

МІНІСТЕРСТВО НАУКИ І ОСВІТИ УКРАЇНИ

ГО «МІЖНАРОДНА АКАДЕМІЯ ОСВІТИ І НАУКИ»

ВГО «НАЦІОНАЛЬНА АКАДЕМІЯ НАУК ВИЩОЇ ОСВІТИ УКРАЇНИ»

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ

Філологічний факультет

Кафедра практики англійської мови та методики викладання

ЛУЦЬКИЙ НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ

Кафедра іноземної та української філології

НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ «ОСТРОЗЬКА АКАДЕМІЯ»

Факультет іноземної філології

Сучасні проблеми германського та романського мовознавства

Матеріали VIII Міжнародної
науково-практичної конференції



Рівне
2023

ББК 81.0

С91

УДК 81

РЕДАКЦІЙНА КОЛЕГІЯ:

Головний редактор:

Михальчук Наталія Олександрівна – доктор психологічних наук, професор, завідувач кафедри практики англійської мови та методики викладання (Рівненський державний гуманітарний університет).

Заступник головного редактора:

Бігунова Світозара Анатоліївна – кандидат психологічних наук, доцент (Рівненський державний гуманітарний університет);

ЧЛЕНИ РЕДАКЦІЙНОЇ КОЛЕГІЇ:

Постоловський Руслан Михайлович – кандидат історичних наук, професор, ректор Рівненського державного гуманітарного університету;

Ніколайчук Галина Іванівна – кандидат педагогічних наук, професор, декан філологічного факультету (Рівненський державний гуманітарний університет);

Ковальчук Інна В'ячеславівна – кандидат психологічних наук, доцент, декан факультету романо-германських мов (Національний університет «Острозька академія»);

Герасимчук Галина Андріївна – кандидат технічних наук, доцент, декан факультету цифрових, освітніх та соціальних технологій Луцького національного технічного університету

Губіна Алла Михайлівна – кандидат психологічних наук, доцент кафедри іноземної та української філології (Луцький національний технічний університет);

Калініченко Михайло Михайлович – кандидат філологічних наук, доцент (Рівненський державний гуманітарний університет), старший судовий експерт ЛНДІСЕ;

Мартинюк Алла Петрівна – кандидат педагогічних наук, доцент, завідувач кафедри іноземної та української філології (Луцький національний технічний університет)

Сучасні проблеми германського та романського мовознавства: Матеріали VIII Міжнародної науково-практичної конференції, 15 лютого 2023 року, Рівне. – 220, [2]с.

Затверджено вченою радою Рівненського державного гуманітарного університету (протокол № 2 від 30.03.2023 р.).

До збірника увійшли матеріали VIII Міжнародної науково-практичної конференції «Сучасні проблеми германського та романського мовознавства», присвячені актуальним напрямкам досліджень у галузі філології та методики викладання мов. Матеріали збірника можуть бути корисними для науковців, дослідників, лінгвістів, аспірантів, пошукувачів, викладачів та студентів вищих мовних навчальних закладів.

За достовірність фактів, дат, назв і т. п. відповідають автори статей. Думки авторів можуть не збігатися з позицією редколегії.

ЗМІСТ

СЕКЦІЯ 1. СУЧАСНІ ПРОБЛЕМИ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ ТА КОГНІТИВНОЇ ЛІНГВІСТИКИ

<i>Богачик М. С., Алхімова Є.С.</i>	7
Мовні засоби реалізації стратегії персуазивності в промовах британських та американських світових лідерів	
<i>Лавринюк І. М., Пархоменко О. Т.</i>	10
Питання когнітивної лінгвістики та її роль у викладанні іноземних мов	
<i>Мартинюк О. М.</i>	13
Les Particularités de la Traduction de Brevets	

