

Характерними рисами юнаків із переважанням послідовних, смислоутворюючих та свідомих ролей є емоційна чуттєвість, напруженість, конформність, високий самоконтроль поведінки, низький інтелект. Особливостями мовлення цієї групи людей є вміння встановлювати причинно-наслідкові зв'язки, усвідомлено транслювати власні почуття, статус, роль, демонструвати власну життєву лінію.

Переважання аксіологічно-змістового типу ролі пов'язане з такими характеристиками, як товариськість, прямолінійність, оптимістичність і здібності керувати іншими. Люди з домінуванням цього типу ролі під час мовоутворення частіше використовують словосполучення, пов'язані з демонстрацією власної життєвої позиції та здобутого статусу.

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## **DYNAMICS OF EXTERNAL STRUCTURE OF THE PERSONALITY'S SPEECH EXPERIENCE**

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**Abstract.** The paper is an attempt to describe the dynamic features of personality's speech experience. The author theoretically substantiates the concept of personality's speech experience system, viewed as the process and the product of processing and organizing speech, resulted from the interaction with the environment. This fact enables personal mastering of the world through speech. The article analyzes the results of the study the external structure of the speech experience in two age groups - children of primary school age (194 respondents) and the period of «early adulthood» (386 respondents) by the method of factor analysis. The basic meaning and interpretation of factors are given. Results of comparing the contents of the factors in the two age groups allow defining the dynamics of the external structure. The development of the external structure is going through integration - through the union of separate parts into a whole. These parts are not mechanically connected to each other, but dialectically changing, acquiring a new quality. Therefore, the six factors of the structures that were found in children of primary school age are different from the factors identified in adults. Generalization of individual parts gives rise to three factors in adulthood, which

exhibits a clear focus on the mediation the personality's speech mastering of the world. Thus, the dynamics of the external structure of the personality's speech experience consists in the integration processes of hierarchization and articulation, which leads to the functioning the speech experience as optimally organized system.

**Keywords:** *experience, speech, speech experience of the personality, factor analysis, integration of the external structure of speech experience.*

#### **Орап Марина. Динамика зовнішньої структури мовленнєвого досвіду особистості.**

**Анотація.** У статті представлені результати емпіричного вивчення динамічних характеристик мовленнєвого досвіду особистості. У розробленій нами теоретичній концепції мовленнєвого досвіду особистості останній розглядається як система, що є процесом і продуктом обробки і представлення у мовленнєвій формі результатів взаємодії суб'єкта із оточуючим, що уможливує і упорядковує мовленнєве освоєння світу особистістю. В публікації проаналізовані результати дослідження зовнішньої структури мовленнєвого досвіду у двох вікових групах – діти молодшого шкільного віку (194 респонденти) та періоду «зріла юність» (386 респондентів) з допомогою метода факторного аналізу. Викладено основний зміст та інтерпретація отриманих факторів. Результати порівняння змісту факторів у двох вікових групах дозволяють з'ясувати динаміку розвитку зовнішньої структури. Розвиток відбувається шляхом інтеграції – об'єднання окремих частин у єдине ціле. При цьому, частини не механічно зливаються одна з одною, а діалектично змінюються, набуваючи нової якості – інтерпретації мовленнєвого досвіду. Генералізація окремих частин призводить до появи трьох факторів у дорослому віці, котрі виявляють чітку спрямованість на опосередкування мовленнєвого освоєння світу особистістю.

**Ключові слова:** *досвід, мовленнєвий досвід особистості, факторний аналіз, інтеграція зовнішньої структури мовленнєвого досвіду.*

#### **Орап Марина. Динамика внешней структуры речевого опыта личности.**

**Аннотация.** В статье представлены результаты эмпирического изучения динамических характеристик речевого опыта личности. В разработанной нами теоретической концепции речевого опыта личности последний рассматривается как система, суть которой процесс и продукт обработки и представления в речевой форме результатов взаимодействия субъекта с окружающим, которое делает возможным и упорядочивает речевое освоение мира личностью. В публикации проанализированы результаты исследования внешней структуры речевого опыта в двух возрастных группах – дети младшего школьного возраста (194 респондента) и периода «зрелая юность» (386 респондентов) с помощью метода факторного анализа. Изложено основное содержание и интерпретация полученных факторов. Результаты сравнения содержания факторов в двух возрастных группах позволяют обозначить динамику развития внешней структуры. Развитие осуществляется путем интеграции – объединения отдельных частей в единое целое. При этом, части не механически сливаются друг с другом, а диалектически изменяются, приобретая новое качество – интерпретация речевого опыта. Генерализация отдельных частей приводит к появлению трех факторов во взрослом возрасте, которые обнаруживают четкую направленность на опосредование речевого освоения мира личностью.

