



ISSUES OF SPELLING, STYLISTICS AND LANGUAGE TEACHING METHODOLOGY

IN THE WORKS OF V.G.GAK

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Abstract: V.G. The peculiarity of the Gak language teaching methodology is that the scientist tried to create educational materials that would allow everyone to master the French language in a short period of time. In this way, he achieved high results. Educational materials developed by V. G. Gak are still used in the pedagogical process today. The scientist believed that the ability to read a foreign language is of particular importance, regardless of all other language competencies. It allows you to read works of art previously known only through translations in their original form. V.G. Gak has demonstrated that you can learn to read French texts of moderate difficulty in a short time.

In particular, the scientist L.A. Developed in cooperation with Murodova. "Learning to read in French. "Short Programming Guide" is designed to effectively solve this problem. This guide will allow you to learn to read and understand French text of moderate difficulty from periodicals in a few weeks without much effort. This book uses programmed learning elements and a specially developed original methodology, on the basis of which you can learn French grammar sufficiently completely and memorize more than 2000 words without referring to other textbooks and dictionaries.

Key words: dictionaries, speaking, transcription, Russian alphabet.



Mastering these speaking materials will allow you to move on to reading any French text with a dictionary. This is for school students, applicants, students who want to update their knowledge of French, as well as intended for those learning French independently, in courses, in intensive study groups, and in second language groups.

The book is organized in such a way that the reader can learn to read unadapted literature with a dictionary in one and a half to two months "from scratch". Accordingly, the manual contains the necessary grammatical material of the French language. At the same time, a simplified transcription based on the Russian alphabet is used, with basic information about phonetics, which allows you to read French words without major distortions.

You can learn French using the French speaker guide without having to refer to other guides and textbooks. Later, you can improve your knowledge by reading French books and studying phonetics and spoken language using various audio materials. This manual has been published many times by the URSS publishing group, which specializes in publishing educational and scientific literature, monographs, journals and collections of works of the Russian Academy of Sciences. Originally titled Learn to Read a French Newspaper, the book contains in-depth scientific and methodological approaches and useful study materials. The author of the manual is V.G. Gak reveals his talent as a prominent Soviet and Russian linguist and teacher, specialist in Romance linguistics. The book presents a method of learning French in a systematic way, which allows you to learn the material effectively and with great interest. Russian and French languages have a wide lexical correspondence ("international" words) compared to other European languages, which makes it easier to learn the language.

Unfortunately, such publications are not intended for learning other languages, primarily Spanish and German, where spelling and orthography are relatively simple. V.G. Co-



author of Gak L.A. Murodova later published a book on French grammar, French Grammar, which is a sequel to this tutorial.

and can be considered an addition.

V.G. Gak focused on the methodology of French language teaching and spelling issues, which are considered one of the most difficult areas of teaching in secondary and higher education. His book French Spelling breaks away from the traditional mechanical approach to spelling, as learning is based on memorizing a series of spelling facts and understanding systematic patterns. To explain spelling norms and rules, V. G. Gak often turned to history.

Due to its practical orientation, this textbook contains relevant facts of the modern language and accompanying explanations. In the "French Spelling" textbook, great attention is paid to writing the important parts of the word: inflections, roots, suffixes, prefixes; correspondence between letters and sounds in word formation and inflection. In order to direct learning to solving practical problems, the guide provides methodological explanations to help the student master French spelling.

V. G. Gak's language teaching methodology should be based on comparative typological studies. In the synchronous comparative study of two languages, the meanings in both languages are determined, when the similarities and differences in the subsystems of the languages are identified, and comparative semantic analysis can be carried out through comparative structural analysis using the means of comparative expression of the same language. In the first case, the structural features of two languages are revealed, and in the second case, the language is studied as a tool of knowledge.

Determining the semantic nomenclature of the compared languages is the main task in semantic research. In this case, the following cases can be observed: 1) linguistic meanings are defined in both languages and correspond in the semantic framework; 2)

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linguistic meanings are defined in both languages, but they do not correspond to each other in terms of semantic scope; 3) linguistic meanings are found only in one language. There are also three options when comparing formal means: 1) a paradigm of forms within the same category is used to express meaning; 2) meaning in one language is expressed by a paradigm of forms within a category, in another language by a system of parallel forms; 3) the meaning is expressed in both languages through a system of parallel forms. The last option is the most common.

V.G. Gak paid great attention to comparative stylistics in his educational methodology, and considered that its main task is to determine the means of expressing the stylistic categories of the content plan of the language. At the same time, the scientist emphasized the importance of a dialectical-materialist approach, taking into account the relationship between the units of the level of expression and content, in conducting comparative stylistic research. National stylistic features are formed on the basis of general patterns of the lexical structure and grammatical structure of the language.

In the comparative and stylistic studies of foreign scholars, there are many observations on specific tendencies of the French language in the field of stylistics. However, the methodology of such work is subjective and idealistic. This is especially evident in cases where they try to draw conclusions of a psycholinguistic nature from the analysis of linguistic facts, connecting the characteristics of the language with the mental structure of the nation.

With the help of specific examples, V. G. Gak proves the inaccuracy of such methodological settings and conclusions about some features characteristic of the French language: nominativeness, abstraction, clarity, etc. The scientist sees the task of science as changing the approach to comparative and stylistic research. The task of stylistic linguistics is to determine the means of expressing stylistic categories of specific language content: figurativeness/ugliness, static/dynamic,



generality/uniqueness, variability/uniformity, clarity/uncertainty, etc. V. G. Gak defined a general approach to conducting comparative stylistic research: 1) comparing similar means of expression in different languages; 2) determine the general categories of the content plan; 3) identify general categories of expression; 4) establishing rules in studying various means of expressing the categories of the content plan.

According to V. G. Gak, the most characteristic features of lexical-stylistic figurative comparison are phraseological variants and phraseological synonyms, respectively wrote that it is variation and synonymy that serve to form. He defines the difference between the two as follows. Comparison-phraseologisms with different lexical and grammatical structure, but the same figurative structure, are a variant.

Comparison-phraseologisms that have a common meaning, but differ in their appearance, should be considered synonyms. As V. G. Gak pointed out, variant comparisons must have at least one common member, while synonyms may not. Variants may differ in lexical and grammatical content, but they always retain the comparison-based image.

Thus, the issues of spelling, stylistics and language teaching methods are discussed in many works of V. G. Gak mainly within the framework of comparative linguistics using examples of French and Russian languages. Comparative linguistics is closely related to the typology, theory and practice of translation, sociolinguistics, lexicography and foreign language teaching methodology. The scientific research of V. G. Gak shows that a foreign language teacher not only knows this language and its structure well, but also clearly imagines the aspects that unite that language with his native language or, on the contrary, separates it from it, foresees facilitation, he should know how to intervene and eliminate the latter. At the same time, the scientific works of V. G. Gak are written in such a way that students can use these books for independent study of the French language, because they are presented in the form of slides.



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