СЕКЦІЯ 2. ТРАДИЦІЙНІ ТА НОВІТНІ АСПЕКТИ ЛІНГВІСТИЧНИХ ТА ЛІТЕРАТУРОЗНАВЧИХ ДОСЛІДЖЕНЬ

<i>Бігунов Д. О.</i>	17
Use of Acronyms on the Social Media	
<i>Вовчук Н. І.</i>	20
Види, роль та лексико-стилістичні особливості пейзажу у детективних творах сучасних англійських авторів (Дж. Ле Карре та Дж.Чейз)	
<i>Войтенко І. Г., Марчак М. Л.</i>	26
Неологізми в сучасному суспільному англомовному дискурсі	
<i>Гаврик А. А., Калініченко М. М.</i>	29
Творчість Г. Мелвілла в контексті розвитку популярної літератури США ХІХ ст.	
<i>Кобець С. В., Мельничук О. В.</i>	32
Modern Types of Linguistics	
<i>Котович М. В.</i>	36
Лексико-граматичні особливості авторських лексичних новотворів Павла Вольвача	
<i>Нестерук С. М.</i>	38
Бернард Шоу «Нерівний шлюб»: постімперське прочитання	
<i>Николюк Р. М.</i>	42
Військова лексика у текстах волинських ЗМІ	
<i>Ричагівська Ю. Є.</i>	44
Пунктуаційний знак як стилістично-виражальний засіб у поетичному мовленні	

Самборська І. М.	49
Сучасні підходи до вивчення значення слова	
Самборська І. М., Вовчук Н. І.	54
Лексична конотація та її роль у міжкультурній комунікації	
Семенюк А. А.	59
Мовні трансформації як невід’ємна складова перекладу	
Синевич Б. М.	61
Особливості світовідчуття в літературознавчому середовищі українського зарубіжжя 20-30 років ХХ століття	
Стернічук В. Б., Ковальчук Д. Д.	64
Модальність як форма представлення авторського «я» в тексті	
Тригуб Г. В.	66
Особливості медичних текстів в англійській мові	
Шульжук Н. В.	68
До проблеми формування емотивної екологічної компетенції мовної особистості	
Хникіна О. О.	76
Основні характеристики англійської медичної термінології	

СЕКЦІЯ 3. АКТУАЛЬНІ ПРОБЛЕМИ МЕТОДИКИ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ

Агібалова Т. М., Карачова Д. В.	79
Prevention of Stereotype Threat in Foreign Language Learning	
Бізунова С. А., Johnson E. H.	82
Three Guidelines to Teaching Listening	
Денисюк Л. В., Данілова Н. Р.	84
Вплив дистанційної форми вивчення англійської мови на професійну підготовку фахівців з інформаційних технологій	
Забіяка І. М., Мартинюк К. В.	87
Моделі іншомовної комунікативної компетенції у загальноєвропейському науковому дискурсі	
Івашкевич Е. Е.	91
“Translational intentions” of future translators: justification of the feasibility of the concept	
Кваснецька Н. В.	106
Формування інклюзивної компетентності вчителів іноземних мов	

<i>Максимчук Т. В., Лавринюк І. М.</i>	109
Сучасні аспекти вивчення іноземної мови у світових ЗВО	
<i>Михальчук Н. О., Ніколайчук Г. І.</i>	111
Psychological intentions of communicative behavior of a teacher	
<i>Набочук О. Ю.</i>	126
Psychological factors of personal growth of the teacher	
<i>Пархоменко О. Т., Лавринюк І. М.</i>	139
Поняття «змішаного навчання» в освітньому процесі	
<i>Рогова О. Д.</i>	142
Музейна педагогіка як інноваційна технологія на уроках словесності	
<i>Скуратівська Н. В.</i>	147
The Importance of Skill Building and Development of Emotional Intelligence in the Study of the English Language	
<i>Смаль О. В.</i>	151
Особливості застосування інструментів сучасних технологій при викладанні та вивченні іноземної мови	
<i>Смирнова М. Л., Афанас'єва Л. В.</i>	154
Landeskundliche Materialien in der Deutschstunde	
<i>Судима Т. М.</i>	156
Using Poems to Teach English	
<i>Триндюк В. А., Шульга О. А.</i>	159
Розвиток комунікативних навичок у дітей початкової школи	
<i>Федоришин О. П., Федоришина В.</i>	162
An Overview of Anti-bullying Legislation and Alternatives in Canada	
<i>Хупавцева Н. О., Харченко Є. М.</i>	167
Psychology of facilitative interaction in the paradigm of the theory of attraction	
<i>Шамсутдинова М.-С. Б.</i>	181
Аксіопедагогічна спрямованість майбутніх фахівців іноземної мови в умовах розвитку сучасної української освіти	

