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Навчально-науковий інститут бізнес-технологій «УАБС»
Кафедра іноземних мов

Інститут вищої освіти НАПН України
Київський університет імені Бориса Грінченка
Донбаський державний педагогічний університет
Українська асоціація когнітивної лінгвістики і поетики
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ЯКІСНА МОВНА ОСВІТА У СУЧАСНОМУ ГЛОБАЛІЗОВАНОМУ СВІТІ: ТЕНДЕНЦІЇ, ВИКЛИКИ, ПЕРСПЕКТИВИ

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increasing the student's background knowledge in this sphere and use of information-computer technologies.

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Zhabotynska S.A.
Bohdan Khmelnytsky National University of Cherkasy

"LINGUACON": A SYSTEM OF TEACHING ENGLISH ON THE NEUROCOGNOTIVE GROUNDS

This presentation introduces the new system of teaching English as a foreign language. Named "Linguacon" (Lat. LINGUA + CONscientia), it is now being piloted at a privately-owned educational center with the same name. The center, located in Cherkasy, Ukraine, has over 100 students aged 3 to 60, who are taught English with consideration for neurocognitive particulars of different age groups.

"Linguacon" system employs the findings of cognitive linguistics. Primarily, it accommodates conceptual schemas exposed through analysis of diverse linguistic data. Such schemas underlie grammar (syntactic and morphological categories of a language), structure the lexicon, and arrange textual information. "Linguacon" system agrees with the modern didactic paradigm of Brain/Mind-Based Learning, and adopts communicative techniques that are presently at the core of foreign language teaching. This brings "Linguacon" system into methodological correspondence with philosophy of the cognitive-communicative approach emerging within modern linguodidactics. Meanwhile, "Linguacon" is singular in its kind because of its reference to conceptual structures with their capacity to organize information rendered with language, and to shape linguistic forms. The set of universal conceptual structures employed in deriving linguistic forms and meanings and defined as "basic propositional schemas" (BSP) is described in the cognitive linguistic conception named Semantics of Lingual Networks [1]. In "Linguacon", BPS serve as conceptual grounds of homogeneous linguistic forms, and as tools for building conceptual ontologies (models) that structure information of the studied conversational topics.

In "Linguacon" system, the core principle is integrity of the triad «GRAMMAR – VOCABULARY – TEXT / DISCOURSE» maintained at the three levels of teaching. At the same time, at each of these levels one of the components of the triad gets into focus and becomes prominent.

At the first level, attention is focused on GRAMMAR. Its acquisition is facilitated by systematic use of BPS accordant with English syntax and morphology. The schemas are filled with frugal vocabulary of simplest conversational topics (a story about oneself, one's family and friends). Structurally homogeneous utterances are combined in short thematically coherent texts produced in different communicative situations modeled by the teacher.

At the second level, the focus is shifted onto VOCABULARY. The vocabulary is represented not by individual lexemes, but by phrases, where the key words of a particular topic are used in structurally homogeneous phrases grounded on BPS. Such phrases are arranged into *a combinatory thesaurus* (see, for example, [2]) built on the grounds of some conceptual ontology as a cognitive map of the discussed topic. The latter relates to conventional events (healthcare, shopping, traveling, etc.) familiar to the students, who in this case know WHAT to say, but do not know HOW to say it, and here the combinatory thesaurus is of help. The thesaurus, compiled by the teacher, contains the data obtained from authentic

thematically relevant texts, and online text corpora, for example, BNC. The combinatory thesaurus is formed with reference to the universal logic of phrasal and sentential syntax that is mastered by students at their first level. The thesaurus is used for producing utterances with growing complexity, which meet the communicative needs of the studied topic. Application of a combinatory thesaurus expands students' vocabulary and fosters their use of language-specific expressions, which nowadays remains one of the weakest aspects in foreign language teaching.

At the third level, the major educational medium is TEXTS that comprise information pertinent to students' system of general knowledge (Ukraine, English-speaking countries, science and technology, etc.). In this case, students may have problems with both WHAT to say and HOW to say it. Therefore, the teacher selects an appropriate text or several thematically related texts that determine the overall content of the topic. After reading this text (texts), students structure its (their) content with the help of a conceptual ontology, which, in its turn, forms foundation for the respective combinatory thesaurus that incorporates vocabulary from the selected text(s). In class, students work with «nodes» of the conceptual ontology first and then proceed to relate these «nodes» one to another; in doing so, students increase the scope of produced speech. When done with the texts selected by the teacher, students may work with the thesaurus on their own, adding to it the data obtained from other sources. The new data are practiced in different communicative situations modeled in class.

This presentation will provide **examples of class work** at each of the three levels. Among the examples, particular attention will be paid to the use of articles with geographical names – an issue discussed at the first-level of teaching. Presentation of grammar employs conceptual graphics which illustrates the findings of cognitive linguistics.

The meanings of articles are: *'a'* (a) indistinct quality, (b) distinct, invariable boundary; *'the'* (a) distinct quality, (b) indistinct, variable boundary. Used with geographical names, *'the'* exhibits both meanings:

(i) **"the CN** has PN → **the CN-**owner of PN":** *the desert of Sahara*, *the city of New York*;

(ii) "**the CN** is PN → **(the) PN CN** → **(the) PN":** *the desert is Sahara > the Sahara desert > the Sahara; the city is New York > New York City > New York.*

In (i), *'the'* points to the distinct quality of an object denoted by a common name (CN): In (ii) *'the'* points to the indistinct boundary of an object, which is usually a body of land or water whose limits are either not visible

or/and not legally established (*the Sahara Desert*). The article is dropped if an object is construed as the one with a distinct boundary (*New York City*).

"Linguacon" system allows optimization of language learning through bringing educational materials into correspondence with the logic of conceptual structures that exist in the human mind. Moreover, this system boosts in students skills of information arrangement, which is crucial in present conditions of ever growing information flows. Negligence with respect to developing these skills is one of the essential drawbacks of modern education both at school and at the university.

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