

Remembering the Life of Alexei  
Alexeevitch Leontiev

Language in Action: Vygotsky and  
Leontievian Legacy Today



MEMORIES OF A. A. LEONTIEV



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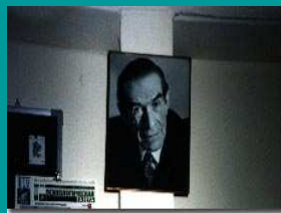
MEMORIES OF A. A. LEONTIEV



In Loving Memory  
January 14, 1936 – August 12, 2004



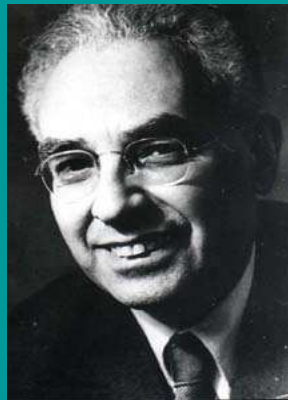
A. N. Leontiev



## L. S. Vygotsky



## A. R. Luria



PERSONAL NOTE (only my understanding):

CULTURAL-HISTORICAL AND ACTIVITY THEORY ARE CONNECTED WITHIN THE UNDERSTANDING OF NON-CLASSICAL PSYCHOLOGY [WHICH IS NOT EQUAL TO CHAT]

THIS THEORY RELATES TO THE “DEEDS OF A FREE, CREATIVE PERSONALITY, THE INFINITELY EVOLVING HUMAN BEING IN AN ENDLESSLY CHANGING WORLD. [A. A. Leontiev]

NON-CLASSICAL PSYCHOLOGY HAS THE IMAGE OF CONSTANT, FLUID MOVEMENT, CHANGE AND DEVELOPMENT WITHIN “FLOW” AND “ZONE”

TWO METAPHORICAL IMAGES TO CONSIDER:  
MOVEMENT - HOLON

### MOVEMENT TRANSFORMED INTO ACTION

(Thoughts on N. Bernshtein, written by K. Pribram)

1. In many ways the problem of behavior is thus the inverse of the problem of Image. Where an Image is a representation within the organism of its environment, a behavioral Act is a representation in the environment of something within the organism.
2. The ready answer to the question of how movement becomes transformed into action is that a type of Imaging process must occur in the motor cortex and that image is a momentary Image-of-Achievement, which contains all input and outcome information necessary to the next step of that achievement.
3. This Image-of-Achievement encodes environmental forces, not patterns of muscle contraction. The Image-of-Achievement regulates behavior much as do the settings on a thermostat: the pattern of the turning on and off of the furnace is not encoded on the dial, only the set-points to be achieved.

## N. Bernshtein's Contribution to Non-Classical Psychology—A Feeling of “Flow”

- “Bernstein’s analysis was made from cinematographic records or performances such as walking, running, hammering, filing or typing. Human subjects were dressed in black costumes outfitted with white dots to mark the various joints of the limbs...The film strips would...be composed of continuous patterns where wave forms could be analyzed mathematically.” (Pribram, 1971, 244). [Fourier trigonometry]
- Image-of-Achievement [all input and outcome information necessary to the next step of achievement]

### 1<sup>st</sup> Metaphorical Image: Natural Movement



2<sup>nd</sup> Metaphorical Image:  
Whole/Part [Holons]

A. Koestler coined the term HOLON (whole + parts). All hierarchies are composed of holons, wholes that are simultaneously parts of other wholes---the term *Hierarchy* should be understood as *Holarchy*= wholeness, unity, functional integration.

Every act of human activity has its own motivational determinants, with a hierarchy of sets governing it. [A. Asmolov]

In postmodernism, hierarchies have been collapsed, and we have arrived at a “Fladbed Holism.” (K. Wilber)

Viewing Cultural-Historical / Activity Theory as Non-Classical Psych.

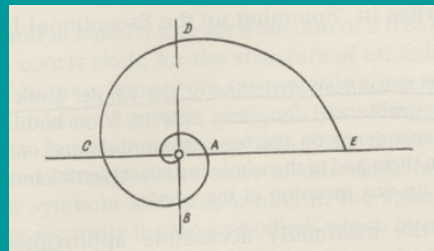
1. A view to the similarities of dealing with problems rather than viewing problems themselves. With this view in mind, A. N. Leontiev followed in the footsteps of Vygotsky.
2. A view regarding “CONTENT” and “PROCESS” as opposed to “EXTERNAL” and “INTERNAL.” The opposition is between CONTENT and PROCESSES (both external/internal), not the opposition between the external/internal world of objects. [A. N. Leontiev]
3. Language, signs, sense, etc. are viewed within a FUNCTIONAL SYSTEM. This system includes CULTURE in cultural-historical and activity theory.
4. “Signs,” “Concepts,” “Sense,” “Image,” “Units/Levels,” etc., are viewed as a process or a vector along which knowledge increases. Fluid, flow, change...they are not viewed as “static.”

