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LANGUAGE ACQUISITION: INBORN OR SOCIALLY FOSTERED CAPACITY OF HUMANS

One of the most distinguishing human characteristics is that only humans use language to interact with each other. We use it as a tool, and a process to obtain something, a desirable result. If to dig deeper into where human language comes from and how it happens that humans possess such advantageous capacity, we come to the matter of language acquisition. There are various definitions of language, many of them either specify or expand on the general rule that language is a means of communication. However, there is no definition of language being explained through its acquisition, that is why we consider it to be of a great importance.

Language acquisition and the proportions of inborn and social input components in it is a complicated issue. For centuries there was an argument whether a language is a social product or not. Many socio-linguists state that language is a maturationally controlled behaviour. Therefore, children learn the language being in a positive adequate environment. There are various proofs of children learning proper language due to being in well-educated families, being taught well in kindergartens, schools, etc. Also depending on which society a child lives in, he/she will imitate the language of the surrounding he/she is exposed to: being born to a Ukrainian speaking family, but living in the US would make English his/her first language too.

On the contrary to the social approach there are nativist theories that reveal the innate prerequisites to language acquisition. In 1965 Noam Chomsky revolutionized all the studies about language acquisition, saying that children learn through their natural ability to organize the laws of language. He introduced his theory about Language Acquisition Device (LAD), an inborn mechanism that enables all children to guide their language learning [4, 57]. Chomsky has got a lot of adherents: – M. Baker, C. Snow, E. Lomberg and others,- who investigate some specific aspects of the theory: LAD, inborn capabilities or Universal Grammar idea (the idea proposed by Chomsky, stating that all languages have the same basic underlying structure that builds up each specific language's rule pattern [3, 6]). One thing all psycholinguists agree on is that the children are not only imitating language as if they were parrots, but the learning processes are much more complex. They became aware that language is rule-governed. Child language is never a haphazard conglomeration of random words. Instead every child at each stage possesses a grammar with rules of its own, of course, simpler of those of an adult [2, 127]. One of the most vivid studies proves that conclusion in the sphere of English grammar. This is the field where many norm-based rules and generalizations can be realized. A 1,5-4 year old age group of children can serve to be exemplary in our argument. Our own study that included observations and recording of children's language includes various cases of the following use of Past Simple Tense formation: " I had this game and I *losed* my batteries, so I *goed* to the store and *buyed* another one...", " I am crying because Nick *taked* my doll...", " ... don't know how it *breaked*...". Children know that people add *-ed* and thus form past relations. They don't care whether it is an ending or suffix, what lexico – grammatical role it plays or whether it is correct to use it in all contexts or not. Their own observations and imitations serve as assumptive rules for their own language and not until they are corrected on each example basis do they learn to speak properly. So children appear to be "small linguists" that rule-guide their own speech.

Even though it is not a question of innateness any more, but there is a discussion on what exactly is innate. *Content approach* supporters believe that children inherently contain a blueprint for language, that is they have a universal framework imprinted in their brains. *Process approach* followers think that children are geared to processing linguistic data, having a special cognitive ability to analyze and utilize it.

All of the scientific studies done in the recent decade prove about the innate component in language composition and we definitely agree on it being a core stem of the language acquisition process. Unlike some scholars, we don't want to diminish or deny the social influence in that process

either, implying that social factor directs the speed, way and effectiveness of child's language acquisition. Keeping this unified idea in mind, it is easier to look at the example of a Ukrainian child learning English in the English environment as another first language. The role of a surrounding puts a child into two-language exposition, with fluent English prevailing. At the same time, a child has inborn universal capacity to comprehend and rule-govern a language, no matter whether the actual codes.. are of English or Ukrainian language. *Code-switching* is a variation of some speech elements within one language or a couple of languages [2, 120; 1, 564]. The other proof of the social element being of a vital importance in language acquisition is a sequence of several milestones of language development and is coherent with the biological and psychological development spheres. That means that language acquisition doesn't end in childhood, it is an ongoing process that doesn't end, even though the foundation is established by puberty. This is at the same time the most productive time to learn a language, including a foreign language. This is the age period when the acquisitive functions of the brain work most effectively. We, as teachers of English as a foreign language, should always keep this in mind and use advice of psycholinguists on language acquisition as a guidance in the teaching.

Having analyzed numerous ideas and theories about various acquisition studies we came to a resolution that the way and stage when humans acquire language is one of the most important ones in individual's language study. Keeping in mind that personal language of each language bearer greatly depends on the acquisition process, we derived a conclusion that it should not be neglected in the definition of the language. Therefore, language definition through its acquisition is suggested to be the following: Language is a system of human communication, acquired through innate rule-governed processes, influenced and shaped by social, psychological and various external factors.

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ЗАРОДЖЕННЯ І РОЗВИТОК ГРАФІТІ

У статті авторка показує процес зародження, становлення та розвитку "вуличного" мистецтва – графіті

Важко повірити, що перші графіті – написи (від італійського *graffiare* – дряпати) в первинному значенні сатиричного і карикатурного характеру були виявлені на античних пам'ятках і стародавньому посуді. Як прояв "низької" творчості "графіті" зацікавило багатьох художників, котрі прагнули звільнитися від умовностей та стереотипів. Слово "рок" (в значенні "доля"), накреслене по-грецьки на стіні Собору Паризької Богоматері, підштовхнуло Віктора Гюґо на написання знаменитого роману.

Але сьогодні графіті асоціюється в першу чергу з альтернативною формою вуличної культури.

Термін "графіті" застосовується для класифікації, як правило, забороненого законом виду мистецтва, в рамках якого робляться спроби встановити різновид зв'язної композиції шляхом поєднання малюнків і надписів, котрі створюються індивідуально або групами на стінах чи інших поверхнях візуально доступних публіці.

Графіті можуть представляти собою найпростіші малюнки чи надписи, але зазвичай це доволі складні монохромні або мультикольорові композиції. Авторів графіті називають "письменниками". Чому не художниками? Справа в тому, що коріння графіті криються саме в написанні слів на поверхнях, тай не всі графіті виконані фарбами. Спочатку в хід йшли всі підручні засоби, починаючи від дорогих фарб і закінчуючи олівцями, крейдою, ножами і т.д. Навіть пальцем руки можна було написати графіті на брудному вікні.

Існує версія, що підтримали розвиток вуличних зображень підприємливі торговці наркотиками, котрі за допомогою малюнків і зашифрованих надписів, ні про що не говорячих поліції, ні випадковим перехожим, повідомляли підліткам місце продажу "трави", ціни та інше.