

## DISCIPLINARY OF TEACHING FOREIGN LANGUAGES

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**Annotation:** This article is devoted to the methodology of teaching foreign translation. Methodology as an academic discipline is a theoretical and practical training necessary for the future of the subsequent or teacher. This also applies to future teachers of a foreign language. As a rule, the format for the implementation of this training is not only lectures, seminars and practical classes, the content of which is determined by the SPP for each direction of training, but also pedagogical practice.

**Key words:** Methodology, concepts, foreign language, linguistics, linguistic phenomenon.

**Introduction:** Linguistics is a science that studies languages as defined code systems adopted in society in order to carry out communication. This science establishes the degree of normativeness of the use of a particular linguistic phenomenon, the stylistic speciality of various contexts, the functional differences between various types of speech, difference between language and speech, etc. The ratio of linguistics and methods of teaching foreign languages is interpreted differently. As we have already said previously, some linguists and methodologists attributed the methodology to applied linguistics, considering it one of the basic sciences for the methodology. Since it was about teaching a foreign language a number of researchers believed that a foreign language teaching should be based on linguistics data.

It is worth noting the fact that key concepts and linguistic regularities have been used and are used today, because they determine the specifics of the object of teaching, namely, a foreign language.

**Research problem:** Let's look at the main categories that are relevant both for the methodology of teaching foreign languages, and for linguistics, among which we highlight "language", "speech" and "speech activity".

From the point of view of modern linguistics, language is a system of language tools necessary and sufficient for communication, and the rule of their use. Speech is the implementation of the language system in specific acts of communication. Speech is a way of formulating thoughts. Language is a means of expressing thoughts about objective reality. Language is really that only in speech.

The speech activity of the individual, like any other activity, can be carried out only with the help of certain means and methods. At the same time, the means and the method of performing the activities of the person are always correlated with its subject. Thus, in the speech activity of the individual, we distinguish means (language system) and the method (speech) of the formation and formulation of thought as the subject of speech activity.

Language is a certain abstract system of language relations, ways of creating new words, as well as schemes and rules for constructing linguistic unities.

**Research Findings:** Speech is a special social phenomenon that arises on the basis of speech activity or individual speech acts that exist in the units of the sound language combined with each other and serving a means of communication (communication).

Common signs for language and speech:

- 1) both language and speech are used by the same iconic material, words consisting of phonemes, decorated with grammatical morphemes, which are a material expression of historically established patterns of expression of personal relations between words in speech.
- 2) both language and speech are directly related to thinking. As experiments show that even if a person is silent, but thinks to himself, his thinking proceeds in the form of an extremely reduced speech in this language.

3) both language and speech are systemic in nature. In relation to language, this is a universally recognized fact. As for speech, communication and understanding of people becomes possible only because speakers of this language, speakers of this language organize words in their speech according to the laws acting in this language.

Signs that distinguish language and speech:

1) Despite the fact that language and speech are used by the same material, this material is organized differently in the language as a system and in speech. For example, in the language system, the lexical unit is preceded not only by its material form- the entire combination of combinations of the root morpheme with grammatical morphemes, but with the whole combination of those meanings that make up the unwilling unity with it. In speech, the lexical unit acts only in one of its possible compounds with a grammatical morpheme and only in its meaning and can never have, for example, two, and even more so several meanings.

2) the language system cannot serve as a means of communication, as much as each of it even a separate element is represented in it in the entire totality of its possible manifestations. In other words, the loud, who has learned the language system well, i.e. Its grammatical structure, its system phoneme and a well-known part of its vocabulary, is far from always able to use speech in a given language, i.e. Quickly and correctly formalize your thoughts in this language, as well as quickly and correctly perceive by ear the pronounce in the normal pace speech in this language.

It is, on the contrary, it is just used in order to, in addition to thoughts into the signs of the language, transmit them from some people by another, i.e. In order to serve a means of communication. At the same time, the speaker uses objective language material, which leads to an individual manner of speech, to the so-called individual speech style, which makes up the often characteristic sign of speech of a given person.

3) both speech and the language system do not remain unchanged. But their changes are of a different nature. The first changes occur in speech and are a private single character. Changes occurring in the rein are reflected in the language system not immediately, but through the known sometimes, sometimes a long, time interval necessary for Go so that single and private changes would be generalized in co-knowledge and thereby turn into a new element of the language system.

4) the language system is the structural side of the language, speech is its functional side.

**Summary:**The presented theoretical provisions allow you to formulate some practical (methodological) conclusions:

The main object of teaching a foreign language should be considered the teaching of speech as the side of the language in which the thought is formulated. Acquaintance with a foreign language system should occur by isolating those systemic phenomena that students are found in this section of speech, usually fixed in the text. All generalizations of systemic phenomena should be given after the necessary prerequisites for such a generalization are created, i.e. When students will own such a number of speech chains that can easily allow them to make them the necessary generalizations.

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