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**FRAME REFLECTION OF THE ENGLISH LANGUAGE
DISCOURSE IN UNIVERSITY COMMUNICATION**

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Abstract

The attention of modern teachers in educational institutions is focused on the students' professional communication skills formation and development in the field of practical development of the English language, understanding their own speech activity in communication and social interaction. The nowadays level of didactics and prospects for its further development are associated with the introduction of new theoretical approaches and innovative technologies. Such tasks are directly related to the development of language reflection processes in linguistics. Authors have used cognitive didactic principles as one of the promising directions for solving existing problems. An important process of reflection in cognitive linguistics is frame reflection considered as the process of finding in memory that contains internal cognitive experience of the subject, frames – mental imprints, previously meaningful situations from life experiences, feelings and interactions. Analytical-image frames contain abstract concepts of discrete terminals and slots reflecting the main foreign language functional and structural features. Visual images of the structure and order of transformation of the model figures simultaneously form. The use of this approach provides the development of communication skills at an early stage of foreign language learning and a relatively fluent command of a complete grammatical base, increasing the activity of students in conditions of limited time resources.

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1. Introduction

Nowadays the high level of professionalism and necessary linguistic competence of specialists in various professions presupposes their possession of certain intercultural communication skills, first of all, relative fluency in a foreign language as one of the main skills for a modern specialist. High competition in the labor market makes it necessary for graduates of higher educational institutions to develop and master a wide range of professional skills and abilities (Evsyukova et al., 2019). This fact is fixed as requirements in the Federal state educational standards of higher education. The educational process intensification depends on students' activity in the course of mastering new professional skills and knowledge. We see also that there is an urgent need to include didactic techniques and innovative methods of foreign language teaching in the educational process. This will allow students to develop language competencies and cross-cultural communication skills productively in conditions of limited time resources.

Under this research approach, educational communication is interpreted by us as a continuous change of speech acts and teaching of students, where the intentions of communicants act as specific structures and compositional-speech forms that determine the nature of communication and perception, and speech act is the basis of interpersonal interaction. Cognitive linguistics techniques use in the process of foreign language teaching alongside frame models application broadens the horizons for both teachers and students.

2. Problem Statement

Such factors as the situation, the sphere of communication, the status of the communicants, the place and time of action influence the professional personal communication. The speech blocks, phrases-clichés can't help us to achieve the semantic adequacy of the discourse. The modern paradigm of education "...as the creation of conditions aimed at the disclosure and development of the student's abilities, his positive self-realization..." make us understand the ability of freely express thoughts in communication and, in particular, natural behavior (Cognitive Exploration, 2020; How do I express my thoughts, n.d.; Van Dijk, 2008). In the lights of this, the process of learning as educational communication is understood as continuous change of speech acts between students and teacher. The intentions of communicants are transformed into a specific structure of compositional speech forms, or speech acts determining the nature of communication and information perception (McCarthy, 1991).

3. Research Questions

In the course of the research, a number of questions that need to be answered have occurred. Alongside it is the need to understand the processes of language reflection in cognitive linguistics; understanding one's own speech activity in the process of communication and social borrowing (Blommaert, 2005; Reflection on Language, 2014; Tareva & Tarev, 2007).

The questions of the research are: increase the activity of trainees, when the time resource is limited, intensification of the educational process; developing communication skills at an early stage of learning a foreign language; relatively fluent knowledge of a fairly complete grammatical base of a foreign language; positive communicative self-realization, the ability to express freely thoughts in communication.

4. Purpose of the Study

The search for optimal models for using frames in educational communication at the university makes it necessary for us to find out the optimal modeling communication a language of reflection in the discourse.

5. Research Methods

Among the methods used in the study are methods of cognitive linguistics and psychophysiology; structural method research of language as a functioning structure method of distributive analysis of the distribution of linguistic units in discourse; definition method; transformation method; general scientific methods in their linguistic aspect.

