Preparation of teachers to work with text in kindergarten should take into account the peculiarities of construction of the text. Understanding of the text of children associated with the ability of the teacher provide meaningful units of text, find the connection between them. This improves the understanding and comprehension of the text of the children. Efficiency of the offered model and technology of the personified approach to the work on the text has been proved. However analyzing speech of students the use of psycholinguistic procedures of Ketensk psycholinguists shows that it is necessary to pay attention of teachers and students to linguistic methods of creation of the text (the interphrase organisation, a theme-rheme structure, information-semantic, syntactic, logic structure) in this work.

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Keywords: Text, the structure of the text, meaning part of the text, paragraphs, complex syntax whole, a concentration of information.

1. Introduction

In the given article, we investigated the interrelation between the personification of speech work with students in the bilinguistic environment of University and the quality of their educational and creative work. The essence
and the research objective consisted in the developing of the technology of personification of speech work on the basis of the use of methods of Ketensk psycholinguists (Germany) [1].

Hypothetically we have assumed that the personification of speech work of students on conditions of bilinguism will be more productive if psycholinguistic procedures of Ketensk scientists are used training and analyzing coherent speech (Germany).

The novelty of research consists in the developing of technology of training to work with the text, in use of psycholinguistic procedures of Ketensk psycholinguists analyzing speech (Germany).

The research was made at the Kazan Law Institute of the Ministry of the Interior of Russia and the Kazan (Privolzhsky) Federal University in the course of teaching of humanitarian disciplines in the Russian, English, Tatar languages. 660 statements have been analysed: in control groups (325 students) and experimental groups (335 students).

2. Method

- Methods Ketensk psycholinguists;
- Psycholinguistic classifications of D.Hake;
- Class correlation of Charles Edward Spirmena;
- 16-factorial questionnaire of R.B.Kettella;
- Hierarchy of values by R.Rokicha's technique.

3. Results and discussion

**Coherent speech** - the statement constructed by rules of the text and consisting of several sentences, connected grammatically and according to the sense, revealing the concrete theme and the main thought.

**Model of the personified training** - the structure possessing the certain quantity of components, providing not only development, but also self-development, self-creation of the person. In our case, there are self-development and self-creation.

**Technology of formation of representations and concepts in two- and multilingual environment** - the structure possessing subject component, world outlook component, speech (two- and polylingual) component and also informative and moral-ethical ones.

**From model to technologies**

An ability to work with the text - an important indicator of efficiency of learning at the University. The educational, scientific, literary text defines sequence of thinking and logic of development of coherent speech. Therefore this ability promotes of the text and correct construction of speech.

Increasing the efficiency of work with the text we used the personified approach [2, 3, 4]. Our researches [5] have shown that for the personified model the following features are distinctive:

1. It has structure as it is characterized by a certain quantity of the interconnected components;
2. The Given model has the links number of which can be different (communications between a teacher and the student, between students, between a student and a teacher, information links with the environment). These are the communications which create procedure base for the further development and model function;
3. The model has dynamism and functionality. They are shown that in a certain interval of time transition from the previous components of model to the subsequent is carried out. This surveyed time interval represents possibility to define its dynamic process of functioning;
4. The Components forming model are hierarchical, as the level of mastering by students coherent Russian speech as a professional work component on each of components is distinguished and should be increased to the model top;
5. The Model of the personified process of training is governed, it consists of two blocks – governing and governed;

6. The Sequence of the personified process of training is obeyed to laws of pedagogical process.

We consider the model on a basis of the functional, the system-structural and personally oriented approaches. On the final stage of designing of technology criteria of formation of imagination and concepts in different languages have been developed: speech skills (to describe, tell, ask, answer); abilities to use laws and rules of this or that language; to explain practical applicability of the language theory, its informative importance, verification; to use in life explanatory potential of the language theory; to systematize knowledge simply, internal perfection of the organisation of knowledge; to use in life the valuable moments in knowledge development; to correlate knowledge to objectivity and rationality requirements.

**Experiment strategy**

During the pedagogical experiment organised by us we have paid attention that the standard treatment of thinking as informative activity in the course of which the subject, co-operating with object, includes it in new links and owing to it reveals its new qualities, the properties, new knowledge, does not provide that the thinking is carried out with reference to concrete objects as by that.

And after all in the educational environment (especially to the bilingual environment) it has basic value [6]. If objects (for example, concepts) are not concretised, about what quality of their mastering there can be a speech?

Thus, the comprehension of a subject orientation of thinking acts as an actual problem for the bilingual pupil, as a necessary condition of its self-realisation in the second language. In this connection in a native language of students we built process of mastering of grammatical concepts, addressing to different areas of knowledge. It is important to consider that in two- and the multilingual environment the thought subject is constituted and reproduced during informative practice not only on individual, but also at social level.