**Ключевые слова:** *опыт; речь; речевой опыт личности; факторный анализ; интеграция внешней структуры речевого опыта.*

### **Introduction**

Modern psychology studies experience in different aspects, noting that it is formed, on the one hand – the deep semantic and syntactic universals (Chomsky 1993), the text as a way of organizing the content of experience (Chepeleva 2004), on the

other hand – the mental structures of knowledge representation (Druzhinin 1999; Kholodnaya 2012) and cognitive schemes (Neisser 1976). Speech in the functioning of the human experience plays a function interpretation of reality (Chepeleva 2004), registration of cognitive structures (Solso 2001) and representative schemes (Druzhinin 1999), which ultimately aims at the implementation of adequate knowledge and implementation of the optimal interaction subject with the environment. As noted A. Zalevskaya, “human speech mechanism is a multi-faceted phenomenon, the study of which implies a structural features (that is, a particular structure based on the availability of specific units and their multi-level organization) processes and their results” (Zalevskaya 2000:63). Therefore, the speech experience in the consciousness of the person performs the function of accumulation, interpretation and actualization the best ways of speech mastering the world. We have developed a theoretical model of the speech experience of the person, which requires empirical research.

The current state of development the problem of speech is characterized by updating studies on the speech patterns functioning in interaction with other higher mental functions. The attention of scientists focused around the complex phenomena of consciousness, combining intellectual, cognitive, speech and personal mental processes. Studies the “language person” (Yu. Apresyan, V. Belikov, E. Borinshteyn, Yu. Karaulov, S. Sukhih, N. Fomina), worldview (Yu. Aksenova, L. Gotovkina, Ye. Kubryakova, I. Sternin), language and speech competence (E. Bozhovich, A. Zalevskaya, I. Zimnyaya), verbal intelligence (O. Loginova, N. Lokalova, M. Smulson, M. Kholodnaya, T. Shemyakina, L. Zasiakina) demonstrate that this conscious personality, combining complex relationships with other phenomena of consciousness, forms a complex system that includes the results of personality’s speech mastering of the world.

The speech experience is studied by us as a system formation in the mind of the subject, which is a process and product refining and ordering in speech forms the results of interaction the subject with the environment. In general function of speech experience – the speech mastering the world – we distinguish two functions – intelligent (formation and formulation of thoughts by means of language and manner of speech) and communicative (implementation of speech interaction) (Orap 2013). So, structural the speech experience is characterized by two structures – internal and external. Internal structure consists of speech readiness, speech competence, speech ability and speech activity. The empirical study the external structure of speech experience is based on the theoretical assertion that the internal structure of the elements in the process of generalization and ordering, combined with elements of other substructures and personal characteristics, create the content of the external structure’s elements. At the same time, introduction of personal and individual characteristics to the content of elements of internal structure creates the uniqueness of the external manifestations of these elements.

## **Methods**

The internal structure of speech experience was studied using complex diagnostic procedures, which were aimed at the study of selected empirical referents our

component elements the speech abilities, speech competence, speech abilities and speech activity. The concept of building a theoretical model of the speech experience of the person presupposed that the elements of the internal structure, causing the originality of consolidating the results of the speech mastering the world, externally manifested through the external elements of the substructure, which thus are the descriptive characteristics of the speech experience. Opportunity to identify new quality psychological content, reflecting the inner connection between separate elements of speech experience, appears due to factor analysis. As noted A.N.Laktionov, “thus appears possible in principle to decrypt the psychological content of the unconscious and unreflected overconscious structural – dynamic components of individual experience” (Laktionov 2010:125). Factor analysis of the variables of the speech experience was aimed to updating the latent variables, forming a qualitatively new functions and characteristics of the external structure of speech experience.

### **The study**

Empirical research covered 580 people - 386 respondents age period “mature youth” (mean age - 18 years) and 194 child of primary school age (mean age - 8 years). Organization of empirical research method of “transverse slices” was supposed to allow reveal the regularities of the dynamics of the external structure of speech experience. The choice of these age groups is due to the fact that the age periods of primary school age and mature youth represent the starting point of formation and completion of the relative of speech of experience as a system that is already clearly observed structural and functional features. Based on the position of the psycholinguistics (Zimniaya 1983:11) that the essence of speech development is in changing the ways of using the language for the purpose of learning and communication, we can say that precisely in these age periods take place most significant changes in the way of speech mastering the world. That is why we believe that a comparison of the structural and functional features of speech experience in these age groups will help identify tendencies and regularities of the dynamics of speech experience.

