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Modules perceive written English as a form of communication and respond. Therefore, the creation of modular education in the humanities in the Russian school reflects: firstly, the backwardness of the humanities from the era of modernity in its positivist orientation, and secondly, the archaism, and hence the traditionality and psychological inferiority of humanitarian education. The content of any humanitarian thinking, in particular, humanitarian knowledge, apparently depends on how much the role and specificity of the word is taken into account and evaluated in humanitarian education. Separation from language and consciousness gives rise to a lot of problems: on the one hand, the cognitive need for a continuous dialogue with culture is restrained, on the other hand, any internal motivation for the constant acquisition of new knowledge is suppressed. At the same time, the same words are perceived as self-sufficient concepts, and understanding (consonance) is perceived as a simple consequence of the formation of words and one's role in it. For example, such a way of knowing and understanding the word "time" as "divide" (or "disconnect") between rational and emotional speech thinking. The accumulated facts testify to the special significance of the word in non-linguistic thinking and its role in the formation of concepts, theories and hypotheses. Already V.I. Lopatin proved that words perform not only a communicative function, being one of the means of communication between people, but also have some features characteristic of scientific knowledge. As such features, one can name: 1) first of all, general constants and constants that are included in many indicators and characteristics of a language unit as a whole or its parts, as well as, for example, such as private, direct, reverse, etc.; 2) certain qualitative and quantitative properties of the word (meaning, intonation, modality, emotionality, accuracy, outlook, etc.); 3) the existence of a word form or syllabic structure that determines the features of its language; 4) the existence of a special type of word - a sample word, which forms the linguistic foundation of understanding and the ability to establish the relationship and relationships between objects and phenomena of reality in accordance with accepted conceptual categories; 5) the pronunciation of the word (its sound), that is, the correspondence of the word and its perception, etc. Obviously, each of the listed features is determined by the semantics of the word. All of the above applies to thinking in natural language, and, accordingly, to teaching and learning English. The semantic characteristics of many words ensure the functioning of all types of speech activity: words serve primarily to designate

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