

The Concept Of Teaching A Foreign Language In The Context Of Intercultural Competence - A New Paradigm In Foreign Language Teaching

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Annotation

The Concept Of Modern Foreign Language Education Is Aimed At Implementing The Fundamental Principles Of Intercultural Communication And Involves, In Particular, Determining The Ratio Of Linguistic And General Cultural Components Of The Content Of The New Paradigm Of Foreign Language Education

And The Ways Of Their Adequate Integration Are Examined In The Article. The Considered Teaching Paradigm Of Foreign Language Education Reflects The Principle Of Organizing The Educational Process Within The Framework Of Presupposition. Paradigmatic Representations Include The Theoretical And Methodological Justification Of The General Conceptual Scheme. The Formula Of The Paradigm Is Based On The Introspective Method Of Teaching Goals, Which Assumes The Justification Of Their Pragmatic Aspect. The Authors Of The Present Article Argue That, At The Present Stage Of Foreign Language Teaching And The Process Of Globalization It Is Important To Develop The Intercultural Competence Of Foreign Languages Learners.

Keywords: *Discourse, Conceptual Approach, Paradigm, Competence Paradigm, Linguo-Cultural Experience, Intercultural Paradigm, Principles Of Intercultural Teaching, Propositional Function, Proposition, Learning Objectives.*

Introduction

The Current State Of International Relations Of The Republic Of Uzbekistan, Its Entry Into The World Space, New Political, Socio-Economic And Cultural Realities Require Specific Changes In The Field Of Teaching Foreign Languages, The Status Of Which Is Constantly Growing In Our Country. A Foreign Language, According To Its Definition, Is A Mean Of International Communication, As It Promotes Verbal Understanding Of Citizens Of Different Countries, Provides A Level Of Their Communicative Development That Allows Them To Use It Adequately And Feel Comfortable In The Country Whose Language Is Being Studied.

In This Regard, The Ability To Understand A Representative Of Another Nation Depends Not Only On The Specific Use Of Language Units, But Also On Special Skills To Understand The Norms Of Its Culture, Including Speech Behavior In Different Communication Situations Becomes Relevant. This Obliges Us To Consider A Foreign Language Not Only As A Mean Of Intercultural Communication, But Also As A Kind Of Tool For Learning Another Culture And Promoting One's Own, Which Contributes To Spiritual Mutual Enrichment, Increases The Level Of Humanitarian Education. This Factor Makes It Necessary To Review The Goals Of Teaching Foreign Languages In The Context Of A New Paradigm Of Foreign Language Education – Intercultural Competence.

Materials

Currently, A Foreign Language Teaching At A University Is Actually Transformed From A General Academic Discipline Into A Subject, The Possession Of Which Determines The Further Research Career Of A University Graduate. The Increasing Importance Of Foreign Language Proficiency Explains, In The Opinion Of Most Scientists, The Increase In Its Status And Prestige In The Academic Environment. In Fact, The Factors And Reasons That Led To The Revision Of The Place Of The Discipline “Foreign Language Teaching” In University Education Are Much More Numerous And Significant. The Importance Of Knowledge Of Foreign Languages For The Formation Of A Creative Personality Cannot Be Determined Only By The Globalization Of Science And The Internationalization Of Scientific Knowledge, No Matter How Objective And Intensive These Processes May Be. It Is Obvious That The Nature Of The Subject “Foreign Language Teaching” Implies A Direct Correlation Of The Learning Process With The Student's Own Personality. In Other Words, Language Learner Constantly Discovers Something In This Subject That Is In It As A Cognizing Subject. In The Process Of Foreign Language Assimilation, It Gradually Becomes The Same Means Of Self-Identification As The Native Language. At The Same Time, The Effectiveness And Quality Of Teaching Is Largely Determined By The Nature Of The Correlation Between The Phenomena Of The Native And Foreign Languages.

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The Continuing Relevance Of Understanding The Mechanisms Of Language Functioning And The Patterns Of Its Assimilation Is A Source Of New Ideas, Approaches And Concepts That Arise And Develop In All Areas Of Research, The Object Of Which Is Language Phenomena And Speech Activity. It Is Due To The Commonality Of Their Object That The Newly Developed And Improved Theories Have A Similar Terminological Thesaurus And, Importantly, Are Generally Compatible With Each Other. On This Basis, There Is Built A Multidimensional Representation Of The Phenomenon Of Speech Communication. We Can Say That The Present Time Is Marked By A Significant Expansion Of Views On The Essence Of Language And The Processes Of Its Assimilation. Moreover, “Teaching A Foreign Language Involves Getting Acquainted With The Culture Of Other Countries, With The Existing Political, Business, Moral, Religious, Aesthetic Ideas Of Representatives Of Other Ethnic Cultures, With The Psychology, History, And Literature Of Other Peoples. All This Implies A High Intellectual And Socio-Cultural Level Of A Specialist” [18, P. 5552].