In order to find the most significant variables in the external structure of speech experience in the sample “of primary school age” correlation matrix of the 29 variables was analyzed by the method of principal components, which made it possible to isolate 6 factors that explain 26% of the total variance. The first factor – ‘Intellectual’ - made up indicators of the development of verbal thinking ( $r = 0.80$ ), of linguistic knowledge ( $r = 0.78$ ), understanding links between the words ( $r = 0.73$ ), correctness of vocabulary ( $r = 0.70$ ), grammatical characteristics of associative reactions ( $r = 0.52$ ). The second factor – ‘Creative’ - made up indicators of verbal creativity ( $r = 0.82$ ), the selection of the essential features of significance ( $r = 0.62$ ), the development of speech skills ( $r = 0.61$ ), semantic flexibility ( $r = 0.54$ ), initiative in speech utterances ( $r = 0.46$ ). The third factor – ‘Communicative’ - includes indicators of the number motives communication ( $r = 0.62$ ), the arbitrariness of the speech ( $r = 0.58$ ), understanding the language laws ( $r = 0.55$ ) and verbal material ( $r = 0.53$ ), and also - characteristics of the frame ( $r = 0.43$ ). The fourth factor – ‘Operations’ - joined indicators plasticity of

speech ( $r = 0.71$ ), readiness to produce expression ( $r = 0.51$ ), the level of operational knowledge ( $r = 0.45$ ), perception and understanding of language laws ( $r = 0.45$ ). The fifth factor – ‘Instrumental’ - described by the features of the script ( $r = 0.77$ ), the level of speech skills ( $r = 0.41$ ). The sixth factor – ‘Variable-flexible’ – includes indicators understanding figurative meaning of words ( $r = 0.75$ ), precision and correctness of speech skills ( $r = 0.49$ ), divergent performance on semantic material ( $r = 0.49$ ).

So, qualitative analysis of the six factors of external structure of speech experience of children of primary school age allows concluding that the external structure functions as a system of interconnected units that provide intellectual function, the function of speech creativity, communication, providing operating and instrumental tools of speech mastering the world. Their combination shows that the external structure of speech experience of children of primary school age are not yet active means of interpreting the results and mediation the process of speech mastering the world. It serves as verification of the adequacy of such mastering. High influence of intellectual components of speech on the external structure of speech experience indicates the absence in it essentially different functions arising from integration of elements into a single, high-quality new entity.

In a sample of «mature youth» correlation matrix of the 31 variable was analyzed by the method of principal components that showed separation of three factors, revealing 32% of the total variance. The first factor – ‘Interpretative’ - reflects the characteristics of individual activity in speech experience, because it contains figures of speech abilities of most loads - verbal creativity ( $r = 0.64$ ), semantic flexibility ( $r = 0.64$ ), initiative in the statements ( $r = 0.56$ ), linguistic thinking ( $r = 0.41$ ) and the level of speech skills ( $r = 0.71$ ). In addition, this factor includes indicators of cognitive schemes: script ( $r = 0.56$ ) and frame ( $r = 0.50$ ), also – indicators of linguistic knowledge ( $r = 0.53$ ) and speech skills ( $r = -0.55$ ), and the number of communication motives ( $r = 0.40$ ). Thus, the first factor observed is interconnected functioning of individually distinctive and social normative parameters of speech experience – both generally accepted (socially approved, established) and personality (individual, subjective) schemes of speech processing results of the individual speech mastering the world. This allows determine its function providing subjective interpretation of the process and the result of speech and personality mastering the world be called this factor ‘Interpretative’. Since the function of interpretation is appropriate to the language view of the world, the first factor forms the basis of the language view of the world as a part of the external structure of speech experience.

In the second factor – ‘Regulatory’ – proved to be significant indicators of arbitrariness of speech ( $r = 0.65$ ), the semantic aspect of perception and understanding of the expression ( $r = 0.62$ ), using knowledge of the rules of language units ( $r = 0.58$ ), lexical correctness of reserve ( $r = 0.54$ ), original images ( $r = 0.52$ ), understanding of metaphorical significance ( $r = 0.45$ ) and speech laws ( $r = 0.40$ ) and the allocation of essential features value ( $r = 0.45$ ). Qualitative analysis the indicators of factor shows the ratio of regulatory -dynamic and motivational - semantic variables of speech experience. The combination of these aspects of the factor indicates that its main function in the mediation of speech mastering the world is the regulation of individual

communication with the world. Peculiarities of establishing interactions depend on the characteristics of speech culture. Thus, the second factor, which we conventionally call «Regulatory» is leading in the functioning of speech culture as a part of the external structure of speech experience.