### Non-Classical Psychology—Problems/Understanding

1. NC-Psychology is sometimes viewed as being situated within postmodernism, and constructivism. Extreme Caution should be given to such approaches.
2. NC-Psychology is sometimes viewed in Russia as being the opposite of “classical” psychology, which attempts to free it from the Soviet era.
3. NC-Psychology is, however, based on philosophical tenets, including Spinoza as opposed to Descartes. There is no attempt to position Non-Classical Psychology against Classical Psychology...it has developed from a position that has transformed and transcended the nature of classical psychology/philosophy.
4. NC-Psychology is “height” psychology, with a view to self-mastery, inner regulation of the individual, creating an inner dynamic of “freedom” in Spinoza’s understanding . Key words are: life world, culture, mediation, activity, personal meaning, transformation, personality, functional systems, functional organs as opposed to morphological organs (understood as an alternative approach to innate theories).

### SPINOZA IS CONNECTED WITH NON-CLASSICAL PSYCHOLOGY + IMAGE OF “CONNECTED DEVELOPMENT”

In order that all ideas may be reduced to unity, we shall endeavor so to associate and arrange them that our mind may, as far as possible reflect subjectively the reality of nature, both as a whole and as parts.



## Non-Classical Psychology- Definition

NON-CLASSICAL PSYCHOLOGY IS DEFINED AS THE SCIENCE OF THE WAY THE SUBJECTIVE WORLD OF A SINGLE INDIVIDUAL EMERGES FROM THE OBJECTIVE WORLD OF ART, THE WORLD OF PRODUCTION TOOLS, THE WORLD OF THE ENTIRE INDUSTRY. [Elkonin, 1989]

### CURRENT DIRECTIONS IN NON-CLASSICAL PSYCHOLOGY

First Three Points From Dmitry Leontiev:

1. From a static description to a dynamic understanding of the changing person in a changing world.
2. Individual sharing the sociocultural storage of accumulated human experience.
3. From the perspective of treating a person as being “determined” by some factors, to an understanding of a person as “self-determined,” or *cause sui* in Spinoza’s understanding.
4. Rollo May (1981) wrote that human freedom, human self-determination starts when we make a pause between stimulus and response. The gap between S and R is a very important point where natural mechanistic chains are broken. “Gap” or “Still Point” viewed within the understanding of “Disobjectification” / “Transference.”

Neither from nor towards; at the still  
point, there the dance is,  
But neither arrest nor movement. And  
do not call it fixity,  
Where past and future are gathered...  
...Except for the point, the still point,  
There would be no dance, and there is  
only the dance.

(T. S. Eliot (1943). *Four Quartets*. New York: Harcourt  
Brace Jovanovich.)

## THEORIES OF NON-CLASSICAL PERSONALITY

1. PERSONALITY IS NOT EQUAL TO AN INDIVIDUAL. PERSONALITY TRANSCENDS THE BIOLOGICAL/SOCIAL.
2. "PERSONALITY STRUCTURE" IS A HIERARCHY OF ACTIVITIES, LIFE RELATIONS, and MOTIVES. [IT IS NOT A "FLATBED MONISM"]
3. DIRECTION OF PERSONALITY DEVELOPMENT: "TRANSCENDING THE NATURAL 'GIVENS' IN LIFE." (D. Leontiev)

## DEFINITION OF THEORY OF PERSONALITY

“...IT IS THE STUDY OF WHAT, WHY, AND HOW A PERSON CAN USE WHAT IS INBORN IN HIM/HER AND WHAT IS ACQUIRED.” (A. N. Leontiev, 1978)

THE STUDY OF PERSONALITY REQUIRES AN UNDERSTANDING OF CONSCIOUSNESS.

