

DEFINITION OF BASIC CONCEPTS AS A MAIN COMPONENT OF ASSOCIATIVE LINGUISTICS

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One of the basic principles of the educational process is taking into account the individual characteristics of students. Without a careful preliminary study of the views of young people that have already taken shape in accordance with their age on life and on the world in general and on their place in this world, it is difficult to assume that new educational efforts can bring real and consolidated positive results. To know, understand and take into account the peculiarities of the vision and assessment of the world by students is often decisive in determining the strategy and tactics of building the educational process.

The purpose of this work is to study and evaluate some of the modern forms and methods proposed to determine the ideological characteristics of students. In the era of globalization of all spheres of life and the multiplicity of channels for obtaining information and ideological influence, the relevance of such a study seems obvious.

Material and methods. The material and methodological basis for the study were the works of famous linguists such as Yu.S. Stepanov, D.G. Rotman, D.S. Likhachev, S.G. Vorkachev, V.A. Maslova and other language researchers working in the field of cognitive linguistics, as well as our own materials obtained during the testing of university students. The study of the material was carried out by analytical and descriptive methods, as well as by the method of associative experiment.

Findings and their discussion. Cognitive function is one of the main functions of the language. Today it is widely accepted that any knowledge is possible only through language and with the help of language. But this means that the knowledge of the person himself, his inner world, the relationship to the world of his concept sphere as a whole is also possible only with the help of language, since in the language in the broad sense of this concept the inner world of a person is manifested. The main goal of the anthropocentric principle of approach to language learning is precisely to search for forms and methods of studying the linguistic picture of the world through the study of the concept sphere of both a particular person and society as a whole. This is a new direction in linguistics, which can form a completely new view of a person as a linguistic person. However, the development of such an approach to the language requires a definition and appropriate terminological tools. In studies of this kind, such concepts as linguistic associations, concept, conceptosphere are distinguished as basic ones.

Coming out of psychology, the concept of "association" today has become interdisciplinary and is widely used in various humanitarian studies and is considered from different positions by philosophers, psychologists, psycholinguists. According to the definition presented in the "Great Psychological Encyclopedia", associations are "a reflex connection naturally formed between two or more mental formations, objects or phenomena, facts, events that are reflected in a person's consciousness and are fixed in his memory" [1. Hereinafter, the translation of quotations from Russian into English is ours - M.N.]. The study of associations as a specific way of reacting to the perception of the surrounding world has a long history. For example, A.A. Zalevskaya writes that "the idea of association is almost as eternal as the problem of thinking" [2, p.18]. In modern linguistics, which considers language in the mainstream of the anthropocentric paradigm, special attention is paid to the concept of "linguistic associations". The very essence of a linguistic sign, characterized by polysemy, is realized through chains of associative links. The vocabulary of any language is an open and dynamic system. Its development and changes occurring in it are determined by a combination of both linguistic and extralinguistic factors, among which knowledge, experience, ideas about life values and human communicative needs take the most important place. Yu. N. Karaulov writes that linguists quite recently realized the existence of interdependence between ideas about the internal and external forms of language and began to associate the social function of language with the features of its structure [3, p.18]. As a result, assumptions were made that it is associative connections that underlie the formation of the meaning of a word, which, in turn, gave rise to a new concept - linguistic associations.

Equally important and difficult is the definition of the concept in relation to the study of linguistic associations. The very concept of "concept" came to linguistics from philosophy and was widely used in linguistic research only in the second half of the 20th century. And its understanding by various researchers is still not unambiguous. For example, V.A. Maslova believes that "this term, although it is firmly established in modern linguistics, still does not have a single definition" [4, p.34]. We, within the framework of cognitive linguistics, following Yu.S. Stepanov propose to understand the concept as "a clot of culture in the consciousness of a person ... that in the form of which culture enters the mental world of a person" [5, p.43]. Taking this understanding of the concept, we thereby emphasize the relationship between the concepts of "concept" and "association" in the mainstream of cognitive linguistics. It is assumed that the concept is formed and fixed in the mind of a person precisely as a result of complex associative connections and is based on the system of values and ideas about the world that has already been formed in the mind. "The experience of a linguistic personality," suggests D.S. Likhachev, both personal and folk, also help to construct the concept, enrich it" [6, p.152].

It should be noted that associations, as a rule, are presented not as single symbol-images, but in the form of branched associative fields. And if the associ-

ation interact in a directional way with the formation of the concept, then the associative field, respectively, appears as an element of the wide concept sphere, in the aggregate of associative, conceptual and semantic fields. The concept of "conceptosphere", introduced into the linguistic circulation of D.S. Likhachev, in his understanding, denoted a set of concepts of the nation [6, p.153]. However, in modern research, it has received a broader meaning. In particular, today they speak not only about the concept sphere of a nation, but also about the concept sphere of an individual or individual groups of people.

Conclusion. The current level of study of the problem allows us today to move to the concretization of theoretical positions and talk about the possibilities and ways of studying the concept sphere of youth and students as specific social groups, the system of life values of which and the concept sphere as a whole can be identified and studied by analyzing their associative fields.

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DEVELOPMENT FEATURES OF FOREIGN LANGUAGE COMMUNICATION SPEECH SKILLS

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Knowledge of the foreign language communication skill and abilities process formation provides a competent organization of the educational process. The speech skill as the ability to control speech activity is based on the following language habits – lexical, grammatical, pronunciation. In other words, the emergence of a skill in mastering any part of speech material is possible only after skills formation and accumulation [1, p. 17].

Material and methods. To prove the mentioned idea, we have applied the following methods: a descriptive method, a contextual analysis, an interpretation method.