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LINGUISTIC ABILITIES: HISTORY OF RESEARCH

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Representation of the process of foreign language acquisition and psychological mechanisms, as well as the structure of the linguistic abilities have been generalized. The theoretical model of the relationship between the psychological mechanism of the process of mastering a foreign language and the components of linguistic abilities that reflect the influence of the specifics of linguistic abilities on mastering a foreign language has been represented. Ways of detection and the formation of linguistic abilities have been revealed. The psychological characteristics of gifted students have been revealed.

Key words: mastering a foreign language, linguistic abilities, linguistic generalization, students' personal characteristics

Обобщены представления о процессе усвоения иностранного языка и его психологических механизмах, а также о структуре лингвистических способностей. Представлена теоретическая модель взаимосвязи между психологическими механизмами процесса усвоения иностранного языка и компонентами лингвистических способностей, раскрывающая специфику влияния лингвистических способностей на усвоение иностранного языка.

Раскрыты пути выявления и формирования лингвистических способностей.

Выделены психологические особенности одаренных учащихся.

Ключевые слова: усвоение иностранного языка, лингвистические способности, лингвистическое обобщение, личностные особенности учащихся.

Узагальнено уявлення про процес засвоєння іноземної мови та його психологічних механізмів, а також про структуру лінгвістичних здібностей.

Представлена теоретична модель взаємозв'язку між психологічними механізмами процесу засвоєння іноземної мови та компонентами лінгвістичних здібностей, яка розкриває специфіку впливу лінгвістичних здібностей на засвоєння іноземної мови. Розкрито шляхи виявлення та формування лінгвістичних здібностей. Виділено психологічні особливості обдарованих учнів та їх вплив на успішність навчання.

Ключові слова: засвоєння іноземної мови, лінгвістичні здібності, лінгвістичне узагальнення, особистісні особливості учнів.

Formulation of the problem. Problem of successful mastering a foreign language, FL, and the task of building an effective teaching is one of actual in modern pedagogy, psychology, despite the large number of research and practical recommendations.

We have focused on participation, especially of cognitive processes: perception, memory, thinking, and others.

We consider the problems raised in terms of our concepts of linguistic abilities. The purpose of the article is: 1. summarize scientific and methodological literature on the psychological mechanisms and conditions for the successful assimilation of FL and their ratio with linguistic abilities, LA; 2. summarize the results of studies to identify the components of LA and ways of their formation; 3. describe a theoretical model of the relationship of the major components of LA with the main mechanisms of the process of mastering a foreign language; 4. reveal the results of the study of the personal aspect of mastering a foreign language.

The problem of LA includes social, psychological and pedagogical aspects and is associated with the search for developing methods of teaching the native and FL, with research in the field of applied linguistics and psycholinguistics.

LA is an ensemble of individual psychological characteristics of personality, which ensures the successful mastery of a foreign language: a quick and easy formation of interverbal connections, generalized skills to structure verbal material and make functional-linguistic generalizations, FLG, flexibility of transformation processes in speech activity [6].

Experience of teaching FL in not language high school suggests that the traditionally organized education is not conducive to easy and rapid mastery of FL, because it is not oriented to the formation of students' linguistic abilities components.

An effective way of organizing work with the lexical material for forming LA in not language high school students is an algorithmic method for solving educational and linguistic problems. It equips students with the general method of analysis of linguistic phenomena and generates the capacity for meaningful conscious linguistic generalization;

The best means of presentation of structural relations of linguistic material is a generalized model of linguistic phenomena and algorithmic orders that provide a simultaneous perception of relationships and structure of activity to identify them;

Effective way of revitalization of students' linguistic actions is problematic management mastery of the training materials [6].

Rational systematic training is a powerful factor in accelerating the formation of abilities, though not

all teaching contributes to their formation.

The author [7] highlighted the basic conditions of the formation control of the capabilities: a creative and highly motivated nature of the activity and its organization on the principle of “developmental education”, focus on the “zone of proximal development” (Vygotsky), the optimal development of various types of mental activity, individualization and differentiation of training, special units of generalized methods of mental activity, the algorithmic and problem organization of mental and mnemonic activity.

The main indicator of ability is possession of rational methods of mental activity and their transfer.

The existence of specific LA in the general intellectual abilities is recognized by many psychologists, but the works devoted to the study of human capabilities in the field of foreign language speech activity are few. Researches by B.V. Belyaev, G.K. Voyevodskaya, I.A. Zymniaya, M.G. Kasparova, I.M. Luschiina, P.G. Kozlov, N.S. Maguina, A.V. Yarmolenko, etc. mainly concern the general structure of speech abilities.

