

UDC 82

**METHODS OF CONCEPTUAL LINGUISTICS
AS A MEANS OF TEACHING A FOREIGN LANGUAGE**

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The article discusses the difficulties encountered by students in the worldview of foreign language speakers. Attention is focused on the possibility of applying the methods of conceptual linguistics to solve this problem.

Key words: concept, cognitive linguistics, intercultural communication, semantics, concept, exemplification, term, idea, linguoculturology.

In the conditions of the modern globalized world, the knowledge of one or several foreign languages is almost the main condition for success for an ever wider circle of professionals. At the same time, the difference between "knowledge of a language" and "mastering a language" becomes more significant. Competitiveness in the labor market is not determined by the storage in the memory of many foreign words and grammar rules, but by practical communication skills. The success of a person is determined by the skills of establishing contact, conducting a conversation, persuasion, and finding an agreement. From the point of view of a foreign language, these skills are based on the ability of an adequate understanding of the interlocutor and finding a "common language". Very important is the same idea that occurs in people during the mention of a particular language unit.

As early as the 30s of the 20th century, J. L. Weisberger noted that a foreign language is similar to an alien home being, where every nation lives in its own way, which complicates the conversation between "dwelling houses". Over the past century, a huge path has been covered by scientists who study cognitive linguistics and intercultural communication, and factors have been established that influence understanding in the course of international communication. Modern methods of teaching foreign languages, too, could not stay away. Not educational objectives, but developmental and educational ones began to come to the fore. Every teacher today has a task not only to help students learn basic vocabulary and grammar and learn how to build sentences, but also to introduce them to the culture of another people, to develop respect for foreign traditions, customs, mores, to help comprehend a different outlook and to introduce to the system of concepts, other than relatives. The latter task is especially difficult: to explain the worldview of another people through the units of thinking. After all, a concept is nothing but a "knowledge quest". Yu. S. Stepanov defines it as a lump of culture in the mind, in the form of which culture enters the human mental world [2, p. 43] V.I. Karasik and G.G. Slyshkin see the meaning of this term in belonging to consciousness, determinism by culture and "presentation" in the language [1, p. 16] In other words, in order to understand foreigners, it is necessary to memorize a number of signs with each word. Characteristic for the concept that it calls. In semantics, the science of the meaning of words, each element is a triad: a word (sound and graphic form) - a concept (a class characterized by certain characteristics) - an idea (representations of communicants). When we say a phrase, we transmit messages consisting of a chain of concepts, implying our own understanding of the world.

Thus, the remark "On the street in a tall house" simultaneously carries a message that the subject is in the named place. On the other hand, it implies that one of the elements belonging to a certain class of things is located in a specific place ("there is not a pillar, not a fence, but what we call a house" on the street). This element has a number of signs: it is a residential building, a room. If we undertake to translate this sentence into English, it is necessary to take into account the polysemy of the word and select the

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equivalent precisely to the desired value. Very often, words do not find an exact match in languages, therefore the task of a teacher is to clearly define concepts and often set the situational framework for each element, describe in detail the characteristics, components and functions of concepts called individual words. This concerns the most simple spheres of life. In the first year, students inevitably touch upon the topic of education.

At this stage, it is very important to talk about some features of the training system in a foreign country. In order to correctly understand what term to designate a teacher, one should study the basic principles of the entire system. For example, if we are talking about the UK, it is worth starting with the fact that children go to school earlier and almost immediately learn to work independently. Our children got used to the format: the teacher told - gave examples - answered questions - gave a clear task - monitored its implementation - gave the correct answer - the student learned the material. In England, the teacher's task is to identify a specific problem and set a task. Pupils themselves go deeper into the consideration of the topic, to the selection of material. That is why it is so important in what type of school to study. In the UK, 3 types of public secondary schools. Shared schools are the most common. Grammar offer good preparation for further higher education mainly in the humanities. Modern ones have an applied focus and are intended for those who do not want to continue learning. At the same time, in Britain it is much more prestigious to study in private schools, which provide enough knowledge for entering Oxford and Cambridge.

In order for students to understand correctly what the English mean when they talk about the "old school tie" ("old school's tie"), you need to remember that in expensive well-known schools you get the right acquaintances with the possibility of further providing each other assistance in finding work. Such a system is reflected in teaching positions. Of course, it is possible to call «teacher» using the most general term for a person who studies in school, university or another educational institution. However, it is worth remembering that the subject can be called "master / mistress". University teachers have their own ranking system. The lowest rank of the English is designated by the term "lecturer". So they talk about who not only lectures, but also conducts seminars and consultations. After a few years of work, the novice teacher is awarded the position of «senior lecturer» - «Senior teacher».

However, this method is very time consuming. In addition, the descriptive method can cause boredom in a student, which also puts his effectiveness in question. Another frequently used method is exemplification. So about the position of «senior lecturer», we can say that it is approximately like our "senior teacher". This method is more spacious in time, however, less accurate. Considering that young people often hear only a portion of the information conveyed, they may misinterpret some of the terms used in the examples. The third common method is contrasting. Applying it, the teacher should, on the contrary, name the distinctive features of the term. So the word "student" is not the equivalent of the Russian word "student", because it has a wider semantics. At the same time, maximum accuracy is important. It is necessary to clearly name the distinctive features and explain what is excellent. To achieve the best results in the formation of linguistic skills, it is worthwhile to combine several methods in the work. In this case, the teacher must take into account the effectiveness, efficiency, time and strength of skills.

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