Interdisciplinary Connection of Foreign Language Teaching

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ABSTRACT

The main difference between language and speech is that language consists of a system of means, and speech is the process and result of using this system. Speech is a social phenomenon. The difference between speech and language is that speech is simultaneously an individual mental phenomenon, while language as a system is a social phenomenon. Speech is a evolving, changing, situational, and random event. Language, on the other hand, is an integrated system of internal relations, which, by its very nature, is a constant, fixed, unchanging phenomenon.

KEYWORDS: methodology, scientific conclusion, psychology, sciences, society, process, language, similar phenomena

INTRODUCTION

Methods of teaching foreign languages are in contact with a number of disciplines, such as philosophy, pedagogy, psychology, linguistics, methods of teaching the native language and Russian, and with their help develop scientific methods.

Methods of teaching foreign languages are directly related to the fields of pedagogy, didactics, educational theory, pedagogical psychology, speech psychology, youth psychology, neuropsychology, and linguistics, such as sociolinguistics, statistical linguistics, paralinguistics, text linguistics and psycholinguistics.

Methods of teaching a foreign language shape the worldview of students through the science of philosophy. These disciplines are divided into groups.
1. Linguistic sciences:
2. Psychological sciences:
3. Didactic-based sciences.

The difference between language and speech is its significance for methodology. The goals and conditions of foreign language teaching determine the size and nature of the language material. Depending on the facts of general and specific linguistics, the complexity of the linguistics of difficulties associated with the phenomenon of interlingual and linguistic interference is determined, and the selection and organization of educational material is carried out.

The solution of this whole set of problems is connected with the notion of linguistics as a science, the concept of sign language, language and speech, the functions of their interaction, language contacts.

Linguistics or linguistics studies languages as systems of signs (codes) that are accepted in a particular society and serve such societies in order to carry out the processes of communication. Recently, a new branch of linguistics, along with psycholinguistics, has begun to focus on speech activity as a process of transmitting and receiving information using language codes. The methodology examines the problems of language teaching, the problems of speech development in students, that is, the phenomena of linguistics. The existence of a serious connection between linguistics and methodology is determined by this. These connections are also characterized by the fact that the methodology, using the basic concepts and laws of linguistics, determines the specifics of the object of teaching. It is known that in modern linguistic literature there is no universally recognized idea of the relationship between language and speech.

Material and methods:

A group of linguists believe that the distinction between language and speech is legitimate and effective for linguistic theory. Other linguists believe that such differences do not lead to the perfect elaboration of general linguistic problems and do not correspond to the basic ideas of language development. The third group of linguists recognizes that language and speech can be distinguished and are useful, and that language and speech should not be opposed to each other, because language and speech are two sides of the same phenomenon. It is more difficult to agree with the latter opinion, because the unity of language and speech cannot be considered as events of the same nature.

Well-known linguist YA Shcherba shows that in language there are 3 aspects of speech activity, language system and text. According to him, speech activity consists of the processes of speaking and comprehension of speech, language system, dictionaries and grammars of languages, and language material consists of text.

Linguistic units are divided into systems according to the formal-semantic aspect. In speech, language units perform their function on the basis of communicative content. Distinguishing the concept of language and speech is very important for methodology. In modern linguistics, language is understood as a communicative code of social significance and rules for the use of this code, which is ingrained in the minds of people in a society. In other words, language consists of a system of language tools and rules of their use. Speech, on the other hand, involves the clarification of the language system in certain speech movements, that is, the process of communication, as well as the texts that are the product of this process. Taking such a difference into account is important for the methodology.

Result and discussion:

As Academician Shcherba. YA. B points out, literal knowledge of a language only provides knowledge of the language system, but it does not lead to the use of this system as a problem tool. In order to use language and practice, that is,

to master speech, it is necessary not only to know the means of language and the rules of their use, but also to be able to apply them automatically in speech. From the above, it can be concluded that the teaching process should take into account not only the strengthening of the skills of memorization and use of language tools, but also the practice of the problem, that is, the implementation of speech movements.