### Consciousness Understood as Transformation

1. “CONSCIOUSNESS AND THE REALITY CREATED BY IT ARE CONNECTED WITH ONE ANOTHER BY REAL PROCESSES, THE RESULT OF WHICH IS THE TRANSITION, the “TRANSFERENCE,” OF THE MATERIAL INTO THE IDEAL, OF OBJECTIVE REALITY INTO THE FACT OF CONSCIOUSNESS, AS WELL AS THE *OPPOSITE TRANSITION* OF CONSCIOUSNESS OF THE IDEA INTO REALITY.” (A. N. Leontiev)
2. SOME OF THE KEY FEATURES OF THE “FIRING POTENTIALS” CREATING TRANSFORMATIONS IN CONSCIOUSNESS ARE: “DISOBJECTIFICATION” (A. N. Leontiev), “DISPLACEMENT” (Vygotsky), “DEAUTOMATIZATION” (Sklovskij), “DEREFLECTION” (Frankl). A CONNECTED ASPECT IS “CATHARSIS.” THESE THOUGHTS ARE LINKED TO THE UNDERSTANDING OF THE “GAP” [“STILL POINT”], AND TO THE “CONVERTED FORM.” (Mamardashvili)

## CONVERTED FORM --M. MAMARDASHVILI

M. Mamardashvili (1970) introduced the concept of *converted form* to denote the processes of transition of some content from one substrate to another. The features of the content change in the course of this transition according to the properties of the substrate. An illustration can be borrowed from the psychology of art. When you try to transform a novel into a movie, you cannot do it without some important changes. (D. Leontiev)

## A. A. Leontiev

- Journal Issues dedicated to A. A. Leontiev
- Introduction
- Sense – Meaning
- Units [of Analysis] and Levels
- Language **System** and Norms
- Sign Systems + Semiotics [within psycholinguistics]
- Speech **Program** (Codes, Speech Acts, Speech Operations)
- Inner Speech, Inner Articulation/Pre-Speech, Inner Programming
- Memory
- Summary of Problems of **Methodology** in Teaching/Learning a Foreign Language
- Closing Words

JOURNAL OF RUSSIAN AND EAST EUROPEAN  
PSYCHOLOGY

**In Memory of Alexei Alexeevitch Leontiev.  
Beyond Barriers: Activity, Culture, Language,  
Personality**

Vol. 1: The Social and the Natural in Semiotics, Sign and Activity, “Units” and “Levels” of Activity, Personality-- Culture--Language, Sense as a Psychological Concept, The Psychological Structure of Meaning, What Types of Speech Activity are There?

Vol. 2: Some Problems in the General Theory of Speech Activity, Psycholinguistic Models of the Generation of Utterances

VIEWING NON-CLASSICAL THEORY FROM A. A.  
LEONTIEV’S PSYCHOLINGUISTIC POINT OF VIEW

SPEECH ACTS/OPERATIONS/UTTERANCES ARE NOT VIEWED AS ISOLATED ENTITIES, BUT THEY ARE INFLUENCED WITHIN AN “UMFELD,” AN ENVIRONMENT [using more gerunds]:

SOME INFLUENCES ARE:

1. DOMINANT MOTIVATION
2. ENVIRONMENTAL AFFERENTATION
3. IMAGE OF THE RESULT (G. Miller, K. Pribram, E. Galanter) OR THE IMAGE-OF-ACHIEVEMENT (N. A. Bernshtein) [or, PROBABILITY FORECASTING]
5. THE ROLE OF “IMAGE” IS UNDERSTOOD WITHIN AN “IMAGE SYSTEM,” WHICH IS NOT STATIC, BUT IS UNDERSTOOD IN TERMS OF MOVEMENT/CHANGE/DEVELOPMENT.

## SENSE AND MEANING

1. THERE ARE MULTIPLE LEVELS OF MEANING/SENSE. EXAMPLES: REFERENTIAL/CATEGORICAL MEANING; PERSONAL MEANING, ETC.
2. MEANING IS NOT ALWAYS “OBJECTIVE,” AND SENSE IS NOT ALWAYS “SUBJECTIVE.”
3. MEANING IS NOT COMPARED WITH “MONISM” NOR SENSE WITH “RELATIVITY.”
4. MEANING: DENOTATION (CULTURALLY ENGENERED), CODE, SYNTAGMATIC.  
SENSE: CONNOTATION (MORE SUBJECTIVE IN THE SENSE OF BECOMING), SYMBOLIC/SIGN, PARADIGMATIC.

## UNITS [OF ANALYSIS] AND LEVELS

A. N. LEONTIEV DID NOT PUT QUOTATION MARKS AROUND THE WORD “UNIT,” WITH ACTIVITY BEING A HOLISTIC, NON-ADDITIVE UNIT. HE OFFERED NO DEFINITION OF A “UNIT.”