The third factor – ‘Instrumental’ - includes indicators of automating skills ( $r = 0.77$ ), understanding links between the words ( $r = 0.61$ ), grammatical associative reactions ( $r = 0.57$ ), the level of speech and intellectual operations ( $r = 0.53$ ) and level of generalization the significance ( $r = 0.42$ ). The most significant indicators of the factor show two aspects of the knowledge implementation process: action-operational and logical-semantic. The first aspect is due to the interaction of speech and intellectual operations and speed of speech skills that contribute the formation and formulation thought in speech by language tools. The second aspect is represented by understanding links between words, indicators of associative reactions and level of generalization the significance. So, it characterizes the adequacy of manipulation of verbal material and its logical conformity to semantic rules. Identified and analyzed combination of indicators shows their focus on providing tools for of speech mastering the world. Since this function is inherent speech competence, so factor ‘Instrumental’ is the main factor that combines indicators of internal structures in speech competence as a component of external structure.

### **Discussion**

Analysis the intercommunication between internal and external structures by comparing the average values of factors in groups with different levels of organization the internal structure showed that external structure is connected with internal structure by links, the nature and direction of which follows from specified horizontal and vertical planes. In this interaction, horizontal lines represent connections processing (analysis) of new speech information, and vertical connections-line ordering (synthesis) of such information. The internal structure associated with external connections at all levels of the horizontal structure – the most significant factors related to speech ability (psychophysiological level) and speech activity (psycho-social level).

Comparison the functional features of the external structure of the speech experience in two age groups allowed revealing regularities of its age dynamics. Qualitative analysis of selected factors allow a clear trace the development of the external structure - from a combination of parts in children up to generalized parts that through a small number of structural elements implement all the functions of the external structure. In children identified six factors of the external structure, which substantively different from the factors selected in adults. Generalization parts leads to the presence of three factors in adulthood, which exhibit a clear focus on mediation speech mastering the world figure. Foregoing leads to the conclusion that the dynamics of the external structure and subordinated to the principle of integration is to combine separate parts into a whole.

As the researchers note, “integration includes two processes: a progressive hierarchization of constructs or subsystems constructs and the formation connections between separate subsystems (articulation)” (Pokhilko, Fedotova 1984:153). In the

model of speech experience hierarchization of external structure apparently occurs in the degree of generality of the construct and can clearly be seen in the quantity and quality characteristics of factors. Reducing the number of factors, their generalization in adults, lead to a clear separation main and secondary factors, which we have not seen in children.

A second aspect of the level of integration - articulation is described as the presence of transitions between the subsystems of the system. As noted by P. Anokhin, “the formation of the hierarchy systems of any lower level of the system must somehow organize contact results, and could reach the next higher level of the system” (Anokhin 1978:121). The basis of the hierarchy of internal and external subsystems is: a) the organization of contacts between internal and external entities; b) the function of the external structure - the organization of the results of interaction of the voice of experience with the socio-cultural environment that affects the restructuring of the content and functioning of the internal structure. In our study, the presence of such transitions investigated by correlations between the levels of organization the internal structure of speech experience and factors of the external structure, as shown in Table 1.

*Table 1*

**Comparison of the correlations between the overall level of organization the internal structure and factors of external structure of the speech experience in samples “children of primary school age” and “mature youth”**

Factors of external structure of the speech experience	The overall level of organization the internal structure	
	Children of primary school age	Mature youth
Factor 1	0,60	0,88
Factor 2	0,60	0,77
Factor 3	0,55	0,26
Factor 4	0,33	
Factor 5	0,29	
Factor 6	0,50	

Comparison the data of the table allows drawing some conclusions. In the first place, it should be noted high level of correlation coefficients of the first and second factors with the organization of internal structure in adults compared to children. This is certainly, is due to tendency of generalization in which the reducing the number of parts leads to an increase in their factor weight. Second, the distribution of correlations between factors in children is non-linear - high value of the correlation the last six factor shows the heterogeneity of the external structure of the speech experience. This inhomogeneity indicates also statistically identical correlation coefficients of the first and the second factor – there are no differences in their significance for the external structure. The absence of centralization - is

another sign of not enough organized system of speech experience in children of primary school age.

### Conclusions

The results of empirical studies suggest that the development of the external structure is going through integration - through the union of separate parts into a whole. These parts are not mechanically connected to each other, but dialectically changing, acquiring a new quality. Therefore, the six factors of the structures that were found in children of primary school age are different from the factors identified in adults. Generalization of individual parts gives rise to three factors in adulthood, which exhibits a clear focus on the mediation the personality's speech mastering of the world. Thus, the dynamics of the external structure of the personality's speech experience consists in the integration processes of hierarchization and articulation, which leads to the functioning the speech experience as optimally organized system.

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