To Our Mind, The Overall Configuration Of Language Competence Is Currently Being Formed In The Coordinates Of Rapidly Developing Innovative Trends In The Sphere Of Foreign Language Teaching. Two Of Them, In Our Opinion, Are Particularly Important For Creating A Better System Of Teaching Foreign Languages In Higher Education. The First Of Them Can Be Expressed By The Word “Integration”. This Trend Reflects Not Only The More Direct Impact Of The Theory Of Learning On The Actual Processes Of Learning A Foreign Language. Integration Extends Both To The Theoretical Apparatus Of The Mentioned Sciences, And To The Components Of The Educational Process, Which Were Previously Considered As Differentiated. This Process Allows Us To Develop New Learning Concepts, Overcome The Aspect Of Earlier Methods, And Create Training Courses Based On New System-Forming Units. Technologically New Methods Of Determining And Systematizing The Units Of Educational Activity, Which Are Based On The Unifying Principle, Are Able To Ensure High Productivity And Efficiency Of Educational Work For The Time Provided For By State Standards.

Any Language Largely Determines And Develops Thinking Itself And Is The Material Substance With Which One Can Interpret Thought As A Product Of Intellectual Activity. Moreover, The Study Of Language, In Addition To Everything Else, Makes It Possible To Learn The Mechanism Of Such Interpretation, In Particular, By Comparing The Linguistic Symbols Of The Native And Foreign Languages And Activating The Assimilation Of Their Metaphoricity And The Various Types Of Discourse Inherent In Them. In Other Words, The Study Of A Foreign Language Involves The Development Of An Individual’s Active Ability To Initiate, Implement, Control And Improve The Complex Process Of Converting Thoughts Into Their Own Speech. Thus, The Student Acquires Knowledge That Determines The Level And Culture Of Thinking, That Is, Fundamental Knowledge. The Fundamental Nature Of A Foreign Language As An Academic Discipline Is The True, But Not Always Realized, Reason For The Obvious Increase In The Status Of This Subject In The Academic Community And Society. The Realization Of This Fact Reveals Unprecedented Opportunities For Improving The Process Of Teaching Foreign Languages At A University.

Respectively, The Fundamentalization Of This Subject Represents The Second Innovative Trend. Its Development Ensures The Formation Of A New System And Structure Of Linguistic Education, The Priority Of Which Is Not Highly Specialized Language Phenomena, But Methodologically Important, Long-Lived And Invariant Knowledge That Contributes To The Holistic Perception Of The Language Continuum, The Intellectual Development Of The Student’s Personality And Its Adaptation To Rapidly Changing Information Technologies And The Conditions Of The Surrounding World. The Fundamentalization Of The Content Of The Subject “Foreign Language Teaching” In Modern Conditions Seems To Us To Be Associated With The Implementation Of The Invariant Part Of The Profession As The Basis For Training Of A Future Specialist –

Researcher. The Invariant Part Refers To The Amount Of Acquired Knowledge And Developed Competencies That Is Least Susceptible To Market Conditions And Is Constantly Necessary For A Specialist Throughout His/Her Career. A Specialist Who Studies A Foreign Language In A Fundamental Subject Perspective Is Able To Further Update And Improve Their Knowledge Independently, Adding New Specific Elements In The Process Of Active Application. The Presentation Of The Subject “Foreign Language Teaching” In A Fundamental Projection Reveals New Understanding Of The Professional Orientation Of Teaching This Subject At A University, Which Until Recently Was Limited Only To The Use Of Educational Materials That Are Thematically Related To The Specialty Of Students.

In The Light Of Both Mentioned Trends In The Positive Development Of The Teaching Practice Of The Subject Under Consideration, The Main Task Is To Create A New Theoretical Model For Mastering A Foreign Language By Students Of A Non-Linguistic Profile. Such A Model Is Designed To Reflect In General Terms The Processes Of Learning And Learning, Thereby Determining The Approach To Describing The Mechanisms Of Their Interaction. Among The Main Models (Hypotheses) Of The Global Nature Of N.D. Galskova Mentions The Contrastive, Inter-Language And Identity Hypothesis, Noting That The Differences Between Them Are Mainly Reduced To The Relationship Between The Native And Foreign Languages And The Definition Of Psycholinguistic Mechanisms That Provide Them [1, P. 57]. The Basic General Thesis Of The Ontology Of Such Models Is That The Social Essence Of The Creative Individual Is Reflected And Expressed At All Levels And In All Structures Of Discourse. In The Didactic Context, Discourse Is A Way Of Awareness, Comprehension, And Language Expression That Presupposes The Above-Mentioned Active Ability Of An Individual To Initiate, Implement, Control, And Improve The Integrated Process Of Transforming Thought Into One’s Own Speech. The Main Objective Problem Of Modeling Speech Communication Is The Complex Structure Of The Language Itself, Formed By Numerous Elements Of Different Nature. The Fundamental Components Of Language And Its Materialization In Speech (Discourse) Are Traditionally Recognized As The Formulas For Constructing Utterances (Grammar), Information Transmitted By Language Units Of Different Levels (Semantics) And The Attitude Of The Intellectual Agent (Speaker) To The Utterance, Its Speech Tactics, Speech Behavior Due To The Communication Situation And Specific Context (Pragmatics). These Three Complexly Intertwined And Non-Linearly Interacting Generators Of Information Content Are Presented In Various Proportions In The Training Courses.