СЕКЦІЯ 4. ВИКОРИСТАННЯ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ В ПРОЦЕСІ MOVHOЇ ПІДГОТОВКИ CТУДЕНТІВ-ФІЛОЛОГІВ

<i>Алиєва А. Д., Федчук Т. А.</i>	185
Комунікативна компетентність як складова підготовки студентів-філологів	
<i>Гронь Л. В., Гронь В. М.</i>	187
Psychological characteristics of the internal dialogue	

<i>Івашкевич Е. З., Яцюрин А. О.</i>	192
Psychological characteristics of the internal dialogue	
<i>Корольчук Л. В.</i>	206
The Problem of Motivation of Learning a Foreign Language in HEIs	
<i>Martens В., Білоус Т. М.</i>	208
TESOL in School and Society	
ІНФОРМАЦІЯ ПРО АВТОРІВ	216

ЛІТЕРАТУРА:

Ніколаєва, С., Соловей, М., Головач, Ю. та ін. (2001). *Програма з англійської мови для університетів, інститутів (п'ятирічний курс навчання):* Проект. Київ. держ. лінгв. ун-т та ін. 245 с.

Тітова, В. (2000). *Комплексне навчання іншомовленнєвої діяльності на базі проєктної методики та модульно-рейтингової системи у вищому навчальному закладі.* Іноземні мови. № 1. сс. 38-41.

Полат, Е. (2000). *Метод проєктів на уроках іноземного мови.* Іноземні мови. № 2, 3. сс. 17-19, 23-24.

*Eduard Ivashkevych
Alla Yatsjuryk
(Rivne, Ukraine)*

PSYCHOLOGICAL CHARACTERISTICS OF THE INTERNAL DIALOGUE

In the psychological literature scientists (Михальчук & Онуєфрієва, 2020) analyze mental development as a system of interconnected sensorimotor, mnemonic, imaginative, mental, speech and other formations, considering them as the main components of the whole system. The author argues that each component can be studied as a relatively independent system, qualitative changes of which are determined by the peculiar structure of its elements.

Some scientists (Mytnyk, Matvienko, Guraliuk, Mykhalchuk & Ivashkevych, Er., 2021) believe that practical actions are included into the paradigm of the system of sensory cognition and become not only the main means of solving a specific problem, but also means of mastering the cognitive activity itself. This concept was the basis for understanding the process of the development of thinking of children: the ontogenesis of the child's thinking is carried out in the process of his/her substantive activities, communication, appropriation of social experience. Thus, the source of mental development is the world around us and the experience of mankind, and this development occurs as a result of purposeful influence of an adult in the form of education and upbringing.

Some scientists (Михальчук & Онуєфрієва, 2020) consider thinking as the formation and the development of a system of internalized operations. Some other researchers (Mykhalchuk, Levchuk, Ivashkevych, Er., Yasnohurska & Cherniakova, 2021) theoretically substantiated the operational side of the thought process, showed its basic mechanism as the means of the analysis through synthesis, and considered the variety of mental operations as specific forms of the analysis and synthesis. In his opinion, the beginning of thinking is a problematic situation. This problematic situation determines the involvement of the individual in the thoughtful process. Scientists also believe that thinking is the solution of a certain problem, which is formulated in the question (Onufriieva, Chaikovska, Kobets, Pavelkiv & Melnychuk, 2020).

Contemporary researchers (Mykhalchuk & Khupavsheva, 2020) understand thinking as a generalized and indirect reflection of reality precisely because it replaces practical actions on things with ideal actions on their images and concepts. So, we see thinking as the process of making connections between knowledge about actions and building new knowledge.

According to some other scientists (Zubiashvily, Kocharian, Lunov, Barinova & Onufriieva, 2020), the process of thinking is often analyzed as a movement from the unknown to the known, from incomprehensible to understandable, from vague to specific. But this is only one side of the thought process. Its other side which is consisted of opposite movements – from known, clear, concrete to unknown, incomprehensible, vague.