Foreign psychologists F. Vernon J. Guilford, D. Carroll, F. Marek, D. Perrin, F. Pimsler, P. Simonds, D. Sapon, K. Voll, D. Henmon et al. solve the problem of LA in connection with the challenges in the field of testing, particularly in relation to prognostic tests and tests to determine the ability to learn foreign languages, and in connection with the study of the phenomenon of bilingualism.

Some researchers define the LA in accordance with aspects of language (grammar (morphology, syntax), vocabulary, style, etc.) and types of speech activities (reading, writing, speaking, listening). In the works of D. F. Brigal, A. Vernon Davis, D. Carroll, B. Loban, F. Marek, J. Russell K. Voll abilities are defined as the list of a number of factors affecting the success of learning.

The author's adheres to approach of Y.A. Vedyenyapin, M.M. Gohlerner and I.A. Zimniaya to LA consideration. It is based on determining the characteristics themselves of mental processes of perception, memory, thinking, through which speech activity is carried out. Determination of LA is related to the specifics of the speech foreign language activity with an effective switching from one sign system to another.

Linguistic ability is a complex special abilities, which are the optimum combination of the individual properties of the higher mental functions of thinking, memory, and sensory-perceptual differential sensitivity, which reached a certain level of development. They can be considered as the basic mechanisms of speech activity, are equally manifested in mastering any language. Common mental abilities are the background against which they stand. Therefore crucial for the approach to the definition of LA is a ratio of memory and thinking.

LA include both common features of mental activity – the flexibility and mobility of thought processes – and special features of speech foreign language activity characteristic of the FL student: prompt realization and correction of the mechanism of already formed speech act; the level of development of speech skills in their native language; FL system of concepts formation, different from the native language system of concepts; the conscious possession of not only the means of expression, that is, FL words and rules, and mode of action with the foreign-language material; having the ability to convert the content of the message and quickly switch from one speech to another (the distinguishing characteristic of spontaneous speech) which requires flexibility of transformation processes; the ability to quickly and easily form the empirical and theoretical generalization of linguistic knowledge and ways of activity with linguistic material; speed and ease of predicting the most probable verbal hypothesis; well-developed verbal memory (required component of transformation processes in speech activity); quick and easy education of interverbal syntagmatic associations (indicator of readiness to a combination of vocabulary in the process of speech activity); sensory-perceptual sensitivity, in particular, phonemic hearing and visual perception in the process of reading; lability of grammatical and lexical knowledge and skills to differentiate methods of foreign words semantization [6].

Mentioned mental peculiarities of speech foreign language activity and foreign language acquisition are both indicators of LA. These include phonemic hearing, the simultaneity of the perception of verbal units, pronounced verbal memory, which manifests itself in a fast and easy formation of verbal associations, speed and ease of formation of functional-linguistic generalizations, FLG, which is reflected in the relatively rapid formation of the “sense of right speech”, the presence of generalized skills to structure the verbal material; flexibility of transformation processes in speech activity.

Model of the structure of LA included verbal associations of certain direction, the ability to predict the appearance of words or word elements based on the knowledge of verbal bonds stability, that is to anticipate elements of the verbal text on the basis of accounting of probabilistic relations of previous elements of the text, verbal memory characteristics, phonemic hearing and functional-linguistic generalizations, FLG.

Literal continuation of unfamiliar text was used to test the students' ability of predicting subsequent verbal elements by Method, based on the CH.E. Shannon A. Kolmogorov and P.B. Nevelsky works.

The test results on the continuation of the unknown text letter by letter revealed the close link, $p = 0.86$, between the speech experience in the native and foreign languages. Formed ability to correct accounting of probabilistic relationships of verbal elements in their native language contributes to the formation of the same capacity in the foreign language material in the study of a foreign language. Using the test in their native language would be sufficient to identify the capacity for probabilistic assessment of a combination of verbal elements. This eliminates the extra difficulties with spelling in FL and knowledge of foreign words.

Test probabilistic forecasting of words in a sentence by the method I.A. Zimniaya showed that the heterogeneous responses are indicative of a higher level ability to guessing, were observed only in one-third of the subjects [3].

The free word association test as a means of identifying areas of flexibility and interverbal bonds by

the method of A. Zalevskaya showed that the desire to focus on interverbal syntagmatic relations in the home and in the FL is not only a richer students' speech experience, but is a manifestation of rapid establishment of interverbal links for communication purposes. It is formed on the material of the native language, and by transferring the operation on the FL verbal material.