For successful training of students speech activity, it is necessary to generate, in our opinion, personally-significant motivation to acquisition of corresponding knowledge and abilities, and also the importance of speech as professional work component.

The first stage in the presented model of personification of training is the motivational stage. Its main objective contains the formation of personally-significant motivation on mastering by professional Russian speech. We believe that it includes the comprehension by each student of the objective importance of development of speech as a major component of professional activity, representation about possibility to reach certain success in the course of mastering by speech, aspiration to acquisition of corresponding knowledge and abilities, display of activity, purposefulness and independence in the course of perception, mastering and applications of forecast knowledge and abilities in practical activities, a formation of sagacity thoughtfulness, foresight.

Thus, creating the positive personally-significant motivation of students in the course of their training of Russian speech we adhered to the following general law: from situational - to steady interest on speech development. Such law underlay the means chosen by us necessary for occurrence of students of steady interest to acquisition of knowledge and abilities on professional Russian speech.

At a choice of means of this stage, we started with the assumption that development of personally-significant motivation of students is influenced to the greatest degree by various motivation-problem situations which arise or can arise in the professional activity.

Hence, the mechanism of formation of motivation will conclude that pedagogical influences in the conditions of pedagogical activity staticizes separate situational promptings which at regular activation are gradually lost and transfer in steadier motivational conditions and properties of the person. Proceeding from it, it is necessary so to organise activity of students on mastering by Russian speech that it has been filled by the various real and simulated problem situations carrying a forecast character. Such situations will promote a motive birth, then to stimulate its repetition and carrying over to new conditions.
The problem situation - a mental condition of cogitative interaction of the subject with object of the knowledge, characterised by requirement and efforts of the student to find out, ‘open and acquire the new knowledge unknown still for it containing in a subject and necessary for decision of an educational problem.

We had been picked up such practical situations which decision is possible only at good knowledge of the theory of pedagogical designing and possession of necessary abilities. Solving the offered situation on a practical training, listeners independently come to a conclusion about necessity of replenishment of knowledge available for them and abilities for successful realisation of professional speech activity.

Except motivation-problem situations, formation of personal-significant motivation of students will be promoted by showing them the importance of an offered material on speech activity in the professional sphere, a statement of the impressing facts from experience of the given kind of activity, discussion of the real facts from listeners’ life experience.

We used also other means of formation of positive motivation for listeners’ development of skills of communication. The analysis of concrete situations with forecasting character, creation of elements of entertaining by means of drawing up the crossword puzzles and etc. are possible to carry to them. However, the basic means of achievement of the purpose of this stage is motivation-problem situations which promote in the development of listeners’ speech mastering. The offered situations required from listeners forecasting of a course of educational process proceeding from the purposes of training and education, educational and developing possibilities of a teaching material, difficulties in training and other kinds of activity, results of application of various methods, ways, means of teaching and educational process, consequences of pedagogical decisions made by the teacher; to predict personal-business qualities of listeners, their will, behavior, possible deviations in development etc. The revealed recourses promoted starting of a dialogue, discussions, keeping attention of listeners to a material stated by the teacher, an interest to reading of the special literature.

**Experiment technique**

The technique of realisation of offered model and technology was carried out on the same parameters, as well as diagnostics of initial level of possession of coherent speech (text). However during the check of efficiency of speech exercises, as a whole communication developing personified system the quantity of parameters has been expanded (at the expense of use of methodical procedures of Ketensk psycholinguists). As a result the data of experimental and control groups were compared according to the following parameters: conformity of the statement to Russian orthoepic norms; correct interphrase link of the statement; a correct word order in a sentence and in the text (topic or rheme structure of the statement); structure of complex syntactic whole (presence in it of a beginning, the basic part, an ending); concentration of the information in the statement (high or low); syntactic complexity of the statement; conceptual (terminological) complexity of the statement; logic interrelation of the sentences in the statement.

Let's explain features of definition of some parameters.

For example, correct **interphrase links** are found more often when there is a connecting adjoin by means of lexical repetitions or lexical replacements (repetitions of the same nouns, pronominal or synonymic replacements) between the text sentences: *on September, the 1st students should come to university. This day the academic year of students begins. The future experts will act the knowledge necessary for work on a specialty. They will study 5 years.* As we see, here the link and sense remain by means of repetition of a noun *students*, its synonymic replacement in another sentence the *future experts*, in the last sentence lexical repetition keeps a pronoun *they*.