Thus, we see that psychologists do not have a single opinion according to the definition of thinking. Some scholars define thinking as the process of indirectly and generalized human reflection of objects and phenomena of objective reality in their essential abilities, connections and relationships. Other psychologists consider thinking as a mental process of finding and discovering something significantly new, which is the process of indirect and generalized reflection of the reality in the course of its analysis and synthesis. The first definition is more common and includes the second one.

So, **the purpose** of our article is: to organize the experiment during 2020-2021 years and to establish the relationships between the dialogical qualities of cognitive activity and the literary environment of pupils; to show the problem of psychological nature of the internal dialogue of schoolchildren actualized by text reality.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also in our research we used empirical methods, such as the experiment of the effectiveness of group and individual forms of the pupils' activity at the lessons, which in a great degree are actualized by text reality.

We organized the experiment during 2020-2021 years. We formed experimental and control groups by the method of randomization (108 senior pupils):

– experimental groups:

E1 (38 pupils) – 10-B form of secondary school №20.

E2 (27 pupils) – 9-A form of secondary school №23;

– control groups:

C1 (35 pupil) – 10-A form of secondary school №20.

C2 (38 pupil) – 9-B form of secondary school №23.

We established the relationships between the dialogical qualities of cognitive activity and the literary environment, as well as the specifics of the latter by comparing the data of two samples of pupils. One of them (experimental class E1 and control class C1) consisted of schoolchildren studying in the program with in-depth study of World Literature, the other (experimental class E2 and control class C2) – pupils who study according to the standard program. Thus, the difference in programs acts as a variable criteria of the literary environment.

The results of the research

The ascertaining experiment was carried out in three stages. At the first stage the method of questionnaire was used. The task of identifying the specifics of the

literary environment was the main, and determining the degree of the formation of dialogical qualities of cognitive activity of secondary school pupils – as an additional one. The survey was organized by 389 pupils of 9-11 forms of secondary schools №№ 2, 5, 7, 15, 23, school “The Center of Hope” in Rivne (in the ascertaining experiment there were participated not only pupils of experimental and control forms, but also other pupils of these schools, which was done by us in order to obtain more accurate data).

The content of the questionnaire has the aim at studying the qualitative characteristics of the literary environment of secondary school pupils: the number of literary novels read during the last year, the complexity and diversity of the latter, the means of assigning literary culture, the objects of literary activity (the last two appeared as reflective moments). Accordingly, the data obtained from the survey allowed to us:

- a) to state a number of novels read by pupils the last year;
- b) to identify reference persons (those people with whom the pupil read novels are discussed them);
- c) to reveal the semantic side of pupils’ internal communication with the novel;
- d) to establish the means of communication between pupils and the novel and the degree of awareness of the latter.

QUESTIONNAIRE FOR PARENTS

Dear Parents!

We’d like you to answer the questions of the questionnaire so that we can get to know your child better. The results of this questionnaire will be used exclusively for the benefit of the child. We will not, under any circumstances, inform teachers and school management about the places in the questionnaire that may lead to conflicts between parents and teachers.

The name and the surname of your child _____

The form in which he/she studies _____

1. Your child is learning World Literature:

- 1.1. with “12”
- 1.2. with “12-10” and “9”
- 1.3. with “9”
- 1.4. with “9-7” and “6”
- 1.5. with “6”
- 1.6. with “6-4” and “3”
- 1.7. with “3”

2. How does your child feel about learning World Literature?

- 2.1. With great interest.
- 2.2. With interest.
- 2.3. Without interest.

3. By what do you explain your child’s failures in the studying of World Literature?

- 3.1. Weak pre-training.
- 3.2. Skip of lessons.
- 3.3. Because of the illness.
- 3.4. Employment on the farm.
- 3.5. The teacher vaguely explains the teaching material.
- 3.6. The pupil has a great interest to other subjects.
- 3.7. The pupil spends a lot of time on other types of the activity which are related to learning.
- 3.8. The pupil is inattentive in class.
- 3.9. For other reasons.

4. Do you connect your child’s future with the profession where they are used knowledge of World Literature?

- 4.1. Yes.
- 4.2. Partly.
- 4.3. No.

5. Do you have a philological education?

- 5.1. Yes.

5.2.No.