Methods

In The Context Of The Competence Paradigm, A Student Should Not Just Practically Master A Foreign Language As A Mean Of Communication, But Act As A Social Agent, That Is, A Member Of Society Who Is Able To Perform Certain Tasks In Certain Life Conditions And Socio-Cultural Environment. Therefore, When Teaching A Foreign Language, Cognitive, Emotional, And Volitional And Other Individual Qualities And Skills Of A Language User As A Representative Of Society Are Also To Be Taken Into Account. The Knowledge And Skills Acquired By A Student In The Process Of Foreign Language Teaching Allow A Learner To Achieve A Certain Level Of Development Of Communicative Competencies – The Necessary Components Of Intercultural Communication, With The Help Of Which His/Her Competence Is Formed. Cross-Cultural Competence Is One Of The Fundamental Categories Of New Educational Paradigm And An Indicator Of The Formation Of A Person’s Ability To Effectively Act In Cross-Cultural Communication.

In The Context Of The Competence Paradigm Of Foreign Language Teaching, A Student Is The Subject Of Both The Educational Process And Intercultural Communication. N.D. Galskova Emphasizes That, Using Their Linguistic And Cultural Experience And Their National And Cultural Customs And Traditions, The Subject Of Intercultural Communication Simultaneously Tries To Take Into Account Not

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Only Another Language Code (The Development Of Speech Experience), But Also Other Customs And Habits, Other Norms Of Social Behavior, While Comprehending The Fact Of Their Alieness. This Circumstance, In Our Opinion, Gives Grounds To Assert That The Intercultural Competence Covers Mainly The Ontological And Social Aspects Of The Formation Of An Individual, While The Communicative One – Their Language And Speech Abilities.

Cross-Cultural Communication Leads To A Reconsidering Of The Content Of The Traditional Goals Of Teaching Foreign Languages. So, In This Regard, N.D. Galskova Defines The Skills That Students Should Master. These Skills Include The Following: 1) Use A Foreign Language (In All Its Manifestations) In Authentic Situations Of Intercultural Communication (The Process Of Forming Skills); 2) Explain And Assimilate (At A Certain Level) A Different Way Of Life/Behavior (The Processes Of Cognition); 3) Expand The Individual Picture Of The World By Involving Native Speakers Of The Language That Is Being Studied In The Linguistic Picture Of The World (Development Processes) [1, P. 4].

Skills, Knowledge And Development Are Important Elements In The Formation Of Personality. Therefore, We Can Conclude That The Goal Of Teaching Foreign Languages In The Context Of A New Paradigm Of Foreign Language Teaching Is An Integrative Whole That Affects The Personality Of A Student, His/Her Readiness, Abilities And Personal Qualities That Allow Him/Her To Carry Out Various Types Of Speech-Thinking Activities In The Context Of Social Interaction With Representatives Of Other Linguistic Ethnosociums And Their Culture.

At This Stage Of The Development Of The Content Of Foreign Language Teaching, Both In The Republic Of Uzbekistan And Abroad, There Is A Clarification And Concretization Of The Facts That Are Most Important For The New Paradigm, The Formulation And Solution Of Problems That Have Worsened Within The Old Paradigm, The Maturation Of The Initial Theoretical Provisions Of The New Paradigm, The Comparison Of These Provisions With The Ways Of Their Practical Implementation. The Introduction Of A New Paradigm In The Content Of Foreign Language Teaching Contains Many More Questions That Need To Be Answered. One Of The Problems That Is To Be Solved Is The Further Theoretical Justification And Specification Of The Relationship Between The Goals Of Teaching A Foreign Language And The Competencies That Are Formed In The Process Of Achieving These Goals.