Language and speech units are distinguished based on the distinction between language and speech concepts. Units such as phonemes, morphemes, words and sentences are language units. Text linguistics, a new branch of linguistics, accepted text as a unit of speech, not speech. A sentence or sentence is considered a special form of the text.

Academician Shcherba YA.V considered the syntagm to be the smallest unit of speech. It is necessary to distinguish such units of language and speech and to know their peculiarities. Such material is taken from linguistics.

Recently, in connection with the development of structural linguistics, much attention has been paid to modeling. The development of models in linguistics has also been of great importance for the methodology of teaching foreign languages. Statistical models help to determine the specific features of texts in different forms of book writing style. This means that such models provide students with the material to create learning texts that gradually lead to the original texts. Such models define a set of language tools that can be installed to master reading, and the extent to which unfamiliar material can be introduced has been determined. Basic materials are even more valuable for methodology, because an infinite number of real statements are formed from basic models. Basic models consist of abstract features that characterize the final structures at the speech stage. Basic models are usually represented by the following symbols: S-subject, P-predicate, O-object, or N-noun, V-verb, A-adjective, Adv-form, and so on. In the practice of learning a foreign language, concrete sentences are used, not models in the form of abstract diagrams of sentence structure.

For example: The S-P-O structure may be consistent with the following original statements. I have written a letter.

Such statements, which reflect this or that model, are called tiskovoy sentences or speech patterns, because they act as a pattern or template. A large number of 3-element sentences with different lexical and grammatical forms can be formed accordingly. The appropriateness of the use of such patterns in the teaching of artificial speech is also confirmed by the psychological facts about the mechanism of speech. For example: NI Jinkin sufficiently substantiates his hypothesis about the preservation of syntactic patterns in the human mind. The statements are made in accordance with these diagrams. Therefore, on the basis of speech patterns in the minds of students suddenly remain a certain trace of structural syntactic drawing. With the development of structural linguistics, the separation of speech patterns or typical sentences has a solid linguistic basis, and the speech pattern itself has become the basic unit for teaching oral speech.

Speech activity in foreign language teaching skills is formed in the presence of a built-in native language system, in addition, the national school student is in the period of formation of the Russian language system. Therefore, in the organization of the process of effective teaching of foreign languages, it is necessary to take into account the evidence of general and specific linguistics and, in part, the language contacts, which is its special field. Special royalist and methodological research shows that the mother tongue and the language studied in the trilingual environment at school also have a negative impact on the teaching of a second foreign language.

Conclusion

The positive effect of poorly taught is that a number of skills in the native language are transferred to the acquisition of a foreign language. For example, the acquisition of reading skills, that is, the reading aloud of a graphically formed text, poses a great challenge to literate students learning a foreign language at an early age. Knowledge of the mother tongue system in learning a foreign language helps students, especially when there are sleep phenomena in the mother tongue and the languages being studied. Such a positive effect is called migration, because skills and abilities are transferred from the native language to a foreign language. At the same time, the mother tongue has a negative effect on the acquisition of a foreign language.

Its essence is that the student translates the usual norms of his native language into a foreign language. For example, students pronounce the sounds of a foreign language in the same way as the sounds of their mother tongue, introduce the norm of relatively free word order in the native language into Western European languages, explain the meanings of similar phenomena in the native language. incorrectly applies to language events.

Linguistic research shows that in the last period of the bilingual system, system 3 appeared, and its structure is characterized by errors.

Such a system is formed in the mind of the person learning the language. Errors are indicators of interference. It is necessary to develop the organization of the educational process, taking into account the peculiarities of the methodology, the comparison of the studied foreign language with the native language, taking into account the phenomena of interference and migration that occur during the contact of 2 language systems. The methodology should organize the learning process so that the phenomenon of displacement is widely used and the phenomenon of interference is prevented.

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