

STRUCTURAL-FUNCTIONAL APPROACH OF TEACHING FOREIGN LANGUAGES

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Annotation:The article devoted to the structural-functional approach of language. A formal-structural approach that can be found in the works of representatives of structural linguistics in the methodology of teaching a foreign language. We are talking, first of all, about the English language, for which the correct structural design of a sentence due to the specifics of the language (analytical structure, firmly fixed word order) is important, if not of paramount importance.

Key words:Text, monological, dialogical, polylogical, transition, linguistic-cultural studies.

Introduction:A speech sample at the sentence level cannot serve as the sole unit of learning. In linguistics, it has been established that a text is not a simple set of individual sentences, it represents a complex hierarchy of units, which, in addition to individual sentences, also includes superphrasal unities (in dialogical speech - dialogical unities), as well as more large – semantic parts as components of the text structure.

The transition from a separately acquired sentence to a coherent statement requires special work, primarily on the connective means of language, which make it possible to combine individual sentences into a logically connected whole, with an important role played by the form of speech (monological, dialogical, polylogical) and speech form: (narration, description, reasoning, etc.).

If we keep in mind the receptive types of speech activity - listening and reading, then here too the units of training, along with individual sentences, will be texts of different sizes and different purposes.

The relationship between the system and the norms of language

In organizing educational material when selecting language and speech educational material, it is also important to take into account normative speech regulations and their relationship with the language system, i.e. the relationship between the system and the norms of the language.

Research problem:A norm is understood as a set of rules (regulations) that regulate the use of linguistic means in an individual's speech. There are two levels of norm:

The first level contains restrictions that are mandatory for the correct speech of any native speaker of a given language. This includes various types of control, synthesis of forms of irregular verbs, degrees of comparison of adjectives, etc.

The second level of the norm is closely related to the concept of "literary correct speech" and includes three stylistic varieties of speech: book-written style, neutral style, conversational style. Vernacular and dialect speech are outside the norm. It is clear that this level of norm is associated with the social and territorial differentiation of language and the regulations imposed here on the language system are functional and stylistic in nature. The second level of the norm should be taken into account when selecting educational material. Many linguistic works note the mobility of this level of norm over time. Therefore, it is important to record diachronic fluctuations in the norm and promptly update educational material (especially with regard to conversational style). The use by students of foreign language vocabulary and idioms, acquired while reading classical literary works of old authors, sometimes leads to its unjustified archaization.

Connection of various branches of linguistics with methods of teaching foreign languages

When mastering a foreign language in consciousness and speech

In the life of students, the systems of two languages - native and foreign - come into interaction, therefore the scientific determination of the similarities and differences between the systems of the

contacting languages becomes of great importance. These data are provided by comparative linguistics.

Research Findings: Different languages have their own characteristics in the organization of linguistic units, which may coincide or have differences. Knowledge about this specificity must be taken into account when organizing the teaching of this or that language material due to the existence of such phenomena as positive transfer and interference. For example, in the grammar subsystem at the level of grammatical structures of a narrative sentence, it is necessary to remember that the word order in English is fixed, but in Russian it is free. In the phonetics subsystem, it is also possible to identify specific features in pronunciation, for example, vowel and consonant phonemes, sentence patterns, etc. The typology of native and foreign languages helps to predict difficulties in mastering one or another language material. The teacher needs to be able to anticipate the occurrence of various types of errors, describe the typology of errors, the reasons for their occurrence, methods for their prevention and correction.

It is impossible not to mention the connection between the methodology of teaching foreign languages and such a direction of linguistics as regional linguistics - a field of knowledge that is defined as regionally oriented linguistics. From this point of view, regional studies can be called the basic science for the methodology, the subject of which is the totality of information about the country of the language being studied.

The problems of linguistic and regional studies consist of two circles of questions.

Firstly, linguistic. It concerns the analysis of language units in order to identify the national and cultural meaning contained in them. In this regard, the objects of study in the classroom are: non-equivalent vocabulary, i.e. lexical units that do not have equivalent correspondences in the native language (non-verbal means of communication, background knowledge, linguistic aphorisms and phraseology, which are considered from the point of view of their reflection of culture, national-psychological characteristics benefits of the experience of people speaking a language that is not their native language.

Secondly, methodological, it concerns methods of introducing, consolidating and activating units of national and cultural content specific to a foreign language.

Another area that is important for the methodology of teaching foreign languages from the perspective of linguistic fundamentals is a science located at the intersection of linguistics and cultural studies - linguistic-cultural studies. This complex scientific discipline studies the relationship and interaction of culture and language in the process of its functioning. Its subject is material and spiritual culture, reflected in language, which constitutes the "linguistic picture of the world" of a native speaker. The objects of study of this discipline also include speech behavior, speech etiquette, interaction between language and culture, and text as a unit of culture.

Summary: Summarizing the above, we can conclude that linguistics is one of the most important and fundamental sciences for methodology: it studies the patterns of language as a system, describes the norm and stylistic features of the use of linguistic phenomena, without knowledge of which it is impossible to teach a language, therefore taking into account linguistic data is important a factor in increasing the scientific level of the technique and its practical significance. The distinction between language and speech is essential for the methodology, since it allows one to scientifically solve a number of important practical issues, determine the initial unit of training (speech sample), methods and techniques for working on it.

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