6. Is your current work related to World Literature?

6.1.Closely.

6.2.Partly.

6.3.Not related at all.

7. How often do you study World Literature with your child?

7.1. Very often.

7.2. Often.

7.3. When there is a free minute.

7.4. Seldom.

7.5. I do not do.

Thank you for participating in our research!

The analysis of the answers of pupils who studied both the program with in-depth study of World Literature (classes E1, C1) and the standard program (classes E2, C2), reveals common characteristics for this age group of pupils of literary environment. Thus, World Literature is the subject of communication for 85% of pupils in class E1, for 81% – in C1, for 74% – in E2, for 84% – in C2. The most active is the communication of pupils on literary issues with friends and parents (respectively 86% of schoolchildren in E1, 82% – in E2, 88% - in C1, 84% – in C2). Teachers of World Literature are partners of communication of pupils on literary topics for 37% of schoolchildren in form E1, for 45% – in C1, for 28% – in E2, for 24% – in C2. The tendency to narrow the circle of competent adults, such as teachers (compared to friends and parents), is one of the reasons for the decline of the level of literary development of pupils.

The semantic aspect of pupils' communication is characterized by an imbalance of their interests in relation to different areas of literary culture. The latter is largely represented by fiction and detective fiction. This data is higher in class C1. In this control class there is a slight increase in the percentage of pupils (for the period from the 9th to the 10th form) who are more interested in these literary novels than in classical ones: 85% of pupils – in the 9th form (C2), 87% – in the 10th form

(C1). In class E1 the values of this indicator are 58-59%; in E2: 71-74%; in C2: 53-58%.

We determined the percentage of the representation of conversations or discussions on classical novels in the communication of pupils (such as the discussion of the plot of novels, the main characters, the unfolding of events, etc.): in form E1 – 51% and 42%, in form E2 – 49% and 28%, in form C1 – 43% and 21%, in form K2 – 27% and 22% (the data for the beginning and the end of the experiment).

There is also a general tendency to displace literary classics from the sphere of literary interests of pupils of secondary school. This trend is confirmed by the answers of pupils to the questionnaire about their literary interests, which were asked in indirect form (“What novels would you like to read and discuss in the learning process?”). In the answers to this question, the percentage of classical novels is for E1 from 10th to 11th forms, respectively, 58% and 45%, for E2 from 8th to 9th forms – 46% and 32%, for C1 – 32%-29%, for C2 – 34%-26%. The difference in the quantitative values of these data and the data above suggests that the motivation of “communication” of pupils with serious novels is external: novels for schoolchildren are more a subject than a means of meeting personal interests and needs.

This stage of the observational experiment has the aim of studying the functioning of a holistic system of dialogical qualities of cognitive activity of senior pupils in solving creative task by them. We determine that discursive creative thinking is a harmonious structure in the relationships of all its components. Of particular importance was the study of the system of reflection as a mechanism for rethinking various kinds of stereotypes (intellectual, personal and communicative ones), which cause problem-conflict situations in pupils’ process of communication with a novel, problem or creative task.

The effectiveness of the proposed system of formative influences on the development of dialogical qualities of Cognitive Activity of senior pupils was determined on the basis of comparison of initial and final sections made by the method of semantic analysis of pupils’ solutions of literary creative problems. Thus, the development of dialogical qualities of Cognitive Activity was determined taking

into account its motivational, semantic and operational aspects (see Table 1). The values of indicators that characterize the components of Cognitive Activity were calculated by formulas. For example, the meanings of the “monologue” component was defined in such a way:

$$MV = \frac{1}{N} \sum_{i=1}^n mv_i \times 100 \% \quad (1)$$

where MV – the data of the indicator “a monologue statement” in%; mv_i ($i = 1, 2, \dots, n$) is the number of not complete monologue statements in the process of solving a creative task by the i -th pupil; N is the total number of all pupils’ statements when they are solving the problem.

Similarly, the values of other indicators that characterize the components of Cognitive Activity were calculated.

