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The Value of Acquisition Additional language for Developing the Mental Aspect of Individuality

Rasool Abdullah Muhealdeen(1), Ahmed Ali Hussein(2)

(1) Al-Farahidi University, Baghdad University, Iraq

(2) Department of Chemical Engineering, College of Engineering, University of Baghdad, Iraq

The Value of Acquisition of Additional Language in Developing the Mental Aspect of Individuals

RASOOL ABDULLAH MUHEALDEEN, AHMED ALI HUSSEIN

Ahmed.A@coeng.uobaghdad.edu.iq

أهمية اكتساب لغة إضافية في تنمية الجانب العقلي للإنسان

م.م. رسول عبدالله محي الدين, م.م. احمد علي

جامعة الفراهيدي/ كلية التربية. جامعة بغداد / كلية التربية

ملخص البحث عربي:

يهدف البحث الحالي إلى معرفة دور تعلم لغة إضافية في الجانب العقلي للإنسان، وقد تبين أن تعلم لغة أجنبية ومعرفة ثقافة أخرى يساهم في تنمية المكون المعرفي للفرد، حيث أن عملية اكتساب لغة إضافية تتيح الفرصة لفهم الثقافات الأخرى والتقاليد والأخلاق والمعايير والوعي والسلوكيات والتقييمات وغيرها، وستؤدي نتيجة هذه العملية إلى الاندماج المجتمعي وتضامن الناس وتعاونهم وتكاملهم ونمو التفاهم المتبادل بينهم، كما أن تنمية الجانب العقلي من خلال تعلم لغة إضافية يعني أن هذه اللغة ستكون قناة جديدة للمعلومات تزيد من أساس النشاط العقلي، مما يؤثر إيجاباً على نوعية الذكاء، علاوة على ذلك فإن تعلم أي لغة إضافية سيعيد صياغة الأفكار والمعتقدات حول الثقافات الأخرى وكسلسلة حول العالم أجمع. كلمات مفتاحية بالعربي: اكتساب لغة إضافية، الجانب العقلي للفرد.

ملخص البحث بالانكليزي:

The current research aims to find out the role of learning an additional language on the mental aspect of Individuality. It turns out that learning a foreign language and knowing another culture contributes to developing the cognitive component of the individual. The process of obtaining additional language gives an opportunity to understand other cultures, traditions, morals, norms, awareness, behaviors, evaluations, etc. the outcome of this process will lead to the societal incorporation, people's solidarity, cooperation and integration, the growth of mutual understanding between them. Acquisition additional language, mental aspect of individuality

Abstract –

The current research aims to find out the role of learning an additional language on the mental aspect of Individuality. It turns out that learning a foreign language and knowing another culture contributes to developing the cognitive component of the individual. The process of obtaining additional language gives an opportunity to understand other cultures, traditions, morals, norms, awareness, behaviors, evaluations, etc. the outcome of this process will lead to the societal incorporation, people's solidarity, cooperation and integration, the growth of mutual understanding between them, etc. The development of the mental aspect through learning an additional language means that this language will be a new channel of information that increases the basis of mental activity, which positively affects the quality of intelligence. Furthermore, learning any additional Language will reformulates ideas and believes about other cultures and as a sequence about whole the world. **Keywords** - Acquisition additional language, mental aspect of individuality.

