

ТИПЫ ГРАФИЧЕСКОЙ АССИМЕТРИИ В АНГЛИЙСКОМ И АРМЯНСКОМ ЯЗЫКАХ

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Статья посвящена сопоставлению графических систем английского и армянского языков. В частности анализируются типы графической асимметрии в сопоставляемых языках. В результате сопоставления выявлены общие и специфические типы графической асимметрии и сделан вывод о том, что явление графической асимметрии гораздо шире представлено в английском языке, чем в армянском.

TYPES OF THE GRAPHIC ASYMMETRY IN ENGLISH AND ARMENIAN

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The article deals with the comparison of graphical systems of English and Armenian, in particular to analysing types of graphical asymmetry in the languages under comparison. In the result, general and specific types of graphic asymmetry are singled out in the two languages. The conclusion is that the phenomenon analysed is much wider represented in English than in Armenian.

FOREIGN LANGUAGE INFLUENCE ON HUMAN THOUGHT AND PSYCHOLOGY

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*You live a new life for every new language you speak.
If you know only one language, you live only once.
(Czech proverb)*

There is a very widespread belief that difficulties between nations are caused by linguistic diversity and that if all nations talk the same language it would be easy to reach agreement. This belief is expressed in the legend of the Tower of Babel, according to which all mankind did talk one language from the time of Adam until Nimrod presumed to build a tower to reach Heaven, and to impede the completion of the tower, the Lord caused a tumult among them by producing diverse languages amongst them, and causing that through the multitude of those languages, they should be unable to understand one another. Thus, linguistic diversity was created.

The word “*Language*” comes from the Latin word “*lingua*” meaning “*tongue*”. Language is human speech, either spoken or written. Language allows people to talk to each other and express their thoughts and ideas. It constantly reflects and creates the way we perceive reality. Without language there would be no science, religion, art, literature, philosophy, government, etc. Scholars have determined that there are about 3000 languages

spoken in the world. There are more than a hundred languages with a million or more speakers. Of these languages, 19 have over 50 million speakers each: Chinese, English, French, German, Italian, Russian and some others. The ability to use language is a very important part of human cognition. In fact, some would agree that it is this ability which distinguishes us from animals. In many parts of the world people speak several languages and when we discover that someone is fluent in several languages we have mixed feelings: perhaps a mixture of admiration and envy. In fact it is a general truth that the more languages you know, the more of a person you are.

The word “*Psychology*” comes from Greek root “*Psyche*” - *soul, mind, spirit* and “*logia*” *study of*. Psychology is the science of the phenomena of mind, mental processes, and human behaviour. It is said to have originated with *Pythagoras*. *Aristotle* greatly improved it, and stated its most important principle, that of the association of ideas. It has, however, only recently taken the position of a universally acknowledged science, and its methods are still in dispute. In 1879, at a laboratory in Leipzig, Germany, the first scientific investigation of human behaviour under the direction of *Wilhelm Wundt* originated. That’s why *Wilhelm Wundt* is often referred to as the father of psychology.

Psycholinguistics is concerned with the relationship between language and the mind. It asks how we store words and syntactic structure in the brain, what processes of mind and memory are involved, and how we understand and produce speech. But above all, psycholinguistics is concerned with language acquisition. Is there such a thing as a language gene? To what extent are humans programmed from birth to acquire language? Questions like these are study objects of psycholinguistics. And here the *Chomskyan* concept comes to show that there is a common structure to every language, the knowledge of which we are born with. In fact, the elements of linguistic knowledge are considered innate.

A person who speaks a language has developed a certain system of knowledge, represented somehow in the mind and, in the brain. But there is a question: how are languages organized in the brain? When is a second language learnt? In fact extensive research on this question demonstrates that we start to be fluent in our mother tongue before birth. So in our brain there exists some linguistic code which has genetic character.

Nowadays bilingualism is assumed to be a worldwide phenomenon. The second language is usually acquired naturally and unselfconsciously, and shifts from one to another are made without hesitation. Everybody knows that the younger is a child the easier he acquires the second language. Moreover, those learning language at an early age do not have an accent when speaking. So the exposure to language during a certain maturational period is a minimum requirement for language acquisition, but it is difficult to draw any more definite conclusions.