Table 1

Comparison of data of ascertaining and test series

Sides of cognitive activity	The characteristics of components of cognitive activity	Specific weight of indicators (in %)							
		Ascertaining series				Test series			
		E ₁	E ₂	C ₁	C ₂	E ₁	E ₂	C ₁	C ₂
Motivational side of cognitive activity	“the activity of partners in solving the problem”								
	- the number of statements of the pupil which are directed at himself/herself;	18	16	18	21	7	6	21	14
	- the number of statements of the pupil which are directed at the partner of communication;	9	8	10	8	85	83	4	13
	- the number of statements of the pupil which are directed at the teacher;	73	76	72	71	8	11	75	73
	- the number of teacher’s remarks	56	48	48	54	12	13	62	57

Operational side of cognitive activity	<u>“a real communication”</u>								
	- collective decision-making;	13	14	18	12	4	8	16	18
	- collective development;	18	17	15	26	14	13	17	14
	- individual development;	2	4	3	2	28	32	4	5
	- individual exit;	11	14	13	18	0	0	14	17
	- collective agreement;	23	13	15	8	12	11	24	25
	- collective result;	21	24	27	24	42	36	10	9
	- individual exclusion from the decision;	8	9	6	4	0	0	7	5
	- a monologue statement;	78	84	75	87	16	11	85	84
	- a dialogic statement	14	13	15	11	82	88	10	12
	<u>“a communicative position”</u>								
	- the position from the outside;	36	37	40	36	13	12	59	57
	- the position of inclusion;	18	16	17	16	18	19	15	14
	- the position of mediation;	23	25	20	21	24	18	13	15
- the position of understanding:	7	6	6	5	28	32	7	6	
a) as the author of the novel;	0	2	1	1	7	14	1	0	
b) as one of the heroes of the novel;	7	4	5	4	21	18	6	6	
- the position of merging with a novel;	14	13	16	20	1	4	4	5	
- the position of the heroes of the novel	2	3	1	2	16	15	2	3	
Content side of cognitive activity	<u>“a literary content”</u>								
	- indefinite level;	41	32	32	33	0,5	0,8	35	41
	- subjective level;	14	13	12	11	8	2	14	11
	- plot-image level;	8	9	7	8	7	5	9	9
	- emotional and personal level;	18	22	31	28	13	18	19	16
	- the level of designations;	3	5	2	6	10	5	11	10
	- general literary level;	12	16	11	10	11	10	9	8
	- literary and historical level;	4	3	5	4	21	22	3	5
	- general cultural level	0,1	0,05	0,2	0,1	31	38	0,07	0,09

In solving the creative task at the ascertaining stage of our research 238 senior pupils participated in two groups: *group 1*, which included 38 schoolchildren of the form E1 and 79 pupils of secondary school №5, who also have studied World Literature in an increased volume; *group 2*, which included 38 pupils of the form C2 and 83 schoolchildren of secondary school №2, who are taught according to the traditional program of studying World Literature. Pupils were offered a creative task with a given beginning (see protocol of recording the continuation of the story with a given beginning by a pupil Olga C. in E1 form at the 1st stage of the experiment), which had to be completed. The effective aspect of solving creative tasks by senior pupils had different expressions: overcoming problems gave schoolchildren new knowledge (semantic aspect), overcoming cognitive dissonance, due to the need to

choose a certain personal position according to some text from literature, created opportunities for pupils' personal development.

Protocol of recording the continuation of the story with a given beginning by a pupil Olga C. in E1 form (the 1st stage of the experiment)

Characteristics of cognitive activity by components	Protocol recording
1	2
Setting	<p>Extraordinarily strange city.</p> <p><i>At the very edge of a dark, dense forest, near a large golden field where wheat was ripe, an anthill stood. It was inhabited by large and small gray ants. All day hard-working ants crawled through the woods, looking for different branches to build their homes and providing themselves with food.</i></p>
Intention	<p>When morning came, the ants woke up and began their working day. Large ants could crawl far into the forest, while small ones were afraid to find themselves far from the anthill and preferred to be nearby.</p> <p>And all the days were the same. But this is not strange, since the ants had no other business than to crawl through the forest and look for different twigs and sticks.</p>

Now we'd like to propose a protocol of recording the continuation of the story with a given beginning by a pupil Max V. in C2 form at the last stage of the experiment.