Depending On What Is The Center Of All Educational Works Carried Out On The Language Teaching, The Methods Of Teaching Foreign Languages Themselves Can Be Considered As A Reflection Of The Degree Of Emphasis On A Particular Fundamental Component Of A Language Or As A Representation Of The General Scheme Of The Relationship And Interaction Of All Three Language Components. This Means That Each Time A Code Is Used (More Precisely, Several Codes Of Limited Action), Which Does Not Cover The Entire Mechanism Of Speech Activity As A Whole. Regardless Of Which Component Of A Language Continuum Dominates In A Particular Course, The Integration Of Language Knowledge And The Achievement Of The Required Level Of Language Competence Are Still Carried Out By The Resources Of The Intellectual Agent (Learner). In Fact, In The Process Of Learning, Elements Are Actively Functioning, Which, In The Words Of L.S. Vygotsky, Lose The Properties Inherent In The Whole-Speech Activity And Speech Thinking. According To L.S. Vygotsky, The Complex Unity Of Speech Thinking Should Be Displayed By Means Of Units That Contain “In Some Simplest Form Properties” That Belong Simultaneously To Both Speech And Intellectual Phenomena [2, P. 83]. It Is Obvious That It Is On Such Units That The Entire Learning Process Should Be Mainly Based. It Is Equally Obvious That The Nature Of Such Units Should Be In Tune With The Above-Mentioned Global Trends That Ultimately Form Foreign Language Competence: A High Degree Of Integration Of Learning And The Fundamental Nature Of The Acquired Knowledge.

Therefore, The Main Issue Is Whether It Is Possible To Combine The Mentioned Codes Of Individual Content Blocks Of Training Not By Simple Comparison And Combination, But On The Basis Of Their Common Code, Which Is Simpler And More Comprehensive. The Units Of This Code Must Necessarily Meet The Conditions That L.S. Vygotsky Brilliantly Formulated. They Should “Reflect In The Simplest Form The Unity Of Thinking And Speech” And Represent “The Indecomposable Unity Of Both Processes, Which Cannot Be Said To Be A Phenomenon Of Speech Or A Phenomenon Of Thinking” [2, P. 284-285]. A Different Configuration Of The Language Training Course, Built With The Help Of Such A Code (Model), Provides A More Balanced Interaction Of The Mental And Speech Operations Of The Intelligent Agent. This Leads To A Certain Overcoming Of Typical Difficulties At The Junction Of “Thought – Foreign Language Speech” And Ultimately To An Increase In The Productivity Of Educational Work And The Achievement Of The Desired Results In A Shorter Time. Theoretical Analysis And Search Does Not Confirm The Expediency Of Attempts To Find Such Universal Units Of Speech Communication Among Its Classical Components, Mentioned Above. It Is These Forming Words That Represent Elements Of Different Nature And Are Characterized By Unpredictability And Irregularity Of Their Appearance In Speech, Even With A High Frequency Of Their Use. Therefore, Even A Long And Painstaking Analysis Of The Patterns Of Speech Functioning Of A Single Language Cannot Cover All The Variations Of Its Actual Use.

Results

The New System Should Be Based On Constituents That Are The Basic Elements Of A Theoretically Developed Model And At The Same Time Have Obvious Empirical Correlations That Are Valuable For The Process Of Mastering A Foreign Language And, Accordingly, Can Be Presented In A Methodological Interpretation. In Particular, Such A System Should:

- Have A Clear Specification Of The Model Construction Units;
- Have A (Sufficiently) High Degree Of Uniformity Of The Model Construction Units;
- Have A (Sufficiently) High Degree Of Integration Of Model Building Units;
- Provide Ways To Quantify The Content And Results Of Teaching A Foreign Language In The Specified Units Of The Model;
- Correlate With Other Approaches To Modeling Speech Communication For Applied Purposes;
- Meet The Minimality Condition;
- Be Stable And Inherent In Different Languages;
- Be Able To Model The Commonality And Difference Between The Systems Of The Native And The Target Language And To Create An “Invariant Bridge” That Unites Them Into A Single Semantic Space.

The System Of Teaching Speech Communication, Built According To These Parameters, Is Able To Provide A Consistent Integration Of The Stages Of The Communicative Situation: The Emergence Of A Speech Intention, The Formation Of An Internal Proposition, The Actualization Of The Utterance, Its Perception By Another Communicant, The Analysis Of The Totality Of Speech Signals, The Synthesis Of Semantic Content And Its Verification (Interpretation). This System Also Combines Various Types Of Speech Activity, Differentiated By The Methodology Of Teaching Foreign Languages And Known In The World Pedagogical Practice As “Four Skills”: Speaking, Listening, Reading And Writing. And Finally, Thanks To This System, It Is Possible To Display Grammar, Semantics And Pragmatics In A Single Functional Field, As It Happens In Real Communication. Thus, The Content And Process Aspects Of Training Get A Single Functional Space. To Define This Space Means To Understand What The Hypothetical Code Is And How Its Constituent Units Can Be Transformed Into The Substrate Of Real Learning. The New Conceptual Approach Involves, First Of All, Defining The Goals Of Its Implementation. In This Case, The Learning Goals Are Formed On The Basis Of The Principles Of Taking Into Account The Internal Processes Of Personal And Intellectual Development Of Students And The Laws Of Converting

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Their Mental Codes Into External Speech Both In The Course Of Joint Learning Activities And In The Conditions Of Real Foreign Language Communication. Using The Formulation Worked Out By G.V. Akopov, The Goals In Our Case Are Determined From The Inside (As Opposed To Goals Set From The Outside, For Example, The Needs Of Society, The Collective, Etc.). Commenting On The Concept Of M.V. Klarin [3, P.16-21], G.V. Akopov Clarifies The Ways Of This Goal Setting:

- By Integrating The Content Of The Taught Discipline Into The “Meaning”;
- Through The Effect Achieved By This Organization Of The Educational Process;
- The Structure Of The Personality Of The Trainees That Is Updated In The Educational Activity;
- The Direction Of Professional Teachers’ Activity.