“UNITS OF ANALYSIS” DO NOT HAVE THEIR OWN EXISTENCE, INDEPENDENT OF THE OBJECT OF STUDY; A DESCRIPTIVE SYSTEM CANNOT BE OPPOSED TO THE SYSTEM OF AN OBJECT.”  
(L. K. Naumenko, 1968)

THE CONCEPT OF “LEVEL” IS TAKEN FROM N. A. BERNSHTEIN. UNITS OF ANALYSIS REQUIRE “LEVELS.”

## LANGUAGE SYSTEM [L.S.] AND "NORM"

A [L. S.] IS A SYSTEM OF LANGUAGE INVARIANTS OR AN AGGREGATE OF LANGUAGE PHENOMENA THAT SERVES IN DEFINING A SPECIFIC FUNCTION IN LANGUAGE (USUALLY THE FUNCTION OF DISTINGUISHING, AND CAN TAKE THE FORM OF A NETWORK OF OPPOSITIONS (STRUCTURES).

A "NORM" IN LANGUAGE IS AN AGGREGATE OF THE LANGUAGE PHENOMENA THAT DOES NOT CARRY AN IMMEDIATE DISTINGUISHING FUNCTION IN LANGUAGE, TAKING THE FORM OF COMMON AND GENERALLY ACCEPTED (TRADITIONAL) REALIZATIONS. [From E. Coseriu]

"The opposition of one norm to another can reflect the social differentiation of a speech community." Similar to B. Bernstein's code theory.

## SIGN SYSTEMS [SEMIOTICS]

1. *SEMIOTICS OF SIGNIFICATION* [THEORY OF CODES] + *SEMIOTICS OF COMMUNICATION* [THEORY OF SIGN PRODUCTION]
2. A SIGN IS EVERYTHING WHICH CAN BE TAKEN AS SIGNIFICANTLY SUBSTITUTING FOR SOMETHING ELSE.
3. A SIGN IS NEVER ISOLATED, BUT IS ALWAYS PART OF A LANGUAGE [verbal/non-verbal] SYSTEM.
4. THERE ARE NOT SIGNS, PER SE, BUT *SIGN SYSTEMS*, *SIGN FUNCTIONS*. THESE SYSTEMS ARE SOCIAL, POLITICAL, ALIVE.
5. THERE ARE THREE DIFFERENT TYPES OF SIGNS FOR A. A. Leontiev:  
(A). SIGN AS A THING OR MATERIAL, OR AS APPLIES TO LANGUAGE, IT IS A MATERIAL LINGUISTIC "BODY" INCORPORATED INTO THE ACTIVITY OF A PERSON. WE WILL CALL IT "SIGN."  
(B). THE SIGN AS AN EQUIVALENT OF THE REAL SIGN IN EVERYDAY CONSCIOUSNESS. WE WILL CALL IT "SIGN IMAGE." [MOST LINGUISTS WORK WITH THE "SIGN IMAGE," ACCORDING TO LEONTIEV]

## SIGN SYSTEMS [SEMIOTICS]

(C). THE SIGN AS A PRODUCT OF THE SCIENTIFIC CONCEPTUALIZATION OF THE STRUCTURE AND FUNCTION OF THE OBJECTIVE. WE WILL CALL THIS THE “SIGN MODEL.” THIS INCLUDES SEMANTIC AND PHASIC COMPONENTS.

(D). VIRTUAL/REAL SIGNS:

A VIRTUAL SIGN REFERS TO CERTAIN FEATURES OF ACTIVITY DIVORCED FROM SPECIFIC SIGN OPERATIONS AND ATTRIBUTED TO THE CORRESPONDING MATERIAL OBJECT THAT IS FIXED IN A SIGN FORM: IT CONCERNS ACTIVITIES OBJECTIFIED IN A SIGN.

A REAL SIGN IS AN ELEMENT OF A SPECIFIC SIGN OPERATION. SIGNS ARE POLYFUNCTIONAL. “SIGNS ARE ACHIEVED THROUGH ACTION.” (K. Pribram)

6. “NO CULTURAL SIGN, ONCE TAKEN IN AND GIVEN MEANING, REMAINS IN ISOLATION; IT BECOMES A PART OF THE *UNITY OF THE VERBALLY CONSTITUTED CONSCIOUSNESS*.” (VOLOSINOV)
7. UNDERSTANDING THESE DIFFERENCES CAN SOLVE THE PROBLEM OF “MATERIALITY” IN LANGUAGE, ACCORDING TO LEONTIEV.

