

Teaching of Linguistic Disciplines at a Language University

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Abstract: the article discusses the problems of teaching theoretical disciplines such as general linguistics, theoretical grammar, lexicology, translation theory, stylistics and text interpretation in the light of new areas of linguistics. The position is put forward and substantiated that under the influence of such disciplines as communicative linguistics, pragmalinguistics, cognitive linguistics and linguoculturology, university programs on language theory should be substantially updated and supplemented.

Keywords: *communicative; cognitive; pragmatic; culture; foreign language; lecture courses*

As you know, teaching a foreign language as a specialty involves mastering not only practical knowledge, but also a deep knowledge of the theory of language. At the same time, the teaching of theoretical disciplines today does not fully meet modern requirements. This is, first of all, insufficient consideration of modern trends in linguistics, in particular, the achievements of such sciences as communicative linguistics, cognitive linguistics, linguopragmatics, linguoculturology and intercultural communication.

The basis of the communicative approach, as is known– is the desire to learn a language in its real functioning, in a specific communication situation in accordance with the goals of communicants [3]. The communicative approach, which assumes the consideration of a functioning language as a dynamic, activity-based process, penetrates into all levels of the language system, which is quite natural, since it contributes to a more complete coverage of the essence of the phenomenon being studied. The analysis of language units in terms of their specific implementation and taking into account all possible parameters and conditions of a certain communication situation allows us to obtain the most complete objective information about both the semantic content of these units and the laws of their functioning.

The focus on communication has put forward a number of serious theoretical problems and required a revision of many traditional concepts of the apparatus itself and methods of linguistic description of language. The concepts of a communicative act and discourse, and the categories of addressee and addressee associated with it are introduced, the role of extralinguistic factors determining language communication is emphasized. In this regard, in all lecture courses on linguistics, theoretical grammar, lexicology, stylistics, etc. it is necessary to introduce sections that include issues related to the communicative essence of a language unit (lexemes, phrases, phraseological units, text), its communicative functions, taking into account all stages of the use of a verbal sign: selection, functioning, impact and perception. For example, in the course of lexicology, it is advisable to consider the issues of the communicative and semantic potential of words, the communicative model of lexical meaning, the concept of the actual meaning of a word, which is understood as a set of communicatively relevant semes in a specific communicative act.

In our opinion, much attention in the lecture courses should be paid to the pragmatic aspects of language as one of the directions of communicative linguistics. Linguopragmatics in its most general form is defined as a science that studies the relationship between language and those who use it [5]. The field of linguopragmatic issues under study includes: the study of speech acts and the contexts of their implementation, the aspect of the functioning of language units, the choice of which is determined by the intentional, influencing tasks of the sender of the text, the success and effectiveness of communication, the interpretation of speech by the listener, the addressee's attitude to the content of the utterance, the development of conventions and rules governing the processes of language communication, and many others. The conceptual apparatus of pragmatic research consists of the concepts of communicative intention and pragmatic attitude, pragmatic effectiveness and relevance, communicative pragmatic situation and communicative pragmatic context, perception and impact of a linguistic sign, pragmatic meaning and pragmatic information, addressee factors. These concepts are especially relevant for courses in theoretical grammar and stylistics. In the grammar course, for example, it is necessary to consider the issues of pragmatic organization of utterance: explicit and hidden goals of utterance, speech tactics and types of speech behavior, principles of speech communication (maxims of quantity, quality, attitude of manner) [2], pragmatic presuppositions, etc. Consideration of the pragmatic aspects of language is one of the most pressing problems of modern stylistics, which should certainly be reflected in the lecture course on the stylistics of the English language as an independent section. Pragmatic stylistics covers a wide range of problems, including problems of understanding and interpretation of a literary text, the effectiveness of impact and perception, contextual and situational conditionality of stylistic phenomena, and many others.

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The basis of the cognitive program is the definition of language as "structures of representation of different types and ways of conceptual organization of knowledge" [6]. From the standpoint of cognitive linguistics, many traditional questions of grammar, semantics, stylistics and linguistics of the text receive new coverage. In the theoretical course of grammar, these are problems of parts of speech and their grammatical categories, problems of case grammar aimed at establishing semantic case relations, their classification and methods of nomination, questions of propositional models and structures, etc.

Consideration of the problems of semantics currently seems impossible without including the problems of cognitive semantics. This is primarily a conceptual theory of meaning, assuming its multilevel interpretation, the concept of cognitive context (cognitive domains, mental spaces, frames), assuming going beyond the limits of linguistic knowledge proper to knowledge of a non-linguistic, encyclopedic nature [1], the concept of a concept as a mental unit of consciousness, an operational unit of memory, a quantum of knowledge, a unit of the conceptual system of language, the concept of conceptualization and categorization as the most complex cognitive processes associated with the formation of a knowledge system in the form of concepts and categories. All these problems should be reflected in lecture courses related to the content side of the language and, above all, lexicology, word formation, phraseology and stylistics.

It should be noted that the course of stylistics of the English language, traditionally associated with the problems of the functional aspect of linguistic units, in the light of modern trends in linguistics should be radically updated and supplemented by including such issues as the theory of cognitive style, the theory of cognitive metaphor, cognitive foundations of stylistic techniques, cognitive principles of information distribution in the text, the theory of nomination and stylistic convergence.

Other areas closely related to cognitive linguistics are linguoculturological and intercultural communication. It is known that language is a part of culture. Learning foreign languages outside the context of culture seems unjustified and impossible. There is no doubt that only in combination of two types of knowledge - knowledge of language and knowledge of culture, the necessary level of language proficiency can be achieved both in the process of pedagogical activity and in intercultural communication. Without taking into account the socio-cultural conditions of use, a foreign language turns into a dead sign, like Latin and ancient Greek. Consequently, there is an urgent need to introduce such disciplines as linguoculturology and intercultural communication, in which the problems of the culture of the nation, its cultural realities, the national vision of the world, the moral code of the value system of language users should be highlighted. Particular attention should be paid to the problems of interference in the process of intercultural communication and the national and cultural characteristics of the language being studied against the background of native linguoculture. The data of linguoculturology and the theory of intercultural communication should also be taken into account in lecture courses on lexicology, phraseology, linguistics of text and interpretation, and especially linguodidactics. It is noted that in the process of teaching a foreign language, there is a need to know the specifics of "one's own" and "someone else's", so that students have an idea of the differences and can take them into account in intercultural communication [4]. In this regard, the knowledge of socio-cultural gaps as elements of the national mentality, which are not perceived by carriers of another culture, seems to be a task of paramount importance. In this regard, the teaching of theoretical disciplines, however, as well as practical ones, should, in our opinion, be carried out with an emphasis on intercultural dimensions at all levels of the language system and communicative behavior.

Summing up, it should be noted that in universities of a language profile it is necessary: a) to increase the level of teaching of theoretical disciplines on the basis of revision and radical updating of curricula, taking into account modern trends and achievements in linguistics; b) to introduce courses in linguoculturology and intercultural communication aimed at teaching a foreign language as a socio-cultural phenomenon as mandatory theoretical disciplines.

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