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DEVELOPMENT OF LINGUISTIC SKILLS IN STUDENTS IN THE CONDITIONS OF INNOVATIVE LEARNING

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Abstract: The article is devoted to the methods of linguistic analysis in the field of teaching foreign languages as one of the forms of students' identity formation. Putting forward the hypothesis that correct language acquisition should be based on fundamental cultural values and their adequate linguistic interpretation, we propose pragmatic and axiological linguistic modeling as an irreplaceable innovative teaching tool, develop its methodology and prove its future significance based on innovative technologies. teaching discourse. The study provides a step-by-step explanation of how to implement this modeling through discourse analysis, pragmatic-communication analysis, functional and linguoaxiological analysis.

Keywords: teaching foreign languages, innovative teaching, linguistic analysis, pragmatic and communicative analysis.

Introduction

Having mentioned the study of a language, it must be said that learning in its general understanding is an integral part of learning, and vice versa, these two aspects are interdependent and mutually influence each other. And since a properly organized teaching process of any subject greatly facilitates, stimulates and, to a certain extent, predetermines the corresponding learning process, it is quite logical that the problems and difficulties of teaching are among the most pressing issues of applied linguistics [1].

As one of the oldest epistemological issues of humanity, pedagogy as a field of study includes a thousand-year history of research and empirical evidence. Each period of historical development promoted a particular teaching method that seemed to best meet the needs of any given society. Given the fact that in recent decades a lot of research has focused on various aspects of learning as a form of student identity formation, it goes without saying that we are on the verge of creating a new teaching method that is holistic in nature and intricate in design.

A theoretical analysis of scientific works devoted to teaching and learning a foreign language leads us to the conclusion that even with all the abundance of innovative approaches and teaching methods in this field of teaching, there are still no tools that ensure full proficiency in linguistic and, most importantly, students. cultural immersion from the point of view of the axiological characteristics of the target language. Thus, even relatively good command of the target language "deteriorates" to a certain extent, since its basis is purely semantic and formalized and does not reflect any pragmatic significance or set of values. The situation becomes even more acute when it comes to language for specific purposes. This state of affairs primarily affects the language performance of students, since it prevents the correct mastery of the language, while the main attention should be paid to fundamental cultural and professional values and their linguistic interpretation, rather than a simple structural or even pseudo communicative approach [2-3].

Nevertheless, our proposed method does not imply that all the previous ones are not enough. On the contrary, we believe that all existing methods and approaches can significantly benefit from the linguistic material obtained using our proposed pragmatic and axiological modeling. The proposed method will be very valuable for the modern innovative methodology of teaching in general and teaching a language for specific purposes in particular, since it is based on the essence of the target language culture and teaches every aspect

of using the language in terms of its axiological and pragmatic relevance. At the same time, the following should be mentioned: while we believe that axiological and pragmatic relevance is also vital for innovative learning in general, the fact that current research is based on language for specific purposes does not allow us to jump to such conclusions and requires further research to confirm or deny this statement [4].

We believe that this way of choosing the language material will significantly stimulate the learning and teaching processes, increasing the level of competence of students and motivating them to find in each language being studied much more than it seems "methodologically formalized" view. That is why it is important to develop a relatively clear procedure for pragmatic and axiological modeling, as well as to understand how exactly the results of this modeling should be introduced into the language learning process.

In fact, we hypothesize that pragmatic and axiological modeling of the target language is critical in any approach to language teaching that aims to provide students with full linguistic and cultural immersion [5].

Thus, the main goal of this study is to describe the theory of pragmatic and axiological linguistic modeling as an indispensable tool in the framework of correct teaching of a foreign language; develop a methodology for this modeling and check its validity by testing it on the material of an innovative discourse learning space. The study also attempts to explain how exactly the results of this linguistic modeling can be implemented in the practice of teaching a foreign language by changing the curriculum and, in particular, building exercises. In this part of the study, pragmatic and axiological linguistic modeling mainly functions as an independent method of analysis in applied linguistics; however, it should be noted that in a broader sense, this type of linguistic modeling is an integral element of a much more complex method of modern linguistics - conceptual linguistic engineering of professional identity.

The current research covers many areas of both theoretical and applied linguistics and aims to develop a consistent and practical approach to the formation of professional identity through pragmatic and axiological modeling. Thus, this study is based on the main research question: how does the pragmatic and axiological linguistic modeling of the innovative content of education form the professional identity of students? But to find the answer to this question, you need to deal with the following:

1. What is professional identity and professional linguistic personality and how are these phenomena interrelated and interdependent?

2. What are the preliminary methodological and theoretical foundations for modeling professional identity?

3. What is the place of pragmatic and axiological modeling in the general linguistic modeling of professional identity? What is its purpose and how does it relate to the theory and practice of modern innovative teaching?

4. What is the step-by-step methodology of pragmatic and axiological linguistic modeling and how is it applied in the analysis of any particular professional discourse?

5. What are the possible ways to use the results of this simulation in terms of incorporating innovative teaching materials and, on a broader scale, innovative curriculum?

We believe that when all these research questions are answered, we will be able to witness a well-structured methodology of the proposed modeling and how to implement it in the field of innovative learning.

Despite the fact that a lot of research in the humanities can be found on the topic of personal identity, the linguistic and pedagogical aspects of this topic have surprisingly superficial coverage, mainly dealing with purely theoretical aspects without any practical results. For example, personality is formed and how this formation can be traced and manipulated. In addition, despite the fact that a lot has been written about different types of professional identity, as well as about various aspects of its deformation, from the point of

view of its evolution and practice-oriented forms of development, this subject of research lacks coverage, too.

In the light of modern advances in cognitive science, we adhere to the point of view that a holistic understanding of a professional personality and identity in relation to a person as a member of a certain worldview would be impossible to form without accepting them as a specific linguistic personality with distinctive communicative behavior and strategies in each specific professional area.

It is important to emphasize that within the framework of the formation of professional identity as an innovative method of teaching a language, in our opinion, the main emphasis is placed on the axiological and pragmatic aspects of any taught professional space. This approach seems to be the most reasonable, since it is supported by extensive anthropological research.

The method of forming a professional identity through teaching and learning languages is based on the principle of forming a professional linguistic personality. This is primarily due to the fact that professional identity itself is formed through the development and improvement of the level of a professional linguistic personality. Professional identity is a complex and dynamic system, which consists in the self-identification of each person and the realization that he belongs to a certain profession, in accordance with the set of necessary and sufficient characteristics of this profession.

Thus, all of the above allows us to put forward the problem of the formation of professional identity through language teaching as an important niche, which, after being found and consolidated, requires careful study and use. And even despite the fact that we consider the methodology of forming professional identity through language teaching to be universal, our focus is on our area of competence, and we are considering ways to form the professional identity of a student studying on innovative methods of teaching a foreign language.

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