## SIGN SYSTEM--SIGN ACTIVITY

4. A “sign system” or “system of signs” is the way we designate a special type of dependence on the *functioning* and *development* of signs—specifically an interdependence of signs that are analogous in terms of their place and function in activity.
5. Corresponding to the change in the function of the tool (in manufacturing), there is a change in the language status of the given sign; that is, a change in the morphological and phonological nature of the word or class of words.
6. Such changes in the linguistic status of a language sign occur accordingly and unevenly, but this says nothing about the process of development of sign activity in general, which lays the ground for such changes.

## SIGN ACTIVITY

REGARDING CHANGES WITHIN THE PROCESS OF DEVELOPMENT OF SIGN ACTIVITY: A. A. POTEBNIA WAS CORRECT IN COMPARING THESE CHANGES “WITH FOOTPRINTS IN THE SAND; THEY CAN BE FOLLOWED, BUT THAT DOES NOT MEAN THAT THEY CONTAIN THE FOOT ITSELF; AND THE WORD DOES NOT CONTAIN THE MEANING ITSELF, JUST A FOOTPRINT OF THE MEANING.”

The sign is not a thing, but a *process*, an *interweaving of relations* in which social relations are always included even when we are dealing with natural signs, as it is only in a social context that it can exist as a sign. (A. Ponzio)

When a sign is viewed dialectically, it cannot be reduced to a single element.

## SPEECH PROGRAM

1. THE FORMAL ASPECT OF THE PROGRAM – “THE CODE IN WHICH IT IS WRITTEN—HAS BEEN STUDIED BY N. I. ZHINKIN: HE IS PROBABLY CORRECT IN HYPOTHESIZING THAT SUCH PROGRAMS GENERALLY DO NOT USE A CODE OF WORDS (OR OTHER SPEECH ELEMENTS), BUT A CODE OF IMAGES AND SCHEMATA, OR AN OBJECTIVE-REPRESENTATIVE CODE.”
2. CONTENT OF THE PROGRAM (WHAT THE SPEAKER ENCODES) IS NOT MEANING.
3. FUNCTIONAL GRAMMAR IS THE LAST STAGE OF THE SPEECH PROGRAM, GOING FROM CONTENT TO EXPRESSION. IT REPRESENTS THE TRANSITION FROM THE LEVEL OF SPEECH ACTS TO THE LEVEL OF SPEECH OPERATIONS, THE PROBLEM OF CARRYING OUT THE SPEECH ACT.

## SPEECH ACTS

1. SPEECH (ing) ACTS: HAVE CHARACTERISTIC FEATURES OF ACTIVITY THAT ARE INDEPENDENT OF THE CONDITIONS OF THE ACT AND ARE DETERMINED EXCLUSIVELY BY THE STRUCTURE OF THE ACTIVITY AS A WHOLE. ANY MOTIVATED SPEECH ACT WILL INCLUDE THE FORMULATION AND IMPLEMENTATION OF A PROGRAM/PLAN + COMPARISON OF PROGRAM WITH RESULTS.
2. SUBSTANTIVE ASPECT (DETERMINED BY THE GOAL OF THE ACT).
3. OPERATIONAL ASPECT (DETERMINED BY THE CONDITIONS OF THE ACT).
4. SUMMARY: THE SUBSTANTIVE ASPECT OF A SPEECH ACT (OR ANY OTHER ACT) IS WHAT IS PROGRAMMED. THIS PROGRAM INCLUDES THE ASPECTS OF THE ACT THAT CONTROL ITS IMPLEMENTATION, BUT ARE INDEPENDENT OF THIS IMPLEMENTATION. (A. A. Leontiev, 1969)

SPEECH OPERATIONS: HAVE CHARACTERISTIC FEATURES OF ACTIVITY THAT ARE DETERMINED BY THE CONDITIONS OF THE ACT AND ARE NOT DEPENDENT ON THE STRUCTURE OF THE ACTIVITY.

SPEECH UTTERANCES—PHYSIOLOGICAL, PSYCHOLOGICAL, AND LINGUISTIC, WITH A LONG LIST OF EXAMPLES. UTTERANCES ARE PLACED WITHIN A SYSTEM/PROGRAM: FOR EXAMPLE, PLANNING SPEECH, SPEECH ACT, AND ANALYTIC SPEECH, ALL OF WHICH IS RELATED TO A METHODOLOGY.