Protocol of recording the continuation of the story with a given beginning by a pupil Max V. in C2 form (the last stage of the experiment)

Characteristics of cognitive activity by components	Protocol recording
1	2
	<p>Extraordinarily strange city.</p> <p><i>At the very edge of a dark, dense forest, near a large golden field where wheat was ripe, an anthill stood. It was inhabited by large and small gray ants. All day hard-working ants crawled through the woods, looking for</i></p>

	<p><i>different branches to build their homes and providing themselves with food.</i></p>
Model	<p>Today, July 29, the work was in full swing in the anthill. Everyone was preparing for the holiday. July 30, according to the established calendar of ants, was the day of the little ants, for whom it was the happiest day of the year, not counting, of course, the birthday. Parents gave their children the gifts they wanted.</p>
Text	<p>On this day, July 29, a little ant named Mia was sitting on the green grass not far from the anthill. The sun was shining brightly, flooding the entire field with light. Familiar ants crawled past Mia, carrying various sticks, small twigs, spruce needles on their backs. Some ants carried edible larvae.</p>
Setting	<p>Mia looked up at the sky and watched the flying birds, dragonflies and butterflies. Oh, how beautifully they were flying! How good it is to be able to fly, Mia thought. Birds are not afraid of any danger. But how many ants die every year from being crushed by their paws, which they call “legs”, huge creatures. And if ants could fly then it wouldn’t have happened. Once again, Mia thoughtfully looked at the sky and, jumping off a small blade of grass, cheerfully crawled towards the anthill. She already knew what gift to order for her parents.</p>
Intention	<p>The next day began with a celebratory breakfast. After it, all the families of ants went out into the field, where the solemn congratulations by the parents of their children began..</p>
The question	<p>- Our dear Mia, what gift do you want to receive today? – asked the ant who was her dad.</p>
A wish	<p>- I want to have wings, like butterflies do.</p>
Warning	<p>- But this desire, unfortunately, cannot be realized. Ants are not adapted to fly. You can’t, even with wings, fly up to the clouds.</p>
Suggestion	<p>- No, I can, Mia said with tears in her voice. – I myself will ask the butterfly for wings.</p>
The actions	<p>With these words, Mia crawled away from her parents and saw a bright butterfly that was sitting on the very edge of a long golden ear. Mia crawled up to the spikelet and began to climb it. She was already near the butterfly itself, which had just spread its wings, so Mia gathered all her strength and climbed onto its wing. But the ant did not know how to unhook the butterfly wings and take them for herself. Therefore, she sat perplexed on the wing and did not dare to make any movement. And suddenly the butterfly stirred and flew up. Mia, very frightened, clung tightly to the butterfly’s wing, and all the other ants remained far under the trees.</p>

So, without a true understanding of the psychological nature of the internal dialogue there is no way and cannot be able to understand the problem of bringing thoughts to the word according to all real complexity. The primary meanings of this term were understood by us by internal thinking like verbal memory. You can read the beginning of the verses in memory or you can reproduce it only in memory. Let's replace the word of power with the awake about the new one in the way of memory, as if it were an object, in this way, the inner movement is reminiscent of a real thing, as if realizing about the subject, it is reminiscent of a real object. Itself in such a meaning, the inner movements of the deacons were seen by us and synthetic ones – the riddle of words is realized, to put a sign of reconciliation between the words created by memory and internal movements. In fact, there are two different processes, which need to be differentiated.

Another interpretation of the internal speech, as a rule, is associated with the process of speeding up the splendid movement act. Inner speech, according to such understanding, is invisible, soundless, mute movement, that mentions the speech without sounds. We consider internal speech as not manifestations of his/her active part of the speech reflex. So, we have proposed terminologically to demarcate the internal movement and internal speech, signifying the remaining term “a context”, by which we understand the “internal movement”. In the very inner movement, it is understandable to some extent, that there may be only active, not passive processes of movement activity that is how it becomes possible to create the first functional motor movement.

The third, the most spreading of the most commonly used term, giving the inner movement an over-the-top blaze. We internally call everything that precedes the motor act of speaking, the entire inner side of the movement which is blatant, in which two points are blamed: firstly, the motives of speaking, and, in a different way, the manifestation of that it is invisible, non-sensory, motor, specifically moving experience. As if by itself, no matter what, no exact characteristics are given. Each internal movement is rather not movement in the direct meaning of the word, but

intellectual and effective-strong action, the shards of it includes into themselves the motives of the movement that was thought, as it is expressed by the word.