**Topic comment** is a semantic division of the sentence which is divided on an initial part - *given* - *and that is told about it* - *new* (*Apples - a great lot*). Topic comment can coincide with sentence division into a subject group and group of a predicate or in a subject and a predicate (for not widespread sentences): *Hunting / is forbidden; the New factory manager / has started moving at once.* In this case one can speak about coincidence of actual and grammatical division. More often these divisions do not coincide: *New houses have grown in our district; He has bought this book by chance.* Dividing the sentence breaking of groups of subject
phrases, a predicate and subordinated members is possible: *He has chosen a good wife*. The initial part of actual division is called *a theme*, the final (new) - *rheme*, or a kernel.

The sentences having no actual division, are called *expletives*. Usually they have the meaning of house-life activities, fact stating: It is snowing; It is possible to begin; There is no money. The same sentences can be transformed - with the same lexical-grammatical structure – to sentences with topic comment: It /snows; It is possible /to begin; There is no/ money.

In a written speech division into a theme and rheme is not designated by punctuation marks more often, but sometimes the dash is not designated. In an oral speech the basic means of actual division - intonation: on a theme the voice rises; on rheme falls down. Usually the theme is placed in the phrase beginning, rheme - in the end. Changing this order shift of a phrase accent takes place and it, in the emphasized form, falls on rheme.

However, our experiments have shown that work on skills to build links between phrases, to follow a correct word order, to reveal a theme and the basic thought is insufficient for the personified approach: statements suffer from lack at information and concept, the weak syntactic and logic organization of the statement. As a result students can not fully realise their communicative plan.

According to researches of Ketensk psycholinguist [3] (Germany), concentration of the information can be defined through a parity of the basic information having sense (an information kernel) and the repeating, explaining information (development of the 1st and 2nd degrees). This dependence has been established mathematically: Tkl - level of concentration of the information; K - quantity of kernels of the information; A1 - quantity of developments of the 1st degree; A2 - quantity of developments of 2nd degree; KB - quantity of kinds of the basic information.

\[
Tkl = K + A1 + 2A2
\]

\[
KB
\]

Thus the quantity of types of information (KB) is almost equal to quantity of kernels of the information (K) as without a kernel the information does not exist.

For definition of the level of concentration of the information it was necessary to emphasize at first all the sentences concluding kernels of the information. Emphasizing these sentences we resulted in structural features of the paragraph having usually two parts (paragraph sentence and explaining part) and the microtext (difficult syntactic whole), having a beginning, the basic part and an ending.

**Complex syntactic unit** - is a combination of several closely interrelated in the meaning and syntactic sentences, representing a more complete development of thought in comparison with separate sentence.

**The logical structure of the statement**

According to the classification of D. Hake between sentences may exist:

- strong logical link in which sentences are irreversible;
- weak logical link in which change of sequence of sentences is possible;
- absence of logical and linguistic link, that is combination of not correlated concepts in nearby standing sentences;
- false logical link.

Mathematically each of four types of the logical link is designated so: BZ1 = 2 (strong logical link); BZ2 = 1 (weak logical link); BZ3 = 0 (absence of logical link); BZ4 = - 1 (false logical link). The degree of the logical link between sentences is expressed by the formula:

\[
Tl = \frac{2BZ1 + BZ2 - BZ4}{V}
\]

Where Tl - the degree of the logical link, V – the number of sentences. We determined conceptual level of the sentence according to the formula made by K.Nestler. The formula has the following appearance:

\[
Tbn = \frac{100B_1 + 2B_2 + 3B_3}{GWZ}
\]
where $Tbn$ – the conceptual level of sentences; $GWZ$ – the total number of words in the sentence; $B$ – the total number of concepts; $B1$ - well-known concepts; $B2$ - special concepts derived from common usage; $B3$ - a little known special concepts of a foreign origin.

Syntactic complexity of speech was defined by the formula:

$$Tsk = \frac{1}{10} \frac{GWZ}{S} - \frac{GWZ}{SA}$$

where $Tsk$ - syntactic complexity; $S$ - the sentence; $SA$ - a part of a sentence, if it is complex; $GWZ$ - quantity of words in the sentence.

4. Conclusion

Received in our researches the correlation coefficient equal 1, testifies to presence of functional link. If the change of one factor does not have an influence on the size of another the link is absent, i.e. the given factors are neutral. Conclusions

Efficiency of the offered model and technology of the personified approach to the work on the text has been proved. However analyzing speech of students the use of psycholinguistic procedures of Ketensk psycholinguists shows that it is necessary to pay attention of teachers and students to linguistic methods of creation of the text (the interphrase organisation, a theme-rheme structure, information-semantic, syntactic, logic structure) in this work.

Methodical procedures of Ketensk psycholinguists (Germany), developed to evaluate the qualities of educational texts, are applicable in the adapted kind and for an estimation of coherent speech of students. These procedures allow to look at a technique of the personified speech work with students at university in a new form.

References