PLACING THE SPEECH PROGRAM WITHIN A  
METHODOLOGY

ALEXEI ALEXEEVITCH ANALYZED MANY PHYSIOLOGICAL LEVELS OF THE ORGANIZATION OF SPEECH. EXAMPLES: COMMUNICATIVE SPEECH, NOMINATIVE SPEECH, ECHOLALIC SPEECH, STOCHASTIC SPEECH, “CONSTRUCTIVE” SPEECH, ETC. THE MAIN GOAL OF THESE DESCRIPTIONS WAS TO DISCOVER THE PRIMACY OF THESE TYPES OF EXAMPLES WITHIN A TEACHING METHODOLOGY. WHICH TYPES CAN QUICKLY LEAD TO “ACTIVE SPEECH,” AND WHICH TYPES MIGHT LEAD TO “REACTIVE SPEECH”? HE ALSO DISTINGUISHED BETWEEN A “HABIT” [‘from below,’ ‘continuous realignment’] WITH “IMITATION” [‘from above,’ automatization/reduction], AND “SKILLS.” HE PLACED THESE IDEAS WITHIN A “PROGRAM.”

INNER SPEECH

INNER ARTICULATION/PRE-SPEECH

[внутреннее проговаривание]

INNER PROGRAMMING

## INNER SPEECH

1. INNER SPEECH IS A SPEECH ACTION MOVED INSIDE, PRODUCED IN A COMPACT FORM. INNER SPEECH IS MOST OFTEN ACCOMPANIED BY INNER ARTICULATION IN CASES WHERE IT IS CLOSEST TO CONVERSATIONAL, DISCURSIVE SPEECH. NOT UNDERSTOOD AS A PROBLEM-SOLVING MECHANISM. LURIA SAW INNER SPEECH AS HAVING A VITAL ROLE IN RECODING SUBJECTIVE SENSE INTO A SYNTAGMATIC SCHEMA (cf. *Vocate*)
2. INNER SPEECH, PREEMINENTLY THE WORD, IS, AFTER ALL, AN INNER SIGN. (*Volosinov*)
3. CONSEQUENTLY, IT IS NOT THE WORD WHICH IS THE EXPRESSION OF AN INNER SELF BUT THE INNER SELF WHICH IS A WORD EXPRESSED OR DRIVEN INWARD.  
[Thomas Seifrid]

## INNER SPEECH

CLOSER ANALYSIS SHOULD SHOW THAT THE UNITS OF WHICH INNER SPEECH IS CONSTITUTED ARE CERTAIN *WHOLE ENTITIES* SOMEWHAT RESEMBLING A PASSAGE OF MONOLOGIC SPEECH OR WHOLE UTTERANCE. MOST OF ALL THEY RESEMBLE THE *ALTERNATING LINES OF A DIALOGUE*. THESE WHOLE ENTITIES OF INNER SPEECH ARE NOT RESOLVABLE INTO GRAMMATICAL ELEMENTS... THESE UNITS OF INNER SPEECH, THESE *TOTAL IMPRESSIONS OF UTTERANCES*, ARE JOINED WITH ONE ANOTHER AND ALTERNATE WITH ONE ANOTHER NOT ACCORDING TO THE LAWS OF GRAMMAR OR LOGIC, BUT ACCORDING TO THE LAWS OF *EVALUATIVE (EMOTIVE) CORRESPONDENCE, DIALOGICAL DEPLOYMENT*, ETC., IN CLOSE DEPENDENCE ON THE HISTORICAL CONDITIONS OF THE SOCIAL SITUATION AND THE WHOLE PRAGMATIC RUN OF LIFE. (*Volosinov*)

Most of the words we use in our inner speech, before speaking or writing a sentence, exist in auditory or visual images in our consciousness. If they did not become images, however fleetingly, they would not be anything we could know. (Damasio, 1994, 106)

#### INNER ARTICULATION / PRE-SPEECH

THE INNER ARTICULATION/PRE-SPEECH  
PLANE STANDS CLOSER TO EXTERNAL  
SPEECH THAN INNER PROGRAMMING. ON  
THE OTHER HAND, IT IS NOT EXTERNAL  
SPEECH, BECAUSE IT IS FOR A PERSON  
ONLY. THIS STAGE OCCURS WHEN A PERSON  
TRIES TO SOLVE A PROBLEM.

