

Linguistic and Cultural Foundations of in-Depth Study of the National Language at School

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Abstract

The main purpose of the study is to analyze the linguoculturological foundations of in-depth study of the national language. The new requirements facing a modern teacher, his training and professional qualities make it necessary to take into account the experience and latest achievements of other countries in the field of educational policy, in particular, in the field of teaching foreign languages, as well as to identify and overcome negative ones. Based on the results of the study, the key linguoculturological foundations of in-depth study of the national language were characterized.

Keywords:

Linguistic, Culture, Language, School, study.

1. Introduction

The strategic task of modern institutions of higher education in the context of modernizing the professional training of philology students and directing it towards integration into the European and world educational space is the formation of the linguistic competence of future teachers of the Ukrainian language. Society needs an educated, creative teacher with deep knowledge, professional skills, who acquire and generate their own ideas, suggesting ways to implement them in the practice of schools, capable of continuous professional growth and mobility, that is, highly competitive and in demand.

The problems of the essence and nature of the language, the hypotheses of its origin and the stages of formation and development, the relationship with the real world, the impact on the thinking and worldview of the individual, the relationship between natural and artificial languages are inscribed in the centuries-old history of linguistic teachings, which today have become the subject of research not only in linguistics, but and philosophy, logic, psychology,

sociology, ethnography, cultural studies and other sciences, because one of the important theoretical tasks is to study and describe all aspects of the structure and life of the national language as a social phenomenon, as a means of diverse communication in a human team, a means of human cognition, a factor in the development and enrichment of thought, the consciousness of each collective - the speaker. Language is a sign system that reflects "the level of development of philosophical thinking inherent in a certain ethnic group, that is, it reflects the features of the perception of the world and oneself in this world. It is impossible to comprehend language outside of philosophy, which means that we can state that the centuries-old traditions and connections of linguistics and philosophy have given impetus to a new direction of research - the philosophy of language, the main purpose of which is the interpretation of the main worldview ideas on the nature and essence of language in order to comprehend specific scientific facts.

The main purpose of the study is to analyze the linguoculturological foundations of in-depth study of the national language.

2. Methodology

To characterize the features of the linguoculturological foundations of the in-depth study of the national language at school, the following methods were used: induction and deduction, comparison and systematization to characterize the modern understanding of the essence of the features of the in-depth study of the national language at school, generalization and analysis of the development trend of the features of the in-depth

study of the national language at school; morphological analysis - to clarify the meaning of the features of in-depth study of the national language at school; abstract-logical - for theoretical generalizations and conclusions of the study of in-depth study of the national language at school.

3. Research Results and Discussions

The linguodidactic principles that formed the basis of our study include: the relationship of language levels; historicism in language learning; functional-communicative direction in language teaching; relationship in the study of all styles of the Ukrainian language; priority use as a didactic material for the lesson of artistic texts; professional direction of educational material.

The principle of interrelation of speech levels. Language is a system: it consists of many units (phonemes, morphemes, words, sentences) that are organized according to certain rules. Language units are strictly ordered among themselves by stable relations and form an internal unity at all speech levels. The principle of historicism in the study of the language contributes to the expansion of knowledge about the past of the Ukrainian people against the backdrop of the development of their national language. In particular, in the classes on the modern Ukrainian literary language, the history of the Ukrainian language and the historical grammar of the Ukrainian language, students at the academic level can trace and analyze the history of the functioning of individual layers of vocabulary at a certain stage of its development, characterize their semantics; pay attention to the features of the phonetic, morphological and syntactic structure; understand the functions of speech.

The principle of interconnection in the study of linguistic disciplines is implemented by mastering courses, taking into account integration ties. In particular, the study of the modern Ukrainian literary language is based on information on the history of the Ukrainian language, Ukrainian dialectology, general linguistics, and stylistics of the Ukrainian language. A complex of theoretical provisions of each of the disciplines will provide a systematic training of the future specialist.

The principle of operating with linguistic terminology is an element of successful student preparation, since a professionally competent teacher

must know the language of the profession he receives, deeply and consciously operate with terms, which indicates an understanding of the studied educational material. Purposeful assimilation and enrichment of the active terminological apparatus of the future specialist is planned and carried out in close cooperation with all teachers who teach linguistic disciplines [1-5].

The approach of educational activity to the natural conditions of communication in specific life situations, the formation of skills to navigate in them, to select language means that meet the characteristics of the language situation (why, to whom, under what conditions and what should be said) are facilitated by creative tasks aimed at increasing the level of speech culture. communication, allow you to adhere to speech and ethical norms, rules of speech behavior.

In the context of the humanization of education, special attention is required to the development and implementation of such forms and methods of language work that contribute to the formation of highly qualified specialists, in particular, future elementary school teachers. One of the important conditions for successful learning is the practical mastery of it in order to qualitatively prepare future elementary school teachers for practical work. A special place in solving this problem belongs to the work on the formation of linguistic culture [6-10].

The key stages of in-depth study of the national language in schools are shown in Figure 1.

