



THE CONCEPT OF LINGUOMETHODOLOGY AND LINGUISTIC THEORIES: ESSENCE, SUBJECT, AND OBJECTIVES

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ABSTRACT

This thesis examines linguomethodology as an integrative scientific discipline bridging linguistics and language teaching methodology. It delineates the field's core essence, subject, and objectives, and analyzes the formative influence of key linguistic theories, tracing their evolution from ancient grammars to modern structuralism

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1. Essence, Subject, and Objectives of Linguomethodology

Linguomethodology (from Latin *lingua* – language and Greek *methodos* – path of research) is defined as an interdisciplinary domain within pedagogical linguistics. Its essence lies in the systematic application of linguistic theories to inform and refine language teaching practices. As V.V. Babaytseva asserts, it investigates the content and methods of language teaching based on linguistic concepts of language structure and function [1].

The **subject** of linguomethodology is the process of teaching language as a structured system, a means of communication, and an instrument of thought. A central focus is the formation of the *linguistic personality*, wherein the learner is conceptualized as both the object and agent of the educational process [2].

The field's primary **objectives** encompass:

- Identifying optimal strategies for teaching linguistic phenomena.
- Developing methodological models and didactic tools informed by rigorous linguistic analysis.
- Integrating cognitive, communicative, and activity-based approaches into pedagogy.
- Enabling the principled selection of language material and the creation of effective teaching technologies.

Thus, linguomethodology serves as a critical nexus between theoretical linguistics and practical pedagogy, directly fostering the development of students' speech, linguistic, and communicative competence.

2. The Philosophical and Historical Foundations of Linguistic Theory

The trajectory of linguistics has been profoundly intertwined with philosophy, given language's fundamental role in abstract thought and rational cognition. A historical overview reveals pivotal developments:

- **Ancient Foundations:** Early grammatical traditions in India (Panini's Sanskrit grammar), China (the doctrine of "correcting names"), and Greece (Aristotle's parts of speech, the Stoic concept of case) established foundational analytical concepts.

- **The Port-Royal Grammar (17th Century):** This seminal work, influenced by Cartesian rationalism, posited a direct correlation between logic and grammar. It conceptualized language as a universal medium for analyzing thought, with grammatical structures mirroring mental operations.

- **The Rise of Historicism (18th-19th Centuries):** Scholars like Étienne Condillac proposed theories on the origin of language. The discovery of Sanskrit catalyzed the **comparative-historical method** (pioneered by Franz Bopp and Rasmus Rask), which established genetic language relationships through the comparison of morphological elements and core vocabulary.

- **Wilhelm von Humboldt's Contribution:** Humboldt introduced a dynamic, philosophical paradigm, conceptualizing language not as a static product (*ergon*) but as a continuous creative activity (*energeia*). He posited that language embodies the "spirit of a people" and fundamentally shapes a nation's cognitive worldview, thereby anticipating future cognitive and ethnolinguistic research [5].

3. Key Linguistic Schools and Their Methodological Potential

The late 19th and early 20th centuries saw the emergence of schools that provided the direct theoretical underpinnings for linguomethodology.

- **The Young Grammarians:** Emphasizing empiricism and historicism, this school focused on sound laws and phonetic change from a perspective of individual psychologism. While primarily historical, their commitment to rigorous methodology highlighted the importance of systematic analysis.

- **The Russian Linguistic School:** Scholars like A.A. Potebnya further developed Humboldtian ideas on the language-thought nexus. The most transformative contributions, however, came from **I.A. Baudouin de Courtenay** and the Kazan school. Baudouin de Courtenay championed **synchronic linguistics** and introduced the pivotal concepts of the **phoneme** (a stable mental sound unit) and the **morpheme** (the smallest meaningful unit). This distinction between abstract, functional units and their physical manifestations provided an invaluable framework for structuring language instruction.

- **Ferdinand de Saussure and Structuralism:** Saussure's posthumous "Course in General Linguistics" became the cornerstone of modern linguistics. His fundamental dichotomies—**langue** (the social, abstract system) vs. **parole** (individual speech), and **synchrony** (language as a system at a point in time) vs. **diachrony** (its historical evolution)—redefined the field. His model of the linguistic sign, comprising the **signifier** (sound-image) and the **signified** (concept), coupled with the principle of **value** (where a sign's meaning is determined by its differential relations within the system), established language as a self-contained system of relations [6, 7]. This systemic view is

indispensable to linguomethodology, enabling language to be taught as a coherent structure rather than a mere inventory of rules.

Conclusion

Linguomethodology emerges as a vital and dynamic field that synthesizes theoretical linguistics with practical teaching methodology. Its significance stems from its capacity to provide a scientific foundation for selecting language material, developing effective didactic models, and integrating knowledge from cognate disciplines. By tracing the evolution of linguistic thought—from early philosophical speculations to the systematic structuralism of de Saussure and the functional units of Baudouin de Courtenay—it becomes clear that a profound understanding of linguistic theories is essential for educators. This knowledge fosters a holistic approach to pedagogy, enhances the intentionality of methodological practice, and is instrumental in shaping a competent linguistic personality and the professional expertise of future teachers.

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