Choosing a profession we consider some important points: its correspondence with our nature, character, world outlook, life principles, etc. There is an opinion that a profession can change human character, psychology, and way of thinking. At present this opinion is scientifically justified.

The above mentioned case is more or less common for those people who begin to speak a foreign language. “*Language shapes the way we think, and determines what and how we can think about*”. /*Benjamin Lee Whorf*/.

For a long time, the idea that language might shape psychology and thought was con-

sidered simply wrong. Humans communicate with one another using a dazzling array of languages. Do the languages we speak shape the way we see the world, the way we think, and the way we live our lives? Do people who speak different languages think differently simply because they speak different languages? Does learning new languages change your psychology, the way you think? These questions have engaged scores of philosophers, anthropologists, linguists, and psychologists who could state that a new language can change human thought and psychology.

To test this idea a lot of experiments were carried out in the scope of different nations. For instance, different individuals were given some pictures that showed some kind of temporal progression (e.g., pictures of a man aging, or a crocodile growing, or a banana being eaten). Their job was to arrange the shuffled photos on the ground to show the correct temporal order. If the English speakers were asked to do this, they arranged the cards so that time proceeds from left to right. Hebrew speakers tended to lay out the cards from right to left, German speakers did this from bottom to top.

English speakers tend to talk about time using horizontal spatial metaphors (e.g., “The best is ahead of us,” “The worst is behind us”), whereas Mandarin speakers have a vertical metaphor for time (e.g., the next month is the “down month” and the last month is the “up month”). Mandarin speakers talk about time vertically more often than English speakers do, so do Mandarin speakers think about time vertically more often than English speakers do? Let’s imagine this simple experiment. Somebody stands next to you, points to a spot in space directly in front of you, and tells you, “This spot, here, is today. Where would you put yesterday? And where would you put tomorrow?” When English speakers are asked to do this, they nearly always point horizontally. But Mandarin speakers point vertically. These examples suggest that it is language itself that creates these differences in thought. The best way to prove this fact is to teach people new ways of talking and see if that changes the way they think. In a lab, English speakers were taught different ways of talking about time. In one such study, English speakers were taught to use size metaphors (as in Greek) to describe duration (e.g., a movie is larger than a sneeze), or vertical metaphors (as in Mandarin) to describe event order. Once the English speakers had learned to talk about time in these new ways, their cognitive performance began to resemble that of Greek or Mandarin speakers. This suggests that patterns in a language can indeed play a causal role in constructing how we think. It means that when you’re learning a new language, you’re not simply learning a new way of talking, you are also inadvertently learning a new way of thinking.

An interesting example connected with language effects you can see with your own eyes in an art gallery. Look at some famous examples of personification in art — the ways in which abstract entities such as death, sin, victory, or time are given human form. How does an artist decide whether death, say, or time should be painted as a man or a woman? It turns out that in 85 percent of such personifications, whether a male or female figure is chosen is predicted by the grammatical gender of the word in the artist’s native language. Therefore, for example, German painters are more likely to paint death as a man, whereas Russian painters are more likely to paint death as a woman, while Spanish painters tend to paint death as a semiman and a semiwoman.

So language is central to our experience of being human, and the languages we speak

profoundly shape the way we think, the way we see the world, the way we live our lives.

As for language influence on human psychology, it is obvious everywhere. Keeping in touch with a person whose second language is, say, English, it is not difficult to notice that he has much in common with English speaker's psychology. The same we can say about a person whose second language is Russian. The resemblance between them can be expressed through their way of thinking, manners, way of speaking, gestures, behaviour, appearance, style, clothing, even makeup and the like. Of course all these phenomena are based on human psychology. Connected with this topic some of the students of Gavar State University have been asked to express their opinions about English and Russian faculty students. When English faculty students were meant the overwhelming answer was "Yes, they somehow look like Europeans, they differ in some way, they think not so traditionally". When Russian students were meant the answer was "Yeah, they are real Russians!" (*hulqulwani nnu tin*). And what does it mean to be a real Russian? Opinions can differ widely, so think of it yourself!