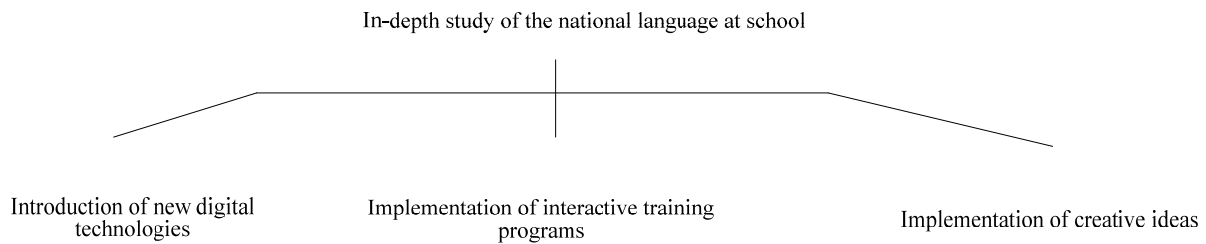


Fig.1. The key stages of in-depth study of the national language in schools

An elementary school teacher is such a specific language personality, the level of linguistic knowledge, speech skills and abilities of which determines not only the level of her professional skills, but also in general her personal status of an experienced, competent specialist, since it is competence that is the measure of true professionalism for the formation of a pedagogical personality. Therefore, the language strategy is defined as one of the state priorities of education, the most important factor influencing the formation of an intellectual, truly competent pedagogical language personality. The qualitative levels of the professional linguistic culture of the future elementary school teacher reflect all the degrees of assimilation of language knowledge, the development of skills, according to the requirements of the curriculum of a higher pedagogical educational institution. The programs of courses of language disciplines are the basis for the implementation of the professional competence of a university teacher [11-15].

The individual skills of the teacher to adjust the educational material depending on the specifics of the student audience, the programming of the author's teaching methods testify to the originality of his linguistic thinking, creative approach to the learning process. And the more interesting such methods, the better the results of the learning process, the more useful they are for students. The quality of education, the quality training of a specialist in the pedagogical industry is inextricably linked with the language. Therefore, a linguistically competent person has an educated linguistic instinct, linguistic intuition, which confirms the personal levels of her linguistic and

speech culture. Both the language and speech components are the main ones in the practical activity of an elementary school teacher, so they should be associated with the teaching of all subjects, and not just the subjects of the language cycle. To form the linguistic culture of the future primary school teacher in language classes means to form such a linguistic personality who will be able to use their theoretical knowledge and practical experience absolutely freely in their further professional activities, teaching and educating students.

The model of in-depth learning of the national language at school is presented in Fig. 2.

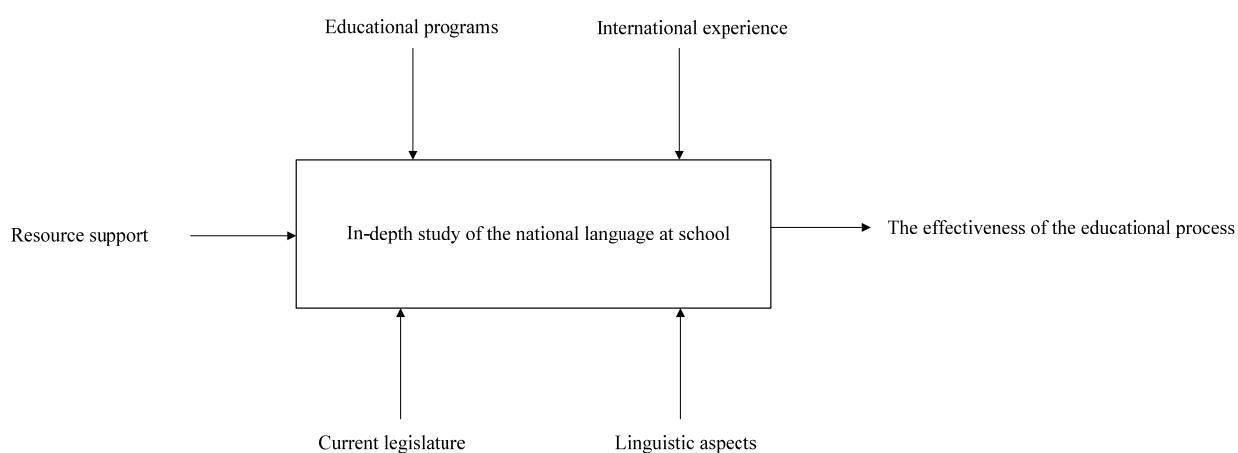


Fig.2. The model of in-depth learning of the national language at school

Linguistic consciousness always reflects the levels of linguistic knowledge, and therefore is a factor in the effective power of theoretical knowledge and practical skills that have developed under the influence of teachers of language disciplines using a personal non-standard creative approach to the complex process of forming linguistic culture. The development of the eccentricity of students' linguistic thinking is always evidence of the eccentricity of the presentation of linguistic material, i.e. Thus, the complex process of forming the linguistic culture of the future primary school teacher in a pedagogical educational institution is a constant process of forming the individual and collective mentality of conscious members of society by means of language.

4. Conclusions

Summing up, it should be noted that the process of acquiring theoretical knowledge and practical skills in the study of linguistic disciplines, and in the future - the application of the acquired knowledge during the passage of pedagogical practice and in the future professional activities of students involves improving the content of education, bringing it closer to the requirements of modern society, progress towards European level of education.

Based on the results of the study, the key linguoculturological foundations of in-depth study of the national language were characterized.

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