

Vasyl Simovich firstly determined the reasons for his appeal to the importance of the mother tongue, its beneficial influence on the intellectual development of the child, which is solved in science, especially in pedagogics, and does not seem to need any additional scientific interpretations. However, in his opinion, the issue of the influence of the native language on the intellectual development of the child remains inadequately highlighted, from the perspective of understanding the nature and essence of language.

In the proposed exploration, the scientist focused his attention on the theoretical understanding of the dependence of the possibilities and abilities of a child's intellectual development from his native language.

Language is a multi-faceted phenomenon. On the one hand, this is the most important factor in nation-building and national self-identification of the people, and this is important when it comes to the formation and development of a national-political program of life for the people. The language can be viewed as an object of philosophical observation. It can be viewed from a purely psychological point of view. However, as Vasyl Simovych observes, these aspects of language learning do not answer the question of the role of language in the mental development of a child. To answer this question, it is necessary to consider the language from the point of view of the actual linguistics, according to which language performs two important functions – communicative and thought-making. As an instrument of thought every language has its own structure and composition, so, the thinking of each nation is predetermined by it. Verbal thinking in every language is not the same, because every language has a unique way of expressing thoughts, – the scientist rightly summed up. For greater persuasiveness of this assumption, he gives a number of examples that illustrate and confirm what has been said. Thus, the Ukrainian language tends to "verbal expression", that is why there are difficulties in the formation of Ukrainian terminology, which is usually represented by nouns as the main nominative linguistic signs. Evidence for this is, for example, the avoidance of verbal nouns in favor of verbal constructions such as a device for boiling water, a way to achieve a goal, etc. Meanwhile, in the Polish language, we have the opposite tendency, according to which domicile nouns (*wejście, przejście*), nouns of constructions (*przysięga do gotowania wody, sposoby do osiągnięcia*) prevail. "When a Ukrainian needs a suitable term to suit such Polish structures, he must construct it completely differently," the linguist said, "in accordance with the opportunities provided by the structural laws of the Ukrainian language. And then, thinking is very different ... " [2, 203].

There are many similar examples. They testify that the peculiar structure of a certain language affects the speaker for whom this language is native, in the way that thoughts are drawn up in accordance with the laws of language structure and composition, and if they perceive others' thoughts or form their own, then these laws play a decisive role.

The scientist pays due attention to the figurative elements of the language, formed as the appearance of relevant historical or cultural phenomena. Particularly

interesting from this point of view is the phraseology that reflects imaginative perception, the mentality of the people, and its cultural heritage.

In the same run, the danger of underestimating the affinity of languages is considered, which does not seem to affect the mental development of the child too much, because the related language can be quickly mastered, and therefore it does not stop its intellectual development.

Analyzing the differences in the trends in the development of word-formation systems of related languages, the scientist noted that the suffixes of fragmentation in the Czech language have long gone beyond the boundaries of diminishing and became the means of creating the names of individual objects, things. In the Ukrainian language, the suffix **-тель** has not become a productive derivative form and in the new times does not create words any longer, it was replaced by joint functional suffixes, such as **-ик**, **-ник**, **-ач**, **-ець**, whereas in Russian, Czech and partially in Polish, the suffix **-тель** did not lose its productivity. The same applies to the adjective suffix **-тельн-**, which is required in each language, but in the Ukrainian language, it has been successfully replaced by the suffixes **-н-**, **-альн-**, **-енн-**. Similarly, the adjectives ending with **-имый** in the Ukrainian language often have the analogs ending with **-анный**, **-енний**.

The scientist highlights the problem of mastering a foreign language by a child, studying it at school and the influence of this factor on the intellectual development of the child. The fact that a child learned a foreign language - whether in the way of assimilating foreign language words by translating their words into the native language, or in a "visual way" (what we now call immersion in the linguistic environment) is not the best way to develop the idea in it, to provide the mental development of the child on the basis of this learned language.

The point is that learning a foreign language is to perceive and realize its spirit, that is, the laws of the structure of the statement, the system of words, semantic nuance, etc., and "Just imagine, how much spiritual power is needed, how much time, how many tortures a child should go through! - says the researcher. - And the language – just a means to help him develop intellect " [2, 296].

The language that the child uses for thinking is its ground, the basis for new impressions and considerations, it uses this language to form each new thought, adding new elements to that linguistic structure.

When the scientist was working on this research it was commonly believed that a child at an early age easily learns a foreign language, with no effort absorbs its structure, composition, figurative system, and there is no obstacle for the intellectual development of the child. This view still exists today. The truth is, "the scientist emphasized," that the child really learns with a special ease the environment that is interesting for it – habits, games and everything else.

But in order to successfully master it, you need to know the language of the environment, so the child is forced to master it to satisfy its needs. It is compelled, because the environment performs the compulsory function: "if you do not learn the language of the environment, you will cease to be a member of the community where you are drawn. All spiritual forces of the child are oriented to become an equal member of the community, the collective " [2, 279]. But it is a different thing

when it comes to the school, "where the environment is homogeneous from the point of view of the language, it only thinks, creates more or less same images, all that occurs between the members of the community-class, is equally understandable – but only one thing is incomprehensible, the one that wants to fill children brains with thoughts - in an incomprehensible form. Here the children are the object, not the subject of labor, the passive ones are not active in the spiritual work, all their spiritual work is spent on getting the form, image, structure, etc., that is, the language of the one who wants to pour the thoughts into them, but they do not understand it, they have no interest in his words, they cannot capture the form of that, not to mention thoughts ... " [2, 297].

And we need great effort, a lot of work, a long stubborn struggle, in order to transform the brain, the mind of the child, and reformat the way of thinking in accordance with the structure of the non-native language for it. There is also another negative side of study a foreign language at an early age.

The concept of the scientific relationship of the mother tongue and the intellectual development of the child was especially relevant at the time of writing the studio. The Ukrainians of Galichina and Bukovyna, ultimately the whole of Ukraine, had a bitter personal experience, like other non-stateless people, teaching children in foreign-language schools, in which the educational process was based not on educational and pedagogical principles, but on purely political considerations, it greatly complicated the acquisition of education by non-state peoples.

The scientist completes the analyzed studio with an argument about the applied dimension of the problem that is studied by it. A foreign language of study, incomprehensible or a little comprehensible, leads only to the mechanical assimilation of knowledge, without understanding their essence, nature. So, the mechanical memorization of accounts in a foreign language school will not give an understanding of what mathematics is, why this science is created, what its functions are.

Or, for example, linguistics. The approaches to language science are changing. The previous practice of learning the language is changing, it was limited by grammatical rules that had to be learned by heart, at best, by presenting certain stylistics or semantic observations, but a science of language should come, which answers the question of what functions it performs, how it manifests itself in the fiction text, in everyday communication, in scientific works, in business speech, what causes the changes in the language, how the new means of expression constantly appear in the language, enriched with the figurativeness of the statement, etc.

Conclusions and perspectives of further research. Consequently, in the difficult time for Ukrainians of non-statehood, Vasyl Simovich substantiated the need for teaching children in their native language, as it contributes to the intellectual development of the child, in contrast to the non-native, foreign language, which impedes this process, puts unequal conditions with those children for whom this foreign language is native. The opinions expressed in it have not lost their significance today either, when many teachers advocate for the study of

foreign languages by children as soon as possible, almost from diapers, in pre-school children's institutions, even before the study (not mastering) of the Ukrainian language.