At the end it is worth remembering a quotation by Oliver Wendell Holmes: "Language is the blood of the soul into which thoughts run and out of which they grow".

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ՕՏԱՐ ԼԵԶՎԻ ԱԶԴԵՑՈՒԹՅՈՒՆԸ ԱՆՁԻ ՍՏԱԾՈՂՈՒԹՅԱՆ ԵՎ ՀՈԳԵԲԱՆՈՒԹՅԱՆ ՎԵՐԱ

Ս. Ս. Նալչաթյան

Սույն հոդվածում ներկայացվում է լեզունտաձողություն-հոգեբանություն կապը: Լեզուն փոխելիս զգալի փոփոխություն է նկատվում անձի մտքի բովանդակության մեջ: Նոր լեզվի հետ առնչվելիս ժամանակի ընթացքում փոփոխվում է մաև անձի մտածելակերպը՝ ինչ-որ կերպ մմանվելով տվյալ լեզուն կրող ժողովրդի մտածելակերպին:

Լեզուն ունի մաև իր մեծ ազդեցությունը անձի հոգեբանության վրա: Լեզվական այդ ազդեցությունը կարող է դրսևորվել անձի շարժումնով, արտաքին տեսքով, վարքով, խոսելաձևով, հագնվելու և նույնիսկ շարվելու ոճով: Իսկ ինչպես հայտնի է, այս բոլոր երևույթների հիմքում ընկած են անձի հոգեբանական առանձնահատկությունները:

ВЛИЯНИЕ ИНОСТРАННОГО ЯЗЫКА НА МЫШЛЕНИЕ И ПСИХОЛОГИЮ ЧЕЛОВЕКА

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В статье представлена связь язык-мышление-психология. Когда меняется язык, значительно меняется и содержание мышления человека, каким-то образом напоминая мышление народа-носителя данного языка.

Язык значительно влияет и на психологию человека. Это лингвистическое влияние может проявляться в манере, во внешнем виде, в поведении, в речи, в одежде и даже в стиле макияжа человека. Как известно, в основе всех этих явлений лежат психологические особенности человека.

PHRASEOLOGICAL UNITS DENOTING PEOPLE AND THEIR TRAITS OF CHARACTER IN ENGLISH AND THEIR TRANSLATIONS INTO ARMENIAN AND RUSSIAN

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Phraseology is regarded as a self-contained branch of linguistics and not as a part of lexicology. Phraseology is concerned with all types of set expressions.

We all at least once in our life have heard the phrase 'language is a living thing', but most of us don't stop thinking about how and why this is true. One does not need to be a language expert to realize that the vocabulary of a language grows continually with new developments in knowledge. New ideas must have new labels to name them.

An important fact about phraseology is that phraseological units are not only colloquial expressions, as most of us believe. They can appear in formal style, in slang and poetry.

A phraseological unit can be defined as a number of words which, taken together, mean something different from the individual words of the phraseological unit when they stand alone.

Phraseological units are habitually defined as non-motivated word-groups that cannot be freely made up in speech but are reproduced as ready-made units. This definition proceeds from the assumption that the essential features of phraseological units are stability of the lexical components and lack of motivation. It is consequently assumed that unlike components of free wordgroups which may vary according to the needs of communication, member-words of phraseological units are always reproduced as single unchangeable collocations. The way in which the words are put together is often odd, illogical or even grammatically incorrect. These are the special features of some phraseological units. Other phraseological units are completely regular and logical in their grammar and vocabulary. As some phraseological units have special features, we have to learn them as a whole and we cannot change any part of them except the tense of the verb. English is very rich in phraseological units. In fact, it is nearly impossible to speak or write without using phraseological units. A person could use a phraseological unit in his speech and not know that he is using a phraseological unit, and that it is grammatically incorrect. Another one makes the correct use of phraseological units his main aim and the fact that some phraseological units are illogical or grammatically incorrect causes him great difficulty. Only careful study and exact learning will help.