

создании своей собственной учебной программы. Внимание преподавателя направлено на все аспекты личности обучаемого (социальные, эмоциональные), а не только на когнитивные, как при реализации принципа индивидуализации. Предлагается вносить элемент персонализации и в домашние задания: предлагать обучаемым выбрать из списка заданий те, которые они предпочитают делать, поделиться с группой своими мнемическими приёмами овладения материалом, составить викторину по пройденному материалу, поделиться дополнительными сведениями на форуме, прокомментировать, дополнить и оценить сообщения других студентов.

Анализ описанного в научной литературе опыта электронного обучения позволяет утверждать, что методы персонализация и индивидуализации обучения могут быть реализованы в нескольких формах: через дифференцированное обучение, через расширение автономности обучающегося вплоть до самообразования, через адаптивное обучение.

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ECOLINGUISTIC CONCEPT THROUGH THE PERCEPTION OF THE ENVIRONMENT

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August Schleicher was the founder of the naturalistic (or biological) trend in linguistics. He believed that a language should be considered as a creation of nature, because men were

powerless to change anything in the language, how they couldn't change the structure of their bodies.

After the publication of Charles Darwin's work "The Origin of Species and Natural Selection" in 1859, Schleicher affirmed the understanding of a language as a living organism, and not metaphorically, but literally. On this basis, he formed the theory that a language was an organism exhibiting periods of development, maturity and decline [1].

Adhering to the classification of animals and plants, Schleicher invented a genealogical classification of Indo-European languages. A family of animals or plants in biology referred to a family of languages in linguistics; genus, which families were divided to in biology, reflected groups and subgroups of languages; species, which genus were divided to, in linguistics became separate languages, and subspecies were dialects. At the end of this chain, the language of an individual referred to a single animal or plant [2].

Thus, Schleicher portrayed the Indo-European languages development in the form of a genealogical tree, starting with the proto-language.

The importance of scientific ideas and works of August Schleicher was great: he helped to develop the systematic principle and the method of reconstruction of the proto-language in the historical linguistics. However, the conception wasn't perfect at all. The evolution of language was seen only through the perception of the biological factors, Indo-European languages were characterized as the most perfect, the development and history of language were detached from the functioning and history of society [1]. These mistakes made the work highly criticized. But was it such a big difference between the language and the living organism?

To start with, both the language and the living thing are highly organized complex systems, which have their own spheres of research. According to a degree of preservation,

both creatures in biology and languages in linguistics are characterized by a scale of categories proposed in the “Red Book”. They can be extinct, almost extinct, disappearing, unstable and safe, what makes them necessary to be protected [3]. Doesn't it sound like a work for an ecologist?

Such approach gave a start to ecolinguistics – one of the young perspective scientific branches of linguistics, formed at the intersection of social, psychological and philosophical trends in linguistics.

Ecolinguistics as a scientific branch, which unites ecology and linguistics, studies the interaction between the language, the person as a linguistic subject and the environment. Language is considered to be an integral component of the chain of relationship between man, society and nature. The functioning and the development of the language is represented as an ecosystem, and the surrounding world - as conditions for its existence [4].

The American linguist Einar Haugen, the author of the report “The Ecology of Language”, was the first to unite the concepts of “ecology” and “language” in 1970. He called the science of the relationship between the language and its environment “the ecology of language” and understood a society that used a language as one of its codes as the environment of language [5]. Haugen's report didn't have much popularity in the scientific society. It took twenty years for ecolinguistics to get its place in the list of sciences.

Over the past decades, ecolinguistics has developed rapidly in different directions, centering on two main, fundamentally different sections:

- Ecological linguistics, transferring ecological terms, principles and methods of research into language and linguistics. This branch is famous because of E.Haugen, U.Makkey, A.Fill, A.S.Skvorodnikov.

- Language or linguistic ecology, which studies the reflection of environmental issues in linguistics, uses linguistic terms, methods that explore the role of a language in describing the problems of the surrounding nature, explored by M. Halliday, P. Mulhausler and M. Dering [4].

Among the most perspective areas of ecolinguistic research are the following:

- linguistic variety, its causes, forms, functions and consequences;
- disappearing languages; protection of endangered languages;
- relationship between biological, linguistic and cultural diversity of languages;
- eco-literacy training (knowledge of the universal interconnection in the world) [6].

The interlingual aspect of ecolinguistics is associated with multilingualism as the habitat of an ethnic language and with the problem of languages disappearance, which means – with the reduction of linguistic diversity on Earth. All languages of the world form a kind of a super system. Each language is the repository of historical experience and a unique national culture. That's why we can talk about permanent cultural and historical value of each language and, at the same time, the historical mission of linguists is to describe and maintain every language in the historical memory of mankind, no matter how many speakers it has and how long this language served as a means of communication. Like the "Red book" of flora and fauna, the "Red book" of languages has appeared.

Intralingual aspect is associated with the culture of speech, stylistics, rhetoric, including studies of losing the clarity, logic, expressiveness and other communicative properties of speech. Ultimately, it is the work of linguists to influence the removal

or weakening of negative trends in the use of language resources.

Translingual aspect is associated with the use of units, means, realities of one language, one culture in context and the means of another language belonging to another culture. The place of application of this aspect is fiction, folklore, and journalism. This is the citation of foreign quotes, the practice of translation from one language to another. A close attention is also required to borrowing both in terms of contamination of the recipient language and in terms of distortion of the donor language [7].

Ecolinguistics finds every language of mankind the source of endless wisdom, the monument of culture. Each language should be preserved, but it does not mean that it should remain unchanged. Like any open system, the language changes. The task of native speakers is to remember their native language, how it influenced on the history of the nation, and how history influenced on it. In every language there are words reflecting the culture, memory, habits of its speakers. There will always be words that can't be translated into another language without understanding their deep meaning.

To summarize, we should remember how important it is to preserve our language for the future generations.

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