

Анотація дисципліни «Психолінгвістичні концепції викладання іноземних мов»

5 курс, факультет філологічний

Підготувала проф. Михальчук Н.О.

The subject “Psycholinguistic conceptions of teaching foreign languages” is implied on micro-, macro- and mega-pragmatics levels, which will be distinguished in the process of studying this discipline. This allows us to analyze such a complex problem as the semantic and pragmatic filling of discursive units in the communication of a teacher with pupils. After all, we assumed that a pragmatic act is a broader concept than a speech act. This is a series of specific conative actions and behavioral strategies that have a common goal, but they are often provided by quite different means of achieving this goal. We also took into account that a pragmatic act implies a mandatory correlation with a certain situation at the lesson. At the level of micropragmatics it is appropriate to study the implementation of speech acts in dialogues. At the macro-level the functional aspect of discursive units in the process of communication with pupils was analyzed. The megapragmatic level allows us to build some generalized models of pragmatic acts (so called kind of pragmas), that correspond to the specific situations at the lesson.

A retrospective look at the development of the ideas of the semantic and pragmatic filling of discursive units in the process of communication of a psychotherapist with a client showed that this paradigm of humanitarian knowledge within the paradigm of Psycholinguistics has common philosophical, logical, semiotic and linguistic origins and in its development a significant path of initial has passed (in some instance this path is anthropological and person-centric by its content). Starting from the understanding of the language as a sign-symbolic form of the person’s dialogue with the world and other people as a spiritual value in its closest connections with speakers of other languages, researchers gradually came to the understanding of the semantic and pragmatic content of discursive units in the process of communication with the client as the most important tool not only according to the perception and understanding of the world (semantic aspect), but also in accordance with the practical impact of discursive units in the process of communication of a teacher with pupils (pragmatics itself). Moreover, this influence occurs in both directions, both from the teacher to the pupil, and also it takes a place in the opposite direction.