Results of the study scope of involuntary and voluntary verbal memory showed no connection with students' achievement.

Phonemic hearing test to identify the level of differentiation of similar phonemes and words in the native and foreign languages and the ability to distinguish between acoustic and articulation signs as described in V. Repkin and I.S. Zhedek showed that more than half of the subjects have a high development of this ability. Analysis of the task in tests for grammar and vocabulary generalization of the method of D. Carroll identified a large range of individual differences in the speed and level of development of the ability to make their own functional linguistic generalizations.

Ability to empirical and theoretical generalizations correlates with the successful assimilation of FL. Rank correlation coefficient with the theoretical generalization achieves, $p = 0.68$. It is higher than the empirical generalization with academic performance, $p = 0.40$.

Various generalizations characterize different types of thinking. Theoretical generalization is connected with the level of development of linguistic thought, which ensures the correct transfer in a second language study. Empirical generalization is based on the development of a sense of language that contributes to the formation of foreign-language skills, but does not protect against interference [2].

The highest value for the successful mastering FL at the initial stage of training a FL high school students have the ability to functionally-linguistic generalizations, FLO, and the ability to anticipation of the verbal elements of the test on the basis of accounting probabilistic relationships of its previous elements. Verbal memory is of secondary importance to language learning at this stage of education.

The level of ability to form linguistic generalizations depends on the organization of the verbal content of the material and means to work with it. System training vocabulary based on lexical-semantic fields, releasing semantic signs, promotes the formation of students' higher level of capacity. In this regard, there is a need to revise some methodological tradition of division of linguistic phenomena in learning a FL, a complex of individual lexical items should not be the object of mastering but structural and semantic unit in the diversity of its specific values. Lexical-semantic groups developed by linguists can serve as a basis for such a division.

The specifics of the linguistic material requires special forms of FLG, in particular, the grammatical (morphological, syntactic), lexical and others. The study confirmed the assumption about the possibility of the formation not only the grammatical, but also lexical FLG and, by a special organization of lexical material and students' mastery of lexical semantization operations, methods of language guess, the substitution of the words and others [7].

The conditions of formation of LA students at the initial stage of training FL in not language high school are: the solution of educational problems system, providing a specific structure of cognitive activity, systemic presentation of the material in the form of a generalized model of its structural relationships and the essential features contributing to the formation of the students' linguistic concepts, actions and skills; the selection of linguistic operations and generalized methods, the formation of linguistic action, training of independent algorithmic drawing up regulations, leading to the formation of generalized methods of linguistic action with the language material and to a wide transfer them to new tasks; high intellectual students' activity in the process of solving the problem tasks, promotes the mastery of linguistic actions.

The effectiveness of LA formation is dependent on the methods learning FL management.

During the formation of FLG as a main component of LA most efficient way was the analysis of linguistic phenomena, forming conscious linguistic ability to generalize. The best means of presentation of the structural relationship of language material were generalized model and algorithmic orders, providing a simultaneous perception of relationships and activity structure to identify them.

Effective way of activating students' linguistic action was also problematic management of linguistic material mastery, orienting them to the self-understanding of the structure and semantics of the verbal forms and transactions with them, as a prerequisite for effective formation of the ability to FLG.

The linguistic abilities are complex dynamic structures, the ratio of components which vary with the age and level of FL knowledge. There are sensitive age periods for mastering certain activities, including speech. Thus, in the pre-school age child better seizes speaking as in a mother, and the FL. The lower the grade, the greater the ability to assimilate FL acts as a general ability to memorize a teaching material. In our opinion, the student's age (in the absence of language environment) is the most favorable for mastering reading on FL, as a kind of FL speech activity. The success of reading is the most correlated with the thinking.

Mastering a second language is the process of understanding and correction of the mechanism of generation and perception of speech already formed in the native language, i.e., the correction of the system of linguistic meanings. Mental functions of perception, thinking, memory, speech activity serving the speech activity must adapt towards a new language system as the speech process is the special case of higher mental functions (L.S. Vygotsky, 1).

The process of speech perception is a complex perceptual-intellectually-mnemonic activity. It includes a perceptual level, containing mental operations of analysis and synthesis [I.A. Zymniaya, 3], successive, i.e. the level of the full deployment of all actions and intermediate operations, and as they go on the level of

simultaneous perception they drop out and are reduced.