Conclusions

It was proved that a correct understanding of internal dialogical thinking should be based on the premise that internal speech was a special educational tool in nature, a special type of speech activity that had its own specific features and was in a difficult relationships with other types of speech activity. In order to clarify these relations of internal dialogue, on the one hand, to thought, and on the other hand, to speech, it is necessary, first of all, to find its specific differences from one or another form of speech activity and to clarify its very special function.

Inner speech is speech for himself/herself. External speech is speech for others. We draw attention to the special function of the child's egocentric speech and to evaluate it theoretically. We didn't ignore the essence of egocentric speech in terms of its genetic relatedness and connection to internal speech. Egocentric speech is a series of steps that prevent the development of internal speech. First, egocentric speech performs intellectual functions similar to the internal and close to it in its structure. And, secondly, comparing proven facts of the demise of egocentric speech with the beginning of school age with a number of facts that establish the development of internal speech in this period, we can conclude that in fact on the threshold of school age is the growth and transition of egocentric speech. Psychologically, the language of the pupil in functional and structural terms is egocentric speech, it is not understood as internal speech and is not separated by the child from speech for others. Objectively, this language is a function differentiated from social thinking, but again inconsistent, because it can only function in a situation that makes social speech possible.

LITERATURE:

Михальчук, Н. & Онуєфрієва, Л. (2020). Psychological principles of learner's autonomy. *Збірник наукових праць «Проблеми сучасної психології»*, 49, 244–268. <https://doi.org/10.32626/2227-6246.2020-49.244-268>

Михальчук, Н. & Онуєфрієва, Л. (2020). Психологічний аналіз різних типів дискурсу. *Збірник наукових праць «Проблеми сучасної психології»*, 50, 188–210. <https://doi.org/10.32626/2227-6246.2020-50.188-210>

Mykhalchuk, Nataliia & Khupavsheva, Natalia (2020). Facilitation of the Understanding of Novels by Senior Pupils as a Problem of Psycholinguistics. *Psycholinguistics. Психолінгвістика. Психолінгвістика: зб. наук. праць. Серія: Психологія*, 28(1), 214–238. Переяслав-Хмельницький: ФОП Домбровська Я.М. 444 с. DOI: <https://doi.org/10.31470/2309-1797-2020-28-1-214-238>

Mykhalchuk, Nataliia, Levchuk, Pavlo, Ivashkevych, Ernest, Yasnohurska, Liudmyla & Cherniakova, Olena (2021). Psycholinguistic specifics of understanding by Ukrainian students the principles of nomination of linguocultural models “clothing” in English and Ukrainian. *Psycholinguistics. Психолінгвістика. Психолінгвістика*, 29(2), 195–237. Переяслав-Хмельницький: ФОП Домбровська Я.М. DOI: <https://doi.org/10.31470/2309-1797-2021-29-2-195-237>

Mytnyk, Olexandr, Matvienko, Olena, Guraliuk, Andrii, Mykhalchuk, Nataliia & Ivashkevych, Ernest (2021). The development of constructive interaction skill as a component of social success of junior pupil. *Rēzeknes Tehnoloģiju akadēmija. Proceedings of the International Scientific Conference, II*, 387–401. <https://doi.org/10.17770/sie2021vol2.6406>.

Onufriieva, L., Chaikovska, O., Kobets, O., Pavelkiv, R. & Melnychuk, T. (2020). Social Intelligence as a Factor of Volunteer Activities by Future Medical Workers. *Journal of History Culture and Art Research*, 9(1). P. 84–95. Doi: <http://dx.doi.org/10.7596/taksad.v9i1.2536>

Zubiashvily, I., Kocharian, A., Lunov, V., Barinova, N. & Onufriieva, L. (2020). Phenomenon of money: Social and psychological essence and functions. *International Journal of Psychosocial Rehabilitation*, 24(3), 1629-1642. doi:10.37200/IJPR/V24I3/PR200911