists have devoted their works to the study of the systemic approach in terms of the overall research methodology, such as V. Afanasyev, S. Arkhangel'sky, O. Averyanova, Y. Babansky, V. Bepalko, I. Blauberg, V. Bykov, I. Dudnyk, S. Honcharenko, T. Ilyina, V. Karasyk, Yu. Karaulov, V. Krasnykh, V. Kushnir, Y. Kustov, N. Kuzmina, I. Pidlasy, V. Sadovsky, I. Zyazyun, etc. The systemic character of the vocabulary is revealed in the investigations of such linguists as M. Kochergan, V. Rusanovsky, L. Shcherba, V. Vinogradov, J. Zakrevskaya, etc.

Linguistic personality as linguistic and linguodidactic category is being studied by numerous scholars. In linguistics it was investigated by such scientists as V. Karasyk, Y. Karaulov, V. Maslova, L. Matsko, O. Selivanova, L. Struganets, etc., in linguodidactics accordingly by O. Horoshkina, K. Klimova, A. Nikitina, M. Pentilyuk, I. Ruban, O. Semenog, T. Simonenko, S. Yermolenko, V. Zavgorodnova, etc. The researches have characterized theoretical and methodological principles of linguistic personality, aspects of its formation and development.

The purpose of the article is to consider theoretical grounds of the systemic approach to the foreign language teaching in the context of linguistic personality formation.

Presentation of the main research material.

Mastering a foreign language is a powerful factor of self-actualization and self-realization of a personality. While studying a foreign language the person improves the basic forms and laws of thinking, which allows an easy outlet from the sensory images to the level of concepts. Learning foreign languages activates individual's mental development: foreign language can be learned with the communicative purpose only as an instrument of thought, as communicative content in the process of communication which is not only transmitted but also created as a result of speech and mental activity. Active formation of student's cognitive skills and, accordingly, cognitive competence improves his / her worldview culture, thereby providing the preconditions for the future professional self-realization.

Language is a universal means of communication. Its lexical structure is constantly and continuously changing, improving due to the general peculiarities of language and the qualitative specificity of the word. Lexical structure of the language is a multifaceted hierarchically structured system with certain patterns of its organization, functioning and development, which includes steady, stable, new elements that are assimilated, showing signs of constant movement and renewal [2, p. 3].

The term «system» is translated from Greek and means a set of elements in relations and interconnections with each other forming a certain integrity, unity. A whole composed of parts, while it's another meaning is the order determined by the correct placement of parts and their interconnections [5, p. 3].

Systemic approach is a methodological direction in science, the main task of which is developing research methods and designing complex objects, i.e. systems of different types and classes. Systemic approach is a certain phase in the development of methods of cognition, as well as those of research and development, methods of describing and explaining the nature of the analyzed or artificially created objects.

Therefore, the systemic approach reflects a complex of methods by which a particular object is described as a summation of interconnected or interacting components. Those methods are developed within particular scientific disciplines as well as general scientific concepts and are the result of their interdisciplinary synthesis.

Among the most important tasks of the systemic approach are the development of means of representing the objects under research and construction as systems; studying of the structure of systems theories and various system concepts and developments; con-

struction of generalized system models, models of different classes and specific properties of the systems.

There are several types of systemic approach: complex, structural, holistic. A system is any complex phenomenon that includes numerous elements forming a certain complex due to the availability of internal connections between them. Each system has its own structure. Each element included in this structure is considered as a subsystem. The hierarchical dependence of the subsystems will be determined by the subordination of their functions: each of them and all together are aimed at achieving the effectiveness of training.

The systemic approach is considered an important theoretical basis of the learning process. According to V. Bepalko, it is based on the necessity for a comprehensive approach to the phenomena under study. The author considers the pedagogical system as a set of interconnected tools, methods and processes necessary for the creation of organized and purposeful learning. This approach provides the interaction of all the structural components of the learning model. In the process of foreign languages learning the systemic approach allows us to consider professionally-oriented language learning as a pedagogical system with its own features, characteristics and patterns.

V. Kovalchuk [3] contingently identifies such areas as philosophical aspects of the systemic approach, development of its logic and methodology, construction of system concepts and theories; creation of models of pedagogical systems, analysis and synthesis of the essence, properties, structural elements of pedagogical phenomena and processes.

Based on systemic approach to the foreign language mastering it is obvious that grammar plays the dominant role due to the generalizing nature of its laws. The systemic approach in the foreign language grammar studying is understood as such an organization in which the students in their work go from mastering the knowledge of the basic grammar principles to speech skills and abilities; they are given the idea of a language as a systemic formation, in which all the components of the system stand in close interaction with each other. Recently, teaching methods have become widespread, according to which the learner has to handle grammatical structures as a result of imitating the language of a teacher or native speaker, where special attention is paid to involuntary memorizing of the language grammatical phenomena [4].