At The Same Time, G.V. Akopov Notes: “The Obvious Question About The Possible Inconsistency Of These Four Goals Within One Pedagogical System Is Removed By The Fact That It (This Question) Is Explicitly Or Implicitly Present In Any Method Of Determining The Goal Of Education In Traditional Pedagogical Systems” [4, P.198-199]. An Important Argument In Favor Of The Formation Of Target Settings “From Within” Is That The Designated Goals Do Not Conflict With Each Other And Do Not Contradict The Goals Set In Another Way. Moreover, As V.A. Yakunin Writes, A Conceptually Different Approach, Based On A Single Integrating Idea, Avoids Target Conflicts And Eliminates The Need For Such Measures As Choosing The Most Important Goal While Ignoring Others, Ranking Goals By Evaluating Their Relative Usefulness, Determining The Order And Sequence Of Their Implementation [5, P.33]. This Advantage Is Extremely Important When Modeling Pedagogical Systems, Since Each Of Them Is Always Multi-Purposeful And Multi-Componential.

Discussion

The Main Objectives Of The Conceptual Approach To Teaching A Foreign Language In Higher Education Are:

- Theoretical Proof Of The Relevance Of Explication And Involvement In The Educational Process Of The Subject-Functional Characteristics Of Speech Communication, In Harmony With The Logic Of Analysis And Reasoning About Such Concepts As Essence, Name, Property, Relation, Action, Etc.;
- Methodological Substantiation Of Structuring The Content And Process Components Of Learning Based On Modeling The Internal Representations Of Logical And Semantic Connections And Their Actualization In Speech In A Foreign And Native Language;
- Development Of Quantitative Methods For Measuring The Achieved Level Of Foreign Language Competence;
- The Creation Of A Teaching Concept That Provides The Expansion Of The Field Of Actual Language Consciousness Of Students At The Expense Of Their Intellectual Potential As A Result Of Purposeful Actions Of A Teacher And Due To The Adequate Use Of Teaching Tools.

Let Us Consider Some Fundamental Factors That Allow Us To Integrate The Meanings Of Parts Of The Process Of Learning A Foreign Language, Transform Them Into A Consistent Interconnected Unity And Thereby Create A Concept That Is An Instrumental Continuation Of Theoretical Research.

In Linguodidactics And Other Sciences That Study The Process Of Teaching Foreign Languages, Much Attention Is Paid To The User’s Interaction With The Foreign Language Speech Environment. But It Is Much Less Common To Find A Reference To The Fact That It Begins With The User’s Interaction With The Foreign Language Itself In The Internal Speech-Thinking Space. It Is Here, Where The Language And Other Varieties That Ultimately Determine Our Speech Converge Into A Single Truly Integrated Node, Which We Must Look For Both The Components Of The Teaching Methodology And The Units Of Measurement Of

The Quality Of Foreign Language Proficiency. It Is Here That Many Contradictions Of Diversity That Are Inherent In The Language System Are Overcome, And Certain Rules Are Created That Impose Restrictions On The Ways Of Forming Combinations Of Language Components That Are Characteristic Of Different Communication Situations. It Is Here That The Types Of Regularity Of Language Images Are Determined And Their Combinatorial Structure Is Determined. And It Is Here That The Interface Operates, Bringing Into Functional Balance The Limited, In All Its Diversity, Resources Of The Language And Absolutely Their Numerically Superior Real Communication Situations. It Is No Coincidence That The Prevailing Opinion Is That The Structure Of The Discourse Is The Result Of The Mental Organizing Activity Of A Language User.

It Is Obvious That The Description Of A Single Process-Content Learning Space And The Corresponding Functional Code That Would Cover A Large Number Of Phenomena Within It Implies The Creation Of A New Learning Paradigm. The Term Paradigm Can Refer To Any Class Of Entities Or Phenomena That Are Opposed To Each Other And At The Same Time United On The Basis Of A Common Property, Attribute, Or Association. At The Same Time, The Paradigm Simultaneously Reflects The Model Of The Organization Of Such A Class [6, P.366], Reflecting A Certain Fundamental Theory That Guides Scientific Research [7, P.631]. The New Paradigm Of Language Learning Involves, In Addition, The Unification Of Opposing Entities At Several Levels Of Speech-Thinking Activity At Once. Thus, Individual And Sporadic Ones Are Opposed To The Fundamental One, The Individual To The Integrated, The Variable To The Invariant, The Concrete To The Universal, And All These Features And Properties Of This Form Of Organization Are Ultimately Reduced To The Main Opposition Of "Thinking-Speech". A Universal Code That Can Extend Its Effect To The Entire Specified Paradigm Is A Systematized Set Of Speech Structures And Functions Of Thinking, Formed On The Basis Of Consistent Abstraction, Simplification And Generalization Of The Process Of Speech Communication From A Single Point Of View, As A Result Of Which A Certain Homologous Way Of Speech Activity.

