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MODERN CONCEPTS OF LINGUISTICS

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Abstract.

This article examines the interaction of linguistics and didactics with a wide range of academic disciplines related to language teaching. Areas of research include linguistics, psychology, sociology, theoretical communication, ethnological communication, and didactics. Knowledge of communication sciences. Communicative and organizational skills (the ability to clearly and quickly establish business contacts, show initiative, exert psychological influence based on adequate perception and understanding of individual uniqueness, and actively communicate with others). Empathy, self-control (the ability to regulate one's own behavior and the behavior of the interlocutor, to be an example for the interlocutor, to find ways to respond effectively in conflict situations, to create a favorable psychological environment and to predict the development of interpersonal relationships).

Keywords: Knowledge, communication, method, linguistics, discipline, self-control, theory,external and internal speech.

Is language a scientific discipline, a professional method for learning a language—foreign or native? Throughout history, linguistics has played a central role. Linguistic data (lexical-morphological, morphological, and syntactic structure rules) play a leading role in the language learning process. This is true for the grammar-translation method (since the 1840s), where the unit of study is the word and its part of speech (grammar). Similarly, in basic methods (late 20th century), the unit is a more complex unit—the phrase. In audiolingual and audiovisual methods (c. 1850s), these are structural prepositions. It's worth noting that methodology follows the development of linguistic science in its history: from neogrammarism to structuralism and transformational grammar, and then to functionalism.

However, in its current state, linguistics is characterized by a wide variety of subjects and units of study. Its main subjects, in addition to language, are speech, speech activity, the speech subject, speech behavior, the actual processes of forming and assimilating speech messages, the conditions under which they occur, and much more. And methodology, from specific didactics, becomes linguodidactics, since this diversity of linguistic subjects is also included in methodology. However, linguodidactics has a particular interest in the existence of the speech subject (homo loquens – the speaking person), i.e., in the field of psycholinguistics. The issues of human linguistic existence will be examined in detail in the section "Psycholinguistic Foundations of Language Teaching," dedicated to the speech subject, the environment of its speech existence, the unit of speech, communication, and learning—the text—and the discipline that linguodidactics addresses—language or speech activity. Psychology has a significant influence on the development of linguodidactic theory. Speech psychology examines oral and written speech, external and internal speech, various aspects of speech activity, and the speech subject. Educational psychology addresses the formation of knowledge, abilities, and skills, as well as the implementation of higher mental functions during the learning process. General psychology studies the motivational sphere of speech subject activity (I.A. Zimnyaya) and the problem of "speech and thinking" (L.S. Vygotsky, A.R. Luria, A.N. Leontiev). Social psychology examines the speech behavior of various

social groups, language standards, or norms, the sociocultural aspects of communicative competence, and comprehension as a sociocultural process. And, of course, cognitive psychology, which studies the psychology of cognitive processes, attracts the close attention of linguodidactics.

Overall, modern linguodidactics appears to be a deeply psychologically rooted area of scientific knowledge. This will be discussed in the section "Psychological Foundations of Language Teaching," which examines the problems and state of scientific thought regarding humans as individuals, as agents of activity, and as actors in social life.

At the intersection of linguistics and cultural studies in the 1960s, two fields of knowledge emerged that actively collaborate with linguodidactics. Methodology is presented as a social discipline. Education is a social process, ensuring the reproduction of social experience, its transmission from one generation to the next, from one social group to other communities of individuals. Sociology studies the process of translation. This is the material transfer of elements from one state to another, the restoration of a state based on standards or models. Learning emerged in the history of society as a means of bridging the gap in the reproduction process, when simple forms of activity translation became impossible, namely, the transition of people themselves, the bearers of this activity, from one productive activity to another, or the transfer of products (G.P. Shchedrovitsky). Social issues discussed in linguodidactics include: the social mandate of society, the needs, demands, and expectations of society for language learning, the system of views on learning, including the system of scientific views. Language teaching methodology, or linguodidactics, studies existing teaching practices and the problems of language teaching: goals, programs, learning content, learners, their needs, etc., as well as teaching technologies and methods, generalizing them into holistic systems that are implemented in specific courses.

Language teaching methodology also appears as a science that accumulates ideas about teaching methods. Below is a brief overview of the history of language teaching. It is a relatively young field of knowledge. Reflection on the process of language learning in Western Europe dates back to the first half of the 19th century.Communicative learning presupposes the organization and focus of language lessons in such a way that "the learning goal is linked to ensuring the learning process is as close as possible to the actual process of communication in the target language in all or several types of speech activity and various spheres of communication (everyday, academic, professional, socio-cultural)" (Dictionary of Methodological Terms by E.G. Azimov and A.N. Shchukin). In communicative learning, the developed teaching materials and activities are aimed at developing students' ability to use their knowledge and skills in natural foreign language communication. The learning process is characterized as personal, utilizing various communication methods. Collaborative communication ensures high motivation for learning. In terms of time, this is concentrated learning, where large volumes of material are received and processed per unit of time through a special learning structure that activates the learner. Communication density is created through collective interaction, significantly increasing the number of student verbal utterances per unit of time, as well as the number of reactive and initial utterances. As a result, it becomes possible to overcome teacher monologism. Mental activity is achieved through intellectual challenge and attention to supporting and developing motivation for learning. Another important aspect of intensive training is its focus on professionally essential communicative language proficiency in various forms of written and oral communication. This inspires a desire to learn. Teachers' efforts are aimed at removing social barriers and fostering ease of communication. I.A. Zimnyaya once drew attention to the enormous socio-psychological benefits of intensive training:

its focus on developing a certain level of communicative competence and honing the operational mechanism of speech skills, i.e., practicing actions brought to a certain level of perfection.

In conclusion, a skill is characterized by the fact that these actions are not automatic, but they attain a certain automatism, a certain degree of perfection, and the action itself lacks intermediate steps. A person who has mastered this skill can immediately perform complex actions. Monitoring is limited to the result; intermediate steps are not.

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