In the same conditions of perception of a FL, students with different abilities to perceive get and actively obtain information of various kinds. Pre-orientation of able students is minimized, as it merges with the moment of perception, is simultaneous (Vygotsky). Therefore, an important condition for the success of the speech and language acquisition is the simultaneity of perception.

It is important for speech activity and the assimilation of the FL the ability to differentiate between similar sounds (phonemes) and words in native and FL, the ability to distinguish between acoustic and articulation signs. These skills are expressed in sensory-perceptual auditory differential sensitivity, that is, phonemic hearing.

Good verbal memory manifests itself in fast and easy formation of interverbal ties. Word associations are classified by type of communication – the paradigmatic and syntagmatic [6].

A dominant place in the lower grades in the structure of activity on mastering a FL is purely verbal memory and mnemonic activities, but in high school age the percentage of students who score at FL increases and their achievement correlates with the level of the mental components of activity. The older the students, the less their performance is correlated with perceptual components and a close relationship is formed with the intelligence components, such as thought and imagination.

It is no accident L.V. Shenshev et al. state the existence of common features in the structure of thinking in the study of mathematics and a foreign language.

In our opinion, the assimilation of the vocabulary is associated with the formation of the complex of lexical actions and operations engaged in recognition, the right choice of a FL word and expedient semantization. We understand lexical action as a cognitive action aimed at semantization, i.e. disclosure of the meaning of an unfamiliar word or its use in speech.

Examples of lexical actions are: a recognition of words, search it in the dictionary, brute force of its semantic features and the allocation of essential features, the selection of adequate value, choice of words and their inclusion in the speech.

In the formation of educational activity students master the whole system of lexical actions, i.e. lexical methods to which we attribute linguistic guess using the internal support of the word, and external support of the context as well as reception the substitution of the word.

The leading component of LA in the student age is the ability to FLG. It has a compensatory force at a given level of education. Even with a weak verbal memory, purposeful formation, development of the ability to FLG ensures the development of all other components of LA and a fast and efficient acquisition of a FL. The specifics of the linguistic material requires special forms of FLG, in particular, the grammatical (morphological, syntactic), lexical and others [6].

Usually the understanding of FLG is associated with grammatical generalization. Mastering vocabulary is traditionally considered more dependent on verbal memory than mastering grammar.

We believe it is possible to form lexical generalizations by a special organization of lexical material and mastering semantization operations, methods of language guess, the substitution of the word and others.

We briefly comment on the relationship between these mechanisms of assimilation FL and the corresponding components of the LA [8].

Perceptions of linguistic material – phonemes, words, phrases, grammar – is successfully carried out with a well-developed phonemic hearing, by which different individual phonemes are quickly and accurately allocated (e.g., we distinguish words «bed»-«bad», «rat»-«red», as well as in a simultaneous auditory (hearing) and visual (reading and writing) perception we distinguish words and their meanings. Thus is ensured the unity and mutual transitions of successive (phonemic hearing) and simultaneous perception of each other, which can ensure the successful acquisition at the level of perception of the linguistic material.

Next mechanism of assimilation FL – understanding – is based on the whole system of interconnected mental operations. Central among these is the linguistic generalization [6], complex process of interaction between the empirical (building of verbal structure on the model) and theoretical (building a grammatical rule of the given language) kinds of generalizations that reflect the individual characteristics and typology of students' mental activity. E. g., students perform tasks on translation of interrogative sentence in the language unfamiliar to them, they do not study, in this case – German. According to the well-known method of D. Carroll [10], students were brought against several propositions with different structure and all the foreign words that the sentences have, with the translation into their native language. The required translation of the sentence is not given. It must be made by grammatical generalizations.

Another mechanism is semantization – mental operation, which provides an understanding of the meaning of foreign words, the disclosure of the value of linguistic units (words and word combinations). It shows the characteristics of their application.

Linguistic analysis provides an opportunity to analyze the composition of the word (the root of the word, suffix, prefix, ending).

Due to linguistic abstraction student can move away from specific linguistic facts and understand the scheme of the linguistic phenomenon, offered by the teacher or build it himself.

Linguistic synthesis provides an extension of the vocabulary through the use of knowledge on theoretical grammar. Eg., A group of English words «teacher, speaker, driver» has the suffix «-er», which means human occupation or profession. Adjective suffixes with the opposite meaning «-ful» (availability of quality) and «-less», (lack of quality) give the opposite meanings to the word.