6. Findings

6.1. Analytical-image frames of communication

Mastering the processes of language reflection in linguistics closely connected with understanding speech activity in social communication of students in the field of practical foreign language development. This approach provides the development of students communication skills at an early stage of learning a foreign language and relatively fluent knowledge of a fairly complete grammatical base of a foreign language, increasing the students activity in conditions of limited time resources and intensification of the educational process, positive communicative self-realization and the ability to express thoughts in communication without any problems (Burman & Parker, 1993). The results of the research should be used in the educational process.

An important process of merging in cognitive linguistics is frame reflection - the process of finding frames in memory containing the inner experience of thinking subject-mental impressions, previously meaningful situations from real life experiences and experiences, interactions (Ivanova, 2010). On this basis a system of models of communication analytical-shaped frames is proposed. Visual images of the structure and order of transformation of the model figures simultaneously form an event-situational representation of the discourse for the associative-empirical right-hemisphere type of understanding of communication content (Van Dijk, 2009).

A significant process of merging in cognitive linguistics is frame reflection - the process of finding frames in memory containing the inner experience of thinking subject-mental impressions, previously meaningful situations from real life experiences and experiences, interactions. Based on frames a system of models of communication analytical-shaped frames is proposed (Fillmore, 1985). Visual images of the structure and order of transformation of the model figures simultaneously form an event-situational representation of the discourse for the associative-empirical right-hemisphere type of understanding of communication content (Alvesson & Karreman, 2000).

6.2. Frames as language signs of speech acts. The structure and methods of updating of frame models of reflection and the frame terminals

The instrumental nature of speech influence and the way it is transmitted can be modelled by frames (Bednarek, 2005), specific language signs that can reflect scenarios for updating certain concepts of speech events specified by communicants, and linguistic elements of communication. The nature of each such language sign lies in its two-sided nature: the signifier – the frame itself, and the signified – the speech act of discourse. In this approach, symbols and key terms serve as elements of speech acts of functional context in the processes of image operation and associative-empirical understanding.

Terminal slots in the process of communication take on values determined by the communicative situation. The values of the action time are in its temporal correlation with the moment of the present time. In the process of updating the frame model, consciousness selects from the background and focuses the attention of thinking on the image, divided into separate logically related elements that correspond to a particular context (Kubryakova, 1997). Some frames are descendants of other frames in the system because frames can change based on inheritance, extension, and transformation processes as they move from one to the other.

A frame of the speech act of an elementary utterance was developed and visualized (Kotelnikova, 2014a). It was obtained by modelling the speech act with an analytical-figurative construction consisting of a set of terminals: object (subject) – predicate, verb tenses control, negation. Values of the tuple elements touch one of the one of the time terminal slots. Frames of perfect events with grammatical means Perfect Tenses are used to represent an action that occurred at a certain moment, expressed in a speech act in the past, present, or future tense (Kotelnikova, 2017).

Thus, the cognitive model of time dynamics of speech acts of pragmatic English-language discourse based on figurative and logical discrete components is implemented by a system of two time macroframes and activation of the process of searching for the frame system associated with language data, use of a known implementation of the macroframe for this content, and synthesis of a speech act or interpretation of the meanings and intentions of a communicative message on this basis (Kotelnikova, 2014b).

7. Conclusion

To all appearance, the development of points of language reflection in linguistics, comprehension of own voice activity in the communication process and social interaction provide the basis for development professional communication skills students frame reflection as a type of scientific linguistic thinking, to successfully model the speech acts of the discourse in random situations that are universal for specialists of various professions. Updating frames, reducing the energy of cognitive processes, allows young communicants to quickly become participants in the communication process, effectively learn and practically use a foreign language, Thanks to this, barriers to cross-cultural communication are largely eliminated, reserves of time for acquiring additional competencies are created at an early stage of employment, and the development of communication skills is ensured. This is facilitated by the complete grammatical base fluency of a foreign language frame system and the ease the process of communication, which provides increased activity of students in a limited time resource, intensification of the educational

process, positive communicative self-realization, and the ability to express freely thoughts in communication. The results of research are used in the educational process.

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