The Code That Meets The Conditions Set Out Above Is The Propositional Code. As R.L. Solso Notes, The Attempt To Represent Knowledge In A Propositional Form Is An Ancient And At The Same Time A Modern Activity. The Idea That Complex Concepts Can Be Expressed Using Simple Relations Is Extremely Popular At The Present Time Among Representatives Of All Sciences That Study Cognitive Processes To Some Extent [8, P.234]. The Attractiveness Of The Proposition As A Form Of Information Display Is Largely Due To The Change In The Epistemic Concept In Logical-Linguistic Researches. This Change Is Associated With A New Picture Of The World, Which, According To The Definition Of Yu.S. Stepanov, Reflects The Objective Reality Consisting Not Of Objects, As It Was Mainly Represented Earlier In The Traditional Philosophy Of The Name, But Of Facts And Events. In This Case, Each Event, According To The New Concepts, Is Described By An Atomic Sentence [9, P.127]. Although The Idea That Complex Concepts Can Be Expressed Using Simple Propositional Relations Was Central To Ancient Greek Philosophy, It Was Not Actively Developed Until The First Half Of The Twentieth Century. The Beginnings Of These Studies Are Associated With The Names Of L. Wittgenstein, B. Russell, A. Ayer, R. Carnap, A. Church. According To R.L. Solso, The Proposition Is An Abstract Idea And "As Such, It Does Not Lend Itself Well To A Concrete Definition". However, The Author Notes That "We Can Definitely Specify Some Characteristics Of Propositions". These Include Generalized (Abstracted) Observations That Are Formed In The Process Of Speech Communication (For Example, When Reading Or Listening) [8, P.337]. D.R. Anderson Considers Propositions To Be The Smallest Units Of Knowledge And The Smallest Of The Significant Units That Can Be Separated Into A Separate Statement [10, P.47]. It Is This Definition That Should Be Considered The Most Relevant To The Task Of Applying The Proposition In The Didactic Perspective, Although It Can Hardly Be Considered Unitary, That Is, Belonging Exclusively To The Theory Of Learning.

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Regarding The Increased Attention Of Researchers To The Idea Of The Proposition, N.D. Arutyunova Writes That “Almost In Proportion To The Growth In Popularity Of The Proposition, There Increase Number Of Different Interpretations And Definitions Of It” [11, P.21]. The Author Presents An Analysis Of The Evolution Of The Concept Of “Proposition” First From A Holistic Judgment As A Certain Form Of Thought To Its Objectified Content, Separated From The Subjective Modality And Directly Correlated With The “State Of Affairs”, And Then To The Meaning Of That Part Of Any Sentence, The Semantic Structure That Can Be Connected With Any Mode Of Communicative Intention. The New Concept Of The Proposition Divides The Utterance Into An Objective Semantic Component (Constant, Core, Invariant), Isomorphic To The Structure Of The Fact And Capable Of Obtaining A Truth Value, And Into A Subjective Variable That Reflects All Possible Shades Of Meaning Introduced By Communicants [11, P.34].

The Propositional Variable Is Associated With The Attitude Of The Speaker To The Reality (Modality), The Assessment Of The Reliability Of The Reported Information By The Speaker, The Emotional Attitude Of The Participants In A Dialogue, And Many Other Pragmatic Characteristics. It Is This Idea Of The Proposition That Gives A Powerful Incentive To Create New Didactic Approaches And Concepts Of Foreign Language Teaching. First Of All, This Is Confirmed By The Possibility To Establish Units That Reflect “In The Simplest Form The Unity Of Thinking And Speech”, Represent “The Indecomposable Unity Of Both Processes, Which Cannot Be Said To Represent: The Phenomenon Of Speech Or The Phenomenon Of Thinking” And, Finally, “Contain Some Simplest Forms Of The Properties Inherent In Speech Thinking As A Unity” [2, P.284].

It Is Obvious That The Proposition Is Formed With The Help Of Propositional Functions. A Function Is An Operation By Means Of Which A Certain Objectively Existing Correspondence Relation Is Reproduced Or Established, In Our Case, The Interpretation Of The Correspondence Of The Speech Plan To Its External Expression. Functionally, A Proposition Is Created By A Predicate And Actants – (Names, Terms) That Occupy Positions Provided By The Power Of The Predicate. Consequently, Atomic Predications – Actant + Predicate Will Be Considered By Us As Units Of Speech Thinking And Discourse That Meet The Above Given Characteristics.