Introduction

There are many advantages to learning a language. It improves our personalities, enhances our cognitive and analytical abilities, improves our job opportunities, and helps us understand our culture better. Moreover, learning a language contributes to general understanding, develops our skills in various areas of life, and enhances our social relationships. People who speak another language score higher on tests, think creatively, have opportunities to obtain a variety of jobs, and can communicate with other cultures or talk to people from diverse backgrounds. (Bamford & Mizokawa, 1991; Armstrong & Rogers, 1997). Navarro-Villarroel stated that a person who knows several languages plays a major role in society. (Navarro-Villarroel, 2011). Moreover, the impact of globalization on the world has made it important to learn a language early. (Lasagabaster, 2017). Learning a new language is a dynamic process, and the term dynamism refers to the continuous change that results from learning. (Tódor and Dégi, 2016). However, learning a foreign language is a great opportunity for anyone to discover new cultures, meet new people, and be able to talk to them. (Rashid & Jabbar, 2017). Certainly, learning more than one foreign language leads to many benefits in life in all its personal and professional aspects. On the professional side, the ability to speak more than one language opens many doors, and improves the employee's image in the eyes of his boss at work. However, most importantly, the main reason for learning a foreign language should be to build personal knowledge, and for the learner to be a listener in his learning. (Lightbown and Spada, 2006). It is worth noting that motivation is necessary to learn another language, and a person's awareness of the benefits of learning languages can contribute to increasing his motivation to learn. (Kachoub, 2010) There are two main trends in the current era that affect the process of personality formation: The first direction; Globalization, mixing and intertwining of cultures. The second trend: Preserving traditional values, indigenous culture, and national identity. A person initially communicates through his mother tongue, learns a system of meanings, and when he grows up, his field of communication will expand through a scheme of relations with others from different cultures. The great changes in human's life through globalization shows the extend of the need of learning different languages to implementing various projects for international cooperation propose, which may lead to cooperate with other communities in specific those who deal with human issues. Learning an additional language would be a starting point towards changing the principles and values of life by benefiting from the process of introspection through the mother tongue. Intercultural communication plays an important role in self-realization, self-identity, and moral standards related to national traditions. The process of how learning a different language affects an individual's awareness and human development is still not well studied. Wherefore, the main task of the current research is to investigate the value of acquisition additional language for developing the mental aspect of individuality. In addition to that, psychologists and sociolinguists, have studied the process of mastering a different language to know how a person moves from one language symbol and semiotic system to another. Alyona Korneeva and others assert that, to address the problems of human consciousness and the individual's mental abilities by analyzing the characteristics of human beliefs will bring us to the many attainments of numerous sciences. Such issues and problems can only be enclosed through mental science, with its multiple specializations, which combine neurophysiology, artificial intelligence theory, philosophy of mind, and psychology, as well as psycholinguistics and the cognitive-discursive model. (Alyona Korneeva et al. 2020).

Methods and materials

The phenomenon of learning additional language is connected to mental activity of humans. In the process of studying or learning a language, the individual uses his social and psychological abilities. In a certain cultural environment, reliability of perception of reality to the laws of mental activity will appear through interaction with the surrounding world. Getting to know something and learning its name is one of the most crucial phases in learning anything new and unfamiliar. G. G. Shpet and others believe that "... knowledge, as experience, only becomes science and knowledge when it is expressed in the word". (G. G. Shpet, et al, 2006). Language, which is a component of the person's consciousness, allows him to understand the world, because with the help of language, most of human mental activity occurs in the current era. We provide our description of the world, interpreting what happens in it through the system of signs of language. According to scientists, knowledge covers all forms of understanding of the world, starting from the individual's first contact with his atmosphere. E. S. Kubryakova states that, because human behavior is adaptive, the process of formation perception – a mental image of the outside world – occurs continuously and adapts to changing conditions. (E. S. Kubryakova, 2004) In most psychological research, light is shed on the features of a person's interaction with the reality surrounding him, which is reflected in his consciousness, and from the perceptive of psychological theory, theories and

concepts about how learning additional language affects personality are reflected in number of ways and educational guidance. Learning additional language broadens perspectives, improves memory, fosters thinking, increases mental function and develops linguistics abilities required for communicative competence. It's a cultural and social phenomenon that alters psychological reality. (B. V. Belyaev, 1965). There are a number of factors that determine the success of mastering an additional language: emotional, motivational, psychophysiological, cognitive, personal and interactive. (E. A. Sorokoumova, 2007). M. M. Filippova states that when someone learns another language, his or her mental development goes hand in hand. Language is the foundation for thought growth and plays a significant part in the formation of ideas about the world. In addition, it serves as a person's means of designating the pictures, objects, concepts, and phenomena that he comes across in the symbolic realm of the culture that surrounds him. Language also serves as a vehicle for passing down customs and knowledge, including historical, cultural, and other knowledge, from generation to generation. (M. M. Filippova, 2008) Individuals who learn a second language later in life can benefit from some of the neurological changes that occur in speakers of second languages, regardless of their level. New experiences are an important factor in forming new connections in the brain and strengthening the connections of the nervous system. These connections and connections are maintained through the regular practice of these experiences. Studying a new language combines novelty with practice. For example, students learn new words and grammatical structures, review their prior knowledge for some time, and build on new knowledge as part of the learning process. This combination is one of the reasons why language learning is such an effective exercise for the brain that it can protect older learners from dementia and other neurological conditions. Everyone can benefit from learning a new language. This is one of the most complex mental activities an individual can perform. It can be said that it is a powerful way to exercise our minds. (M. M. Filippova, 2008).

How does language learning enhance the cognitive component of an individual?