### INNER PROGRAMMING

INNER PROGRAMMING IS THE UNCONSCIOUS CONSTRUCTION OF A CERTAIN SCHEME ON THE BASIS OF WHICH A SPEECH UTTERANCE WILL BE GENERATED IN FUTURE. IT CAN UNFOLD IN EXTERNAL SPEECH (BYPASSING INNER SPEECH), IT CAN UNFOLD IN INNER SPEECH. THIS IS AN INNER STRUCTURE OF SPEECH PRODUCTION, AND IT IS AT THE STAGE OF INNER PROGRAMMING THAT SUCH ASPECTS AS ZHINKIN'S "CODE" BECOMES MEANINGFUL.

(A. A. Leontiev)

### INNER PROGRAMMING

INNER PROGRAMMING OF SPEECH IS THE UNCOGNIZED CONSTRUCTION OF A CERTAIN SCHEME ON THE BASIS OF WHICH AN OUTER STATEMENT IS SUBSEQUENTLY PRODUCED. THERE ARE EVIDENTLY TWO TYPES OF SUCH PROGRAMMING: (a) PROGRAMMING OF A CONCRETE STATEMENT, (b) PROGRAMMING OF A VERBAL WHOLE. THE FIRST IS PREPARED, AS IT WERE, ONE STATEMENT IN ADVANCE, WHILE THE SECOND COVERS A LONGER PERIOD OF TIME. (A. A. Leontiev)

## INNER PROGRAMMING

Inner programming is:

1. The tool that fulfills thought, the connecting link between the intention that gives rise to thought and the elaboration of the thought in an objective linguistic code. (Leontiev/Ryabova [Akhutina], 2003)
2. A. A. Leontiev observes that the [inner] program fixes the content of an entire verbal whole as well as of individual utterances. The result of [inner] programming is a system of predicative utterances coded in inner speech. [Akhutina, 1978]

## MEMORY

A. A. LEONTIEV ANALYZED RESEARCH ON MEMORY REGARDING PSYCHOLINGUISTICS, VIEWING ASPECTS SUCH AS SITUATIONAL MEMORY, MEMORY OF NECESSITY, PROGRAM MEMORY, CONTENT MEMORY, FORM MEMORY, NATIVE-LANGUAGE MEMORY, OPERATIONAL MEMORY.

“WHEN THERE IS A DELAY IN THE STORAGE OF UTTERANCES, IT IS NOT THE UTTERANCE AS SUCH THAT IS STORED, BUT ITS PROGRAM.”

SUMMARY OF PROBLEMS OF METHODOLOGY IN  
TEACHING/LEARNING A FOREIGN LANGUAGE

PROBLEMS ARE PLACED WITHIN A PROGRAM:

1. FOCUS ON THE INTERRELATION BETWEEN CONSCIOUS OPERATIONS USED WITHIN THE LANGUAGE, AND THE TRANSFER OF EXISTING SPEECH SKILLS AND HABITS.
2. THE THEORY OF LEARNING A LANGUAGE INCLUDES THE INDEPENDENT PROBLEM OF CONSTRUCTING A MODEL OF A “FUNCTIONAL GRAMMAR,” THAT IS, A MODEL OF THE GENERATION OF VERBAL UTTERANCES BASED ON A RULE FOR MOVING FROM A GIVEN “CONTENT TO THE VARIOUS POSSIBLE FORMS OF ITS “EXPRESSION” IN A PARTICULAR LANGUAGE.
3. THE MAIN FUNCTION OF PROGRAMMED LEARNING IS TO HELP ORIENT THE STUDENT TO THE SUBJECT OF INSTRUCTION. IT IS NOT A CONSTRUCT OF ALGORITHMS, NOT A METHOD, BUT RATHER A TECHNIQUE.

4. THE SPEECH ACT WITHIN TEACHING METHODOLOGIES NORMALLY TAKES THE FORM OF “PAST-PRESENT.” LEONTIEV SUGGESTS USING MORE “FICTITIOUS CIRCUMSTANCES.”
5. TEXTBOOKS SHOULD PREFERABLY BE DESIGNED LIKE A WORK OF INTERESTING LITERATURE ALLOWING FOR THE READER’S “TRANSFERENCE” OF ITS “HEROS.”
6. THE STUDENT SHOULD BE CONFRONTED WITH THE TASK OF PERFORMING A SPEECH ACT “TOGETHER WITH” OR “INSTEAD OF” THE HERO.
7. THIS TYPE OF MOTIVATION INCLUDES “SPEECH INTENTION,” A CORE ASPECT OF “FUNCTIONAL GRAMMAR.” [FROM CONTENT TO EXPRESSION]
8. THE MASTERING OF A NEW LANGUAGE IS A TRANSITION TO A NEW WORLD IMAGE. [A. A. Leontiev]

