

LINGUODIDACTICS AND METHODS OF LANGUAGE

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ABSTRACT

The article explores and scientifically substantiates the differentiation of linguodidactics and methods, separating them into independent scientific disciplines in the system of language education. The history of the formation of linguodidactics, its main concepts and categories are analyzed; an assessment is given to different points of view in relation to linguodidactics and methodology; terminological discrepancies; substantiates the variability of linguodidactics and methods depending on the level language proficiency and on the characteristics of the national contingent.

Key words: *linguistic personality, "systemic" linguodidactics, spiritual development, strategic guidelines, cognitive.*

Linguodidactics is the theory of language teaching, the integration of linguistics and didactics. Accordingly, linguodidactics is a component of the general teaching methodology, it is focused on the study of the effectiveness of language learning. The current rethinking of the theory and practice of language teaching is currently taking place in line with the personality-oriented direction. Therefore, the priority directions in linguodidactics, which are of primary importance for the development of the anthropocentric theory of language teaching, are now. The leading importance of these directions lies in the fact that they set strategic guidelines for the development of theory and practice of the