According To The Terminology Of A.A. Shakhmatov, The Combination Of Two Representations, Brought Into A Predicative Connection, Is Actually Communication (Cit. According To: [12, P. 170]). It Is This Unity Of Different Principles That Is Embodied In The Phenomenon Of Predication – The Main Characteristic Of The Generation Of Meaning, Which In Our Approach Naturally Becomes The Unit Of Speech Activity And The Main Unit Of Learning, As Well As The Unit Of Measurement And Evaluation Of The Level Of Language Competence Achieved. As A Universal Unit Of Thought And Speech, Predication, As Defined By Yu.S. Stepanov, Is An Act Of Combining Independent Objects Of Thought Expressed In Independent Words (Normally – A Predicate And Its Actants) In Order To Reflect An Event, Situation, State Of Affairs, Etc. [13, P.393]. Observing The Principle Of A “More General Code” Inherent In The Entire Concept Under Consideration, We Establish The Corresponding Boundaries Of The Concepts Of “Predicate” And “Actant”.

At Present, The Scientific Arsenal Of Cognitive Science Is Significantly Updated, And In Its Permanent Object Of Research – In Semantics And Syntax, There Are Found, In The Words Of Yu.S. Stepanov, The True Features Of Language In General, Which Are Found In The Form Of “A Connection Between The Deepest Content And The Most Superficial Expression” And Are The Embodiment Of Universal Laws Of Speech Communication [14, P.5]. In Order To Transfer Such Connections Of Thinking And Language Form (And We Are Talking About Them) Into The Practice Of Teaching, It Is Necessary First Of All To Revise The Idea Of The Predicate, Based On The Interpretations Of Modern Cognitive Disciplines.

According To The Definition Of R. Pavilenis, A Predicate Is A Language Expression Used To Characterize Objects, To Denote Their Properties And Relations [15, P. 280]. We Will Add To This Formulation “Any Language Expression That Expresses A Relationship, Property, Relation, Characteristic, Or Attribute” And Transfer This Term To The Working Tools Of The Study Of The Ways Of Applying Predicates And Predications In The Practice Of Learning.

In Linguistics And Logic, The Predicate Was Originally Understood Only As A Property, And The Predicative Relationship Meant That The Subject Of The Judgment Has A Certain Attribute Expressed By The Predicate Of The Judgment. This Restriction Significantly Weakened The Capabilities Of The Sciences Interested In Creating A Universal Semantic Language (Linguistics, Logics, Mathematics, Cognitive Psychology, Etc.), And Did Not Allow Linguodidactics To Consider Predications As Units Of Applied Significance In The Learning Process. Despite This Prevailing View Of The Predicate, Leading Scientists Already Pointed Out That, Although Speech In The Native And Foreign Languages Is Formed In Different Ways, The Same Intellectual Mechanisms Operate In Both Processes, In Particular External And Internal Speech. L.S. Vygotsky Also Noted That The Problem Of Teaching A Foreign Language Lies Precisely In The Fact That We Teach Detailed Speech, “The Grammar Of Words”, Sometimes Without Taking Into Account The “The Grammar Of Thought” [2, P.229]. The Semantic Side Of Speech, According To L.S. Vygotsky, Develops From The Whole To The Part, From The Sentence To The Word, And The External Side Of Speech Goes From The Part To The Whole, From The Word To The Sentence [2, P. 229]. In Other Words, In The Process Of Speech-Thinking Activity, Many Attributes Of External Speech Recede, And Semantic Units Of Meaning Come To The Fore, Which, By The Way, Are Overwhelmingly Common To Different Languages And Cultures. Internal Speech, According To L.S. Vygotsky, Is “Pure Predicativity” [2, P.328], Which Should Be Understood As A System Of Extensional And Intentional Images And Connections That Transform Into External Speech.

The Accepted Understanding Of Predicates Is Not Limited To The Standard Representation, Where Their Significance Is Determined By Belonging To Specific Parts Of Speech (Noun, Verb, Adjective) And Is Limited To The Grammatical Function Of The Predicate. It Is The Extended Taxonomy Of Predicates (As Well As Actants) That Corresponds To The Goals Of Language Learning. The Very Concept Of “Taxonomy” Refers To Such A Classification And Systematization Of Objects, Which Is Based On Their Natural Connection, And Uses Categories Arranged Sequentially, According To Increasing Complexity, Or Hierarchy To Describe Objects [3, P.19]. The Presented Approach Allows, According To Yu S. Stepanov, To Separate Predication From “Predicate” And To Consider It As A Function Of Speech Utterances In General [13, Pp. 393-394]. A Similar View Of The Need To Expand The Taxonomy Of Predicates Was Once Expressed By W. Kinsch. In The System, Worked Out By W. Kinsch, Verbs, Adjectives, As Well As Adverbs And Connective Particles Are Considered Predicates [16]. It Is This Interpretation That Can Support And Ensure The Development Of Methodological Projections Of Training. Since In Our Approach, All The Components Of The Utterance That Carry Information About The Mentioned (Given) Actants Are Considered Predicates, A Predication Of Significant Weight Can Also Be Considered One Where Even The Article Is A Predicate. Let’s Consider A Similar Case Using The Example Of The English Language:

“Hurrah!” *I (Watson) Cried. “We Have It! A Bicycle”.*

“A Bicycle, Certainly, But Not The Bicycle”, Said Holmes.