The next mechanism is assimilation a FL is remembering the linguistic material. For its successful implementation important are such components of LA as verbal memory and syntagmatic association. Verbal memory provides memorization, storage, and reproduction of verbal information. Syntagmatic associations combine word of different grammatical classes, linking a new word with a variety of possible words in the student's speech experience, assures the best storage of verbal information in memory. E.g., «A red ball», «my ball», «take the ball», «go to the University», «I am a student»

Anticipatory reflection – the next important mechanism for the successful assimilation of a FL. To effectively implement it the primary role is played by such components of LA as the ability for rapid and accurate probabilistic forecasting at the level of individual words, their elements and coherent phrases. A probabilistic forecast is successful thanks to the prompt updating and mainstreaming all of the previous experience of the person. I.e., the perception of a single word or phrase will be the more successful, the more it will have to include the entire intellectual and emotional baggage of human experience, as well as accurate accounting of different nuances of the particular situation of linguistic material perception [8].

The results of our study of general intelligence and verbal intelligence with performance indicatts that the correlation coefficients between the indicators of academic performance and intelligence of students are positive but very weak, with a verbal intelligence – somewhat higher than with the general intelligence.

For effective language learning it is important to consider the personal aspect of language learning. Mastering a FL is focused not only on the activity and communication, i.e. at interlocutor, and not only on the world image, i.e., on the consciousness, but also on the student's personality: motivation, installation, the problem of "I", personal and group identity, and others.

The relation of man to the language and his positive or negative attitude to the speech in this language is a particular problem. The concept of "langue de plaisir" (language of pleasure) means that the language should be nice to speak [4].

Equally important is an understanding of communication in a FL as a way to actualization and realization of the individual, as a special way of self-affirmation (Laine, 1988; 1995).

The success of the training depends on the acquisition a FL ability [7], motivation, characteristics of temperament, personality traits, intelligence level and creativity.

Basic skills and abilities that are necessary to develop in students: intellectual ability, divergent thinking, cognitive ability; creativity, originality of thought, rich imagination, developed intuition, willingness to take risks; autonomy in decision-making, development of consciousness; realistic self-concept, a tolerant attitude to criticism; sense of humor, competitiveness, self-reliance and ability, intrinsic motivation.

Students, intellectual abilities of which exceed the norm, have "high potential" or "early intellectual development" (précoce)». Endowments (fr. "La douance", "le haut potential", "la surefficiency intellectuelle", amer. "Gift") is an ensemble of special features. In capable beyond measure M. de Kermadec* has marked the intensity of emotions and expressing feelings, hyperperception of five senses and awkwardness in society, in public statements, the divergence of views, irritability, sensitivity, shrewdness and perfectionism. The tendency to introversion or extraversion, more or less tolerance, openness of mind; their emotions are a source of both internal and external conflicts, particularly in the social relations in which their expression can be positive or negative.

Implementation of human capabilities is an important psychological characteristic of the full functioning human.

The reasons for the problems of gifted students who do not allow them to realize their potential, are often special moral qualities: perfectionism with a tendency to very high bar for themselves and others; great sensitivity to personal problems than to remuneration from the Company; concerns about the search for truth and finding the meaning of life; love of challenge and risk-taking; resentment the injustice, immorality; strong moral beliefs, a sense of integrity and honesty; passion for fiery debate, sincerity; great energy, the ability to attention and efforts to attract exceptional concentration in its areas, they can work to exhaustion;

Hypersensitive to the environment, due to lack of confidence in themselves tendency to self-criticism, or low self-esteem.

For natural creative development of gifted student it is necessary to create special conditions: favorable, friendly atmosphere, the rejection of assessments and criticism, encouragement statements of original ideas.

Conclusions. 1. The basic mechanisms for the successful foreign language acquisition are: the perception of phonemes, words, phrases, grammar, comprehension, memory, advanced reflection.

2. The results of studies to identify the components of linguistic abilities and methods for their formation through the study: verbal intelligence letter by letter verbal scale test using the method of continuation of unfamiliar text and H. Eysenck verbal scale test; probabilistic forecasting of words in a sentence; grammatical and lexical generalizations; free word association; amount of verbal memory; phonemic hearing; 3. The theoretical model describes the relationship of linguistic abilities components with the mechanisms of the process of foreign language acquisition; 4. The basic psychological characteristics of gifted students, which are an obstacle to the realization of the potential, in particular, to effective foreign language acquisition.

We see prospects for further studies in the diagnosis of each of the linguistic abilities component in subjects (of different ages, different levels of advancement in mastering the language and the different types of speech activity) and its level of development compared with the successful foreign language acquisition .

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