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THE IMPLEMENTING PROBLEM OF
COGNITIVE LINGUISTICS IN A FOREIGN
LANGUAGE GRAMMAR TEACHING
ПРОБЛЕМА ВНЕДРЕНИЯ КОГНИТИВНОЙ
ЛИНГВИСТИКИ В ПРЕПОДАВАНИЕ
ГРАММАТИКИ ИНОСТРАННОГО ЯЗЫКА

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Abstract. In the article, we raise the problem of integrating cognitive linguistics and the theory and methodology of teaching a foreign language, in particular in teaching foreign grammar. The provisions of cognitive grammar can be applied to the selection and systematization of grammatical material, explanation of the grammatical structure of the language to the learner, explication of the meaning and features of the use of certain grammatical units.

Аннотация. В статье мы поднимаем проблему интеграции когнитивной лингвистики и теории и методики преподавания иностранного языка, в частности при преподавании иностранной грамматики. Положения когнитивной грамматики могут быть применены к отбору и систематизации грамматического материала, объяснению грамматической структуры языка учащемуся, разъяснению значения и особенностей употребления определенных грамматических единиц.

Introduction. Every year the study of foreign languages in Russia is becoming more and more popular due to the active integration of our country into global processes. This leads to a constant search for effective approaches to teaching foreign languages, including among the scientific theories and concepts of modern linguistics.

Cognitive linguistics as a scientific field originated in the early 1980s. as an alternative to generative linguistics, in which language was proposed to be

considered as an independent category of human thinking that exists outside of connection with the outside world and other processes of thinking and cognition [3, p. 8]. Russian scientist Rakhmankulova Svetlana Evgenievna identifies the basic principles of the implementation of approaches to teaching grammar based on the data of cognitive theory of language: the presentation of grammar as a result of conceptualization of the world by a native speaker, as a system of "schemes" of interpretation of reality; the presentation of grammatical units as units with a certain meaning (function); structuring of educational grammatical material according to the functional principle; use to explain values (functions) of grammatical units of a simple metalanguage based on the native language of the trainees; reliance on understanding the prototypical meaning of a unit and cognitive mechanisms for expanding its meaning (the mechanism of conceptual metaphor); consideration of grammar as a non-autonomous system and grammatical forms as a means of forming the meaning of an utterance in conjunction with units of other levels of language; explanation of the choice of grammatical units in the utterance by the way of interpreting a fragment of the world and the corresponding communicative intentions of the speaker [2, p. 87].

The author draws attention to the trend of development of the communicative method in teaching a foreign language. The primary importance in this method is given to speech activity within the framework of situations as close as possible to real communication, during which the mastery of speech patterns and grammatical structures takes place. The comparison of inductive and deductive methods of grammar teaching in secondary and high schools is important in the article. On the one hand, methodologists and linguists have repeatedly noted the shortcomings of the communicative approach, in particular the neglect of the grammar of a foreign language, the assignment of an official role to it in language teaching and, as a result, the strong interference of the native language and, in general, the low level of grammar proficiency among students. On the other hand, the linguomethodic literature criticizes the traditional approach to grammar, which pays great attention to the grammatical system and its elements but often uses terminologically rich and too detailed explanations of grammatical units of a foreign language that are incomprehensible to students and do not contribute to progress in the formation of grammatical skills and their application in speech. The author proposes to solve this problem using the principles of cognitive linguistics.

The main part. The author has studied in sufficient detail the approach to teaching foreign language grammar within the framework of cognitive linguistics. It is based on the same fundamental principles as the "conscious" approach, and the ultimate goal of learning is seen, as in the communicative approach, in solving specific tasks of intercultural communication. However, this approach offers new opportunities for explaining to students the structure of a foreign (and their native) language and new effective ways of working with

language material. The author suggests looking at grammar teaching from the other side. Svetlana Evgenievna refers to the opinion of the American linguist R. Laneker who says: "grammatical structures are "inherently symbolic" and as a kind of conditional signs serve as a means of structuring and representing conceptual content – the idea of a fragment of the world (scene, situation) [2, p. 90].

The use of a particular grammatical structure is determined not only by the content of the fragment of the world reflected by the utterance but also by the way of interpretation of this fragment, which the speaker chooses in accordance with his communicative goal". Attention is drawn to a different view of teaching foreign grammar. Interlanguage differences are considered in cognitive grammar not as formal discrepancies between two language systems but as differences in the conceptualization of the world by native speakers of these languages. The emphasis relies on the prototypical meaning of the language form, or the basic meaning of the unit (core meaning), reflecting a set of features most essential for experience, a starting point in the categorization of reality, and allowing students to understand the system of derivatives of the unit value, correctly recognize and use this unit in diverse contexts. The positive aspects of the work include the study of the works of not only foreign linguists but also domestic ones. Special attention is paid to introducing new foreign language material, not to compare the linguistic units of the native and foreign languages, but to explain the generalized meanings (conceptual representations) that stand behind these language forms, defining their "cognitive internal form", and determine the choice of appropriate units in the process of communication, their compatibility with other units.

Teaching syntax within the framework of this model is seen not in the communication of information to the learners about the syntactic structure of the language being studied, its differences from the structure of the native language but in the assimilation by students of propositional models of a foreign language implemented in the speech of native speakers of the language being studied, fixed in syntactic models of a simple sentence and acting as cognitive schemes for describing fragments of reality [2, p. 95].

However, the updated requirements of professional competencies for the development of the disciplines "Practical course of the main foreign language" and "Teaching methods basic foreign language" implies that students have the ability to teach an academic subject, including motivation of educational and cognitive activity, based on the use of modern subject-methodical approaches and educational technologies [1, p. 395].

Conclusion. The conclusion from the above-mentioned works of linguists deserves special attention, which is based on the following interrelated principles: grammar is considered (and presented to students) as a way of structuring reality by a native speaker, a set of universal and ethnospecific

schemes for its interpretation and for expressing the corresponding meaning in communication, and not as a system of grammatical forms and rules for their use; grammatical units for study are selected and systematized in accordance with the functions they perform – those meanings and communicative intentions that the speaker can express using these units; the meaning (function) of a grammatical unit can be described by a simple non-terminological metalanguage based on intuitive units of the native language of the learners, and is presented visually in the form of a diagram, pictures; the variety of concrete fragments of the world, including fragments of new experience, is represented by a limited set of conceptual structures and a small number of grammatical units; knowledge of the prototypical meaning of a grammatical unit (reflecting the physical experience of a native speaker) and models of expansion of its meaning (arising as a result of the mechanisms of metaphor, metonymy) allows you to identify the specific meaning of the unit from the contexts of its use; grammar teaching does not involve mechanical memorization of lists of units and their functions, but mastering the operational principles of the language being studied – ways of constructing an integral utterance; the choice of the structure of the represented fragment of the world depends on the perception of this fragment by the speaker and the purpose of his utterance.

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