The Main Predication (*It Is Not The Bicycle*) In The Response Statement Is Formed Using The Definite Article *The*, While Allowing For The Possible Spread Of The Statement By Explicating Its Meaning, For Example: *It Is Not The Bicycle We Are Looking For. / It Is Not The Bicycle We Are After. / It Is Not The Same Bicycle That Has Been Stolen.*

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Thus, We Have Established That The Predicate Form Of Interpretation Of Meanings Allows Us To See The Following Features Inherent In The Processes Of Thinking And Speech:

- The Process Of Predication Formation Is The Most Important Function Of The Language Consciousness, Thanks To Which The Real World And The Individualized World Converge In It.
- Ideas About The Rules Of World Synthesis Determine The Objective Knowledge Of The Communicant About How Entities Converge To Each Other And, Consequently, What Predicates (Relations) They Can Be Linked. In Other Words, It Is The Predication That Reflects How Competent Is The Speaker In His/Her Choice Of Forming Utterances, Objectively Conditioned By Adequate Knowledge Of The World Around Him/Her And The Verbal Norms Of Communication Established By The Society. To Fully Understand The Essence Of Predication, It Is Also Necessary To Clarify The Idea Of The Actant.

In Accordance With Modern Concepts, An Actant Is Any Substantive (Objective) Element Of An Utterance Included In A Semantic Situation. The Number Of Actants, Therefore, Includes The Subject, The Object, The Addressee, As Well As The Circumstantial Characteristics [17, P.22]. As Noted Above, Within The Propositional Paradigm, Actants Are Also Presented In An Expanded Interpretation.

Based On The Issues Discussed Above, We Conclude That The Concept Of A Universal Predication Code And The Propositions Created On Its Basis Serve As The Logical And Semantic Basis Of The Language Learning Paradigm, Which Combines The Opposed Phenomena Of Thinking And Speech Into A Single Functional Space. The Universal Code Of Predication Combines The Property Of Thought – Its Focus On Actualization In External Speech And The Property Of The Actual Speech Utterance. Thus, Within The Framework Of The Presented Didactic Paradigm, The Mechanism Of The Propositional Function Is Provided, Which Invariably Acts In The Speech Thinking Of An Individual Who Speaks Or Tries To Speak Any Foreign Language. The Presented Paradigm And The Corresponding Conceptual Approach To Foreign Language Teaching, Characterized As Invariant, Ensures The Formation And Development Of Propositional Competence Based On Elements Common To All Languages And Reflecting The Principles Of Organization Inherent In Consciousness.

Conclusion

The Functional Units Of The Presented Paradigm Are Also Means Of Verification And Confirmation Of The Feasibility Of The Set Learning Goals. In Particular, The Tools Used Make It Possible To:

- Theoretically Prove The Possibility Of Direct Use Of Predications As A Universal Invariant Image That Provides Understanding And Connection Of The Main Cognitive Actions Of Students, Such As Memorization, Reproduction, Transformation, Interpretation, Analysis, Synthesis, Etc.;
- Create A Didactic Taxonomy (A Systematized Hierarchy), A Topology (A System Set Of One-To-One Semantic Transformations In The Native And Studied Language), And A Typology (Classification By Common Features) Of Predications And Their Components;
- Present A Methodological Justification For Structuring The Content And Process Components Of Training, Expressed In Universal Units;
- Develop An Adequate Quantitative Method For Monitoring And Evaluating The Level Of Achieved Linguistic Competence, Where The Measurement Results Are Expressed By The Number Of Homogeneous Units;
- To Prove That The Use Of Functional Units Of The Invariant Approach Paradigm Directly Affects The Learning Process And The Generation Of Foreign Language Speech;
- Create A Learning Concept That Provides A Significant Increase In The Productivity Of Educational Work.

In Conclusion, It Should Be Noted That Another Advantage Of The Invariant Approach And Its Paradigm Is Their Absolute “Non-Conflictibility” And Compatibility With Other Methodologies, Including

Those That “Focus Only On Certain Aspects Of The Functioning Of Language Education” [1, P.5]. At The Same Time, The “Individual Sides” Smoothly Fit Into The Educational Process And Receive A More Convincing Explanation, Understandable To Students And Positively Perceived By Them. The Presented Paradigm Opens Up Prospects For Further Researches In The Field Of The Theory Of Teaching Foreign Languages And Provides The Possibility Of New Solutions For A Number Of Applied Problems Of Foreign Language Teaching.

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