One of the main tasks of learning a foreign language is to possess the dominant, i.e. most used vocabulary of the language, which contains a kind of expression of the concepts and phenomena inherent in the native speaker. To simplify the perception

of the material studied, the introduction, semantization and training of lexical material are carried out on a previously studied grammatical material and vice versa – the introduction of new grammatical material is based on the already mastered lexical material, and during the presentation of lexical material is distributed according to the grammatical system of the speech parts. In addition, lexical units are selected for presentation at every new stage of acquiring the language, which contain a set of interrelationships allowing to compose the largest number of sentences for training in exercises with the maximum number of repetitions. At the same time, this principle corresponds to the system-functional aspect of the language, since it is known that the higher the compatibility of the word is, the greater its communicative value will be. Mastering the norms of word combination in a sentence allows to instantly carry out language synthesis, independently constructing the expressions (T. Kamyanova, 2008).

Linguistic personality is considered a person who realizes his / her communicative potential through language. In speech, communicative and discursive environments, the personality is manifested both through language and language means used in the communicative act. The components of linguistic personality are speech / behavioral stereotypes and sociolinguistic components (idioethnic, status, gender and age ones).

There are three levels in the structure of linguistic personality: structural-linguistic, linguo-cognitive and motivational (Yu. Karaulov). Discourse includes the following dimensions: 1) linguistic (use of language); 2) cognitive (transfer of knowledge, information and ideas); 3) interactive (interaction of the speech activity subjects in social situations) [1].

Communicative competence is important for the functioning of linguistic personalities in different situations and circumstances of communication.

Thus, linguistic personality is a social phenomenon having an individual aspect. Individual features in the linguistic personality are formed through the internal attitude to language. The main means of transforming the individual into a linguistic personality is socialization, which involves: the process of including a person in certain social relations, suggesting that linguistic personality is a kind of realization of cultural and historical knowledge of society; speech and thinking activities in accordance with the norms of a particular ethnoculture; the process of mastering the laws of social psychology of the people. It is considered by the scholars that the most significant in the formation of linguistic personality are the second and the third aspects, as the process of national culture assigning and formation of social

psychology of the people is possible only by means of the language (V. Maslova, 2001).

Structural components of linguistic personalities are considered the following: valuable, worldview, component of the content of education that is the basis for the formation of national nature and is implemented in the process of language dialogue communication; valuable, worldview, component of the content of education that is the basis for the formation of national nature and is implemented in the process of language dialogue communication; cultural-linguistic component, associated with the assimilation of both universal and national culture (these are the rules of verbal and non-verbal behavior); personal component, i.e. individual and inherent in every person (V. Maslova, 2001).

Formation and development of competencies while learning a foreign language in the context of systemic approach is achieved by the following means [8]:

- formation of the conscious systemic thinking of the subjects studied and systematization of educational material, which is expressed in strict logic in the studying of material at the lesson, in the textbook, in organizing of educational process in general;

- consistency in the acquiring of knowledge when a foreign language is studied based on a system of sentence models with vocabulary equivalent to the native language, use of systemic concepts of native language and foreign language that is being studied;

- wide applying of the system of algorithms instead of grammatical rules while learning a foreign language;

- using brief information for the training process (formulas, schemes, algorithmic tables, etc.).

Systemic thinking makes it possible to identify all the defining parameters and interrelations of the language components, and thus optimize the processes of cognition, comprehension and practical application of knowledge.

Therefore, particular structures and elements of language and their functioning in speech activity can not be considered and interpreted in fragments, it is necessary to take into account the properties of the whole system as a complex of interconnected elements.

The methodology of teaching language components in the conditions of the systemic approach provides such a system-complex, consistent presentation

and further working out of the material, which most optimally develops speech skills and abilities necessary for the functioning of the language system for communicative purposes.

The systemic approach at foreign language lessons provides conscious understanding of linguistic facts and phenomena in their relationships and holistic system, encourages students to be careful in choosing language means for the transference of a certain content, the system of every block and the holistic system of the section and topic studied, develops the students' ability to choose from a number of relative, intertwined grammatical forms and constructions the most appropriate ones, conduces to understanding of the subject logic, allows to trace the existing connections between different language levels (phonetics – orthoepy – spelling – vocabulary – morphology – syntax – stylistics, etc.) and to trace not only the structure of the system and its parts, but also their change, interaction and development.

The basis of the language learning system are the content and procedural components, while the boundaries are the purpose and the results of learning. They include the content and language learning process, which have their own structure and interact with each other, i.e. provide certain functioning. The construction of a language learning system is determined by the laws of learning and the principles emerging from them.

Conclusions and perspectives for further research. Systemic approach contributes to the effectiveness of the educational process since it gives the opportunity to pay attention to each student individually and in the meantime to work with the whole group. It also develops higher education applicants' ability to independent acquiring of the knowledge and capability of problem solving. Thus, linguistic personality is formed in a kind of coordinate system, which is given by certain values inherent in people, patterns of social behavior, peculiarities of world perception. The most typical communicative need of a linguistic personality is social communication, belonging to a certain social group. **The prospects for further research** are seen in considering the ways to use the systemic approach to teaching professional communication in English.

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