Given the role of learning a new language in measurable brain function, it is not surprising that these changes are accompanied by improvements in other skills such as creativity, communication, memory, and concentration, better academic performance, stronger memory, improved concentration, and stronger communication skills, as well as the practice of invested academic skills. Language study, such as active listening, can improve learners' communication skills in their daily lives. Bilingual students show more flexibility and creativity in solving problems than their monolingual peers. (L. S. Vygotsky, 1956) One of the first to describe the speech act as a sequence of events starting with the impulse that gives rise to thought, moving from idea to word, and finally ending with the mental process itself being converted into words was L. S. Vygotsky. In this instance, thought is an internal activity that strives to fulfill a task, and thinking involves movement "from feeling the task through constructing meaning to revealing the thought itself". (L. S. Vygotsky, 1956) Speaking originates from a need. Students studying foreign languages typically feel compelled to converse in that language and make a conscious effort to articulate their ideas. It is important to draw attention to both the internal (semantic) and outward (phonetic) components of words and speech. According to A.N. Leontiev the word is the medium of communication, and the growth of speech is correlated with the maturation of consciousness and thought. (A. N. Leontyev, 2004) In contemporary scientific literature, the terms "consciousness" and "thinking" refer to two different but connected processes. Consciousness aids in maintaining the outcomes of mental processes, whereas thinking provides the dynamism of those processes. (L.P. Tarnayev, 2008). This comprehension enables us to recognize the connection between language and cognition. A person focuses all of his energy on identifying a new word that he comes across. Furthermore, there are hints within the term itself that can help with identification. This process is influenced by a number of variables, the most significant of which is the content of the person's cognitive, emotional, and personal experiences. (N.O. Zolotova, Yu.V. Komarova, 2008) According to A.A. Leontiev, speech is "a creative intellectual activity that enters into the general system of mental and other human activities" in addition to being a vocal manifestation of thought. Speech conducts a cognitive task in the event of a problem, which can be completed with the use of language. (A.A. Leontiev, 1972, p. 29) Therefore, the process of communicating in a foreign language will be more appropriate and free the more diverse mental activity that person produces with the help of that language. The mental aspects of a person is a psychological feature of his or her cognitive field, which includes knowledge and proficiency in relationships, conduct, mental activity, and communication norms. Learning helps people form and develop concepts. To do this, one must comprehend the laws that connect concepts, examine the reasons behind the phenomena connected to those concepts, and be aware of the ways to think in order to arrive at the right conclusions. (L. I. Bozhovich, 2002) It is possible to investigate a person's awareness by using language meanings because "in the system of

representations of each individual there are specific components that are specific only to him, due to his individual experience". (A. N. Leontyev, 1972, pp. 129 – 140). According to the creator of this idea, language serves as the source of meanings, as there are hidden processes behind linguistic meanings in socially developed ways, and this process takes place in situations of communication with people. (A. N. Leontyev, 1972, pp. 129 – 140)P. Ya. Halperin, developed the theory of the gradual formation of mental actions and concepts. He asserted that a person, in the early stages, learns the meanings related to a topic, and then masters logical operations in their external form. When he internalizes it, its movement constitutes an internal mental activity and forms abstract meanings and concepts. (P. Ya. Halperin, 1998)As a linguistic unit, the word serves a certain "meaning" function; that is, it analyzes the subject, associates it with a particular category, generalizes the features, and enables the person to go beyond direct perception, enabling him to transition from the sensory to the rational, which is crucial for human consciousness. (A. R. Luria, 1983)The uses of language are countless and varied, much like the needs of each individual. Language plays a significant role in human development, and its nature and essence are evident in the roles that it plays in the environments in which it exists. (L. S. Vygotsky, 1960) In "The Development of Higher Mental Abilities" Vygotsky claimed that culture merely adapts God's creation to suit human needs rather than producing anything entirely new. (L. S. Vygotsky, 1991, pp. 5 – 19). Meaning is something embedded in value, which surrounds the internal structure of the mental process. In the consciousness of the bilingual individual there are two images of the world; One reflects the original culture and peculiarities of the mother tongue, the other a foreign language. (M. V. Mosin, et al, 2017)The capacity to talk in one's native tongue is a prerequisite for beginning a foreign language learning process. In this instance, internal translation is used to replicate foreign terms. (A. Znamenskaya, 2013)The laws of thinking are fixed, thus learning a new language does not change the way a person thinks, but it can alter his awareness. Perception is the process of learning new information, notably knowledge pertaining to a foreign language. At every level, learning a foreign language is a difficult process that has an impact on the learner's level of subject awareness. Studying a foreign language in-depth first transforms personality awareness on verbal, cognitive, psychological, and emotional levels before forming foreign language consciousness. (S. V. Remizova, 2010).