HOPES OF ESTABLISHING A NEW  
INTERNATIONAL WORKING GROUP ON  
LANGUAGE THEORIES WITHIN NON-  
CLASSICAL PSYCHOLOGY, CHAT, etc.  
LISTSERVE DISCUSSION GROUPS,  
MEETINGS IN MOSCOW,  
PUBLICATIONS, ETC. IF INTERESTED,  
PLEASE CONTACT ME AT:

DOT.ROBBINS@GMAIL.COM

#### CLOSING WORDS

##### OUR CHALLENGES TODAY:

1. TO ESTABLISH AN INTERNATIONAL WORKING DEFINITION OF *NON-CLASSICAL PSYCHOLOGY*. IT REPRESENTS A DYNAMIC LIFE WITHIN A NON-LINEAR MODEL, WITHIN A PARADIGM NOT YET TOTALLY UNDERSTOOD TODAY. SOMETIMES THE DIFFICULTIES IN UNDERSTANDING N-C PSYCHOLOGY ARE LIKE USING ALL NOUNS TO DESCRIBE A VERB.
2. TO USE PSYCHOLINGUISTIC “UNITS” AND “LEVELS” WITHIN A *PROGRAM*, A SPEECH PROGRAM.
3. TO CREATE THEORIES RELATED TO THE LEVELS OF LANGUAGE SYSTEM, LANGUAGE PROGRAM, AND LANGUAGE METHODOLOGY.
4. TO VIEW “CONTENT” AND “PROCESS,” WITH LESS FOCUS ON “EXTERNAL VS. INTERNAL.”
5. TO FUSE PSYCHOLINGUISTIC/APPLIED LINGUISTIC/SEMIOTIC THEORIES WITHIN THE UNDERSTANDING OF “CHANGE,” OR BETTER “DEVELOPMENT.” [“GAP”- “STILL POINT”]
6. TO BEGIN MORE RESEARCH ON AREAS WITHIN THE UNCONSCIOUS AND THE CONSCIOUS, SUCH AS INNER SPEECH, INNER ARTICULATION/PRE-SPEECH, INNER PROGRAMMING.

## CLOSING WORDS

7. WITHIN A MODEL OF “SYSTEMS/PROGRAM/METHODOLOGY,” IMPLEMENT THE UNDERSTANDING OF “IMAGE-OF-ACHIEVEMENT,” + MORE RESEARCH ON “IMAGE SYSTEMS.”
8. FOCUS ON “PERSONALITY” DEVELOPMENT WITHIN A HIERARCHY [HOLARCHY] OF ACTIVITIES [BOTH INNER/OUTER].
9. EXPAND BEYOND “POSTMODERNISM,” AND “FLATBED HOLISM,” TO A FUTURE-ORIENTED “HEIGHT” PSYCHOLINGUISTICS/APPLIED LINGUISTICS/SEMIOTICS. THE “UNCONSCIOUS” WILL PLAY A LARGE ROLE IN THESE THEORIES.
10. ENJOY EACH MOMENT OF EVERY DAY, LAUGH, BE KIND, BE HUMBLE, BE HELPFUL TO OTHERS, AND REACH THE HIGHEST LEVELS OF LIFE POSSIBLE. RETURN TO AESTHETICS AND POETRY. LESSONS ALEXEI ALEXEEVITCH TAUGHT ALL OF US.

ICH FÜRCHTE MICH SO VOR DEM MENSCHEN WORT.  
SIE SPRECHEN ALLES SO DEUTLICH AUS:  
UND DIESES HEIßT HUND UND JENES HEIßT HAUS,  
UND HIER IST BEGINN UND DAS ENDE IST DORT.

MICH BANGT AUCH IHR SINN, IHR SPIEL MIT DEM SPOTT,  
SIE WISSEN ALLES, WAS WIRD UND WAR,  
KEIN BERG IST IHNEN MEHR WUNDERBAR;  
IHR GARTEN UND GUT GRENZT GRADE AN GOTT.

ICH WILL IMMER WARNEN UND WEHREN: BLEIBT FERN.  
DIE DINGE SINGEN HÖRE ICH SO GERN.  
IHR RÜHRT SIE AN: SIE SIND STARR UND STUMM.  
IHR BRINGT MIR ALLE DIE DINGE UM.

(RAINER MARIA RILKE. ALEXEI ALEXEEVICH TRANSLATED MANY POEMS FROM GERMAN AND ENGLISH INTO RUSSIAN, AND HE WROTE POETRY)