нию оптимальной индивидуальной образовательной траектории обучающихся в процессе изучения иностранного языка и раскрытию их личностного потенциала [3].

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INTERACTIVE TEACHING MODE IN FOREIGN LANGUAGE CLASSROOM

Interaction in FL classroom is regarded as a situation where students communicate with each other or react to each another on foreign discourse grounds alternating positions as senders and receivers and generating new ideas by means of feedback within physical, psychological and emotional contexts. The concept of interactive FL teaching has both a broad and a narrow sense. Broadly speaking, interactive teaching refers to the interaction and influence of all relevant things in FL academic communication inside and outside of classroom. In a narrow sense, interactive teaching is a special kind of interpersonal interaction in class, mainly referring to the academic interaction between teachers and students.

The reason why interactive teaching mode in FL classroom is widely valued lies in two basic reasons: First, it is based on the outstanding problems existing in traditional education and teaching mode [1, p.148] and taking the downsides of the traditional educational concept into account so as to adapt to the development of modern education and students' needs. Second, there is a lot of potential for continuous research and practice due to interactive teaching mode in FL classes. Guided by modern educational ideas and theories, instructors aim at cultivating students' self-awareness and innovative thinking ability, while acknowledging students as independent pedagogical subjects.

The advantage of interactive FL teaching mode is that it can effectively deal with contradictions in several aspects [2, p.11]. It can overcome the educational gap between teachers and students by means of mobilizing the inner potential of the two parties to the greatest extent, promoting learning and emotional communication, and urging and spurring both the subjects of educational work to perform at their best, which results in improving the quality of FL training. In addition, it can help get over the contradiction between teaching and learning as well as between activity and passivity. Interactive teaching can not only change the passive modes of teaching like designing a class with just one lecture outline and getting stuck in one and the same class structure and routine for years, but it can also transfer students' passive listening in classes to exposing them to self-disclosure and initiative in learning, and, consequently, enhancing the level of learning interest. Interactive mode can also effectively handle the contradictions in and out of class: Students are expected to participate in various activities challenging dual initiative, dual leading effect, dual innovation, and dual influence. It is recommended to generally employ new teachers or lecturers: Most of external teachers or visiting lecturers are professionals or researchers from other universities, and senior management personnel. This may make for getting along with all the above-mentioned contradictions due to the introduction of their expertise and experience into the existing teaching mode.

Interactive FL teaching mode inevitably involves the identification of the interactive subject, that is, the pedagogical subject. Therefore, there are differences in the identification of the interactive FL teaching subject, there are two representative standpoints. The former is "student-subject theory," which holds that students are the main body and teachers are the leading ones in academic communication, which is also a relatively common view. Another point of view is "composite subject theory," which holds that from the perspective of teaching, teachers are the subject, and students and teaching content are objects; but from the perspective of learning, students stand out as the subject [1; 2]. But no matter how it is understood, FL teaching is an organic system composed of teachers, students, educational content and academic environment.

Interactive FL teaching mainly affects the educational content and academic environment by changing the two main factors in the system - the relationship and status between teachers and students, so as to make the whole teaching system run more efficiently, improve the quality of FL teaching, cultivate students' comprehensive quality, improve students' ability to cope with learning and employment pressure, and calmly encounter social challenges. Thus, the entity of interaction content lies in adaptive thinking (to continuously adapt to changing FL ambience as well as to learn new things quickly and efficiently), communication skills (the ability to

communicate on all the stages of interaction), collaboration skills (fostering both a culture of competition and independence), critical thinking and problem solving skills, personal management (the ability to independently plan, organize, create), inquiry skills (the ability to ask topical questions), creativity and innovation (the ability to look for more creative and innovative solutions to issues), soft skills (time management skills, organizational skills), empathy and perspective. Thus, one of the most important points here is the combination of theory and practice [2, p.20-22]. The main purpose is to extend students' thinking via educational content revolving around solving practical problems.

The most common forms of interaction in FL classroom are exchange, competition, conflict, cooperation, and accommodation. They together make up interaction mode including teacher-student classroom interaction of three types: teacher-centered, student-centered, and knowledge-centered. Teacher engagement in classroom falls into three categories: authoritative, democratic and laissez-faire, thus, forming three different subtypes: teacher command, teacher-student negotiation, and teacher-student non-interference.

There are mainly four common interaction modes: "self-study-guidance" mode, "goal-guidance and control" mode, "problem-inquiry" mode, and "emotion-knowledge mutual promotion" mode. FL instructors can choose places other than classroom, like libraries, laboratories, museums and etc. It rids students of routine-like settings, boring atmosphere, and also ensures each student's interaction opportunities – an important prerequisite and basis for the interactive educational model.

To sum up, FL interactive teaching mode can get over different types of educational contradictions and can be characterized from various standpoints which are united by some common ideas manifesting themselves in the cultivation of students' interactive skills based on problem-solving and the opportunity to self-disclose in academic communication.

These ideas are possible if provided the following provisions: advocating the "person-oriented" approach and highlighting the dominant position of students. The mode will shift from teacher to student in FL classroom, arousing academic initiative and enthusiasm in students, and meeting the requirements of qualitative education. Picking up agreeable FL discourse will serve as the platform for cultivating students' appreciation ability, creativity and independent thinking. Students will advance and perform more efficiently which also developing their fundamental social and communication skills.

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ОПРЕДЕЛЕНИЕ ВАРИАТИВНОСТИ НА РАЗНЫХ ЭТАПАХ РАЗВИТИЯ ЛИНГВИСТИЧЕСКОЙ НАУКИ

На каждом этапе своего развития язык отражает динамику функционирования составляющих его подсистем, находящихся под влиянием как внутриязыковых, так и экстралингвистических факторов. Каждая из подсистем языка обнаруживает свои отличительные характеристики, сохраняя при этом универсальные, *инвариантные* черты, присущие языковой системе в целом. Именно это служит основой системной вариативности, так как „инвариант существует лишь постольку, поскольку существуют его манифестации" [1, с. 48].

Понятие вариативности не является собственно лингвистическим. Дихотомия инвариант-вариант первоначально использовалась в математике и естественных науках, где было необходимо описать свойство величин, уравнений, законов оставаться неизменными при определенных преобразованиях координат и времени. В раннюю эпоху дескриптивной лингвистики тема внутриязыкового варьирования вообще игнорировалась, поскольку доминировала гипотеза "монолитности языковой структуры" [2, с. 183].

На возможность изменения формы знака без изменения его идентичности указывал применительно к языку еще Ф.де Соссюр [3]. Л. Блумфилд [4] отмечал отчетливо фиксируемое варьирование морфем, которое было позднее детально описано его учениками. Проблемы языкового варьирования занимали важное место в трудах представителей Пражской лингвистической школы [5; 6; 7 и др.].

Согласно теории "языкового дрейфа", предложенной Э. Сэпиром, язык движется во времени и пространстве по своему собственному течению; индивидуальные вариации речи движутся в определенном направлении, предопределяемом "дрейфом" языка: "У языкового дрейфа есть свое направление ...в нем закрепляются только те индивидуальные вариации, которые движутся в определенном