Results

The benefits of learning additional language and how it affects mental functions including thinking, consciousness, memory, perception, and the mental aspect of individuality in general were covered in the current study. A collection of common scientific understandings regarding the human psyche constitutes the mental aspect. It turns out that most people who study additional language in-depth have strong motivations to become fluent in the language. These motivations include the desire to communicate with individuals who were born and raised in other countries, as well as the desire to express themselves professionally in their future professional activities, which opens up opportunities for high-level employmentThe purpose of the study was to determine how long-term exposure to a foreign language affected a person's cognitive makeup and personality structure. It turns out that the initial phase of learning a foreign language involves broadening people's horizons, particularly for students, and raising their general education level. This forms a foundational level of intellectual competence upon which the cognitive component grows. Interest in the nation where the language is being studied, a good attitude toward studying it, respect for various cultures, and a desire for understanding among people all influence the general growth of the language and intellectual pronunciation. Hence, students who study additional language for an extended length of time possess a higher understanding of the language's cultural facts regarding "writer," "work," "artist," and "composer" than students who study it for a shorter amount of time. The experimental groups in the field research differed based on the degree of introduction to the foreign language environment. The average indicator data can be regarded as substantially different from one another, and these differences cannot be random. The integration of society, increased understanding among people, their solidarity and complementarity, mutual assistance, etc. are thus results of the dynamics of the development of the cognitive component, i.e., the increase in knowledge qualitatively and quantitatively, learning new information about customs and traditions, another language and culture, cultural values, customs, interpretations, evaluations, patterns of behavior, awareness, opinions, etc.

Discussion

The cerebral hemisphere is one of the brain regions in charge of speaking. One study's findings supported the idea that learning a language from an early age is simpler since the brain is more malleable and adaptable at that age. It turns out that the amount of learnt language and the degree of its use are closely correlated with the growth of gray matter. Recent neuroscience research has demonstrated that the structure of the brain varies according

on the tasks it does. (A. Mechelli, et al, 2004) People who speak additional languages often grow certain areas of the cerebral cortex in their brains. Professional translators' brains were tested, and the results showed that those who studied a foreign language intensively for at least three months had more gray matter in their brains. The more effort put into studying, the more clearly this gray matter volume grows. (J. Martensson, 2012) People who were raised in multilingual environments tend to remember things far better than people who were raised exclusively in their mother tongue from an early age. Moreover, their understanding of mental arithmetic is better, their reading abilities are better, and they are better in other similar skills. (J. Morales, 2013) When someone thinks, language plays a crucial role in shaping his or her cognitive activity since language helps people construct ideas about the outside world. (N. L. Ushakova, 2010) A. V. Korneeva & T.A. Kosacheva assured that competency, educational attainment, and general culture are all included in the mental aspect. (A. V. Korneeva & T.A. Kosacheva, 2019). The research findings support the notion that an additional language learning program's length and content have a significant impact on the development of critical thinking. A balanced and mature personality is formed as a result of this process. The awareness of different aspects of oneself, the external world, knowledge gained via customs, traditions, and face-to-face interactions with people are manifestations of the cognitive element. Developing cognitive components requires mastering the system of signs and signals, including their meanings, modes of action, and knowledge of reality, and integrating it into social functions, customs, and role behavior.

Conclusion

Acquiring language skills is a precise cognitive process that helps create and enhance a balanced personality. Gaining proficiency in an additional language aids with brain expansion. In today's world, it is critical to be ready for questions that arise out of the blue and to think critically, consider things from multiple perspectives, create hypotheses, evaluate complex data, act logically when necessary, interact with people, and learn how to communicate effectively with them. And the one that is persuasive. Anyone can comprehend the complexity of the world we live in today, but those who are fluent in another language will have an advantage. Gaining a thorough understanding of the inner workings of the human brain can be accomplished through studying the process of learning other languages. Gaining proficiency in an additional language is crucial for broadening one's creative expression in speech, conduct, and thought processes. Learning additional language is a creative process that helps people grow in their capacity to reason, think logically, and draw conclusions. It also helps people build their ability to evaluate and synthesize information, which helps people's cognitive activity. For students, studying a second language seems to unleash their creativity. This could be a result of the thinking processes involved in language learning. They include; Translation, language change and disciplined study, as well as the desire to learn, improve their mental and adaptive abilities, and help them make decisions and solve problems. Ultimately, it all goes towards enriching their social, personal and professional relationships. Therefore, whether the individual is a learner or teacher of other languages, he builds his skills, activates his mind, and builds his cognitive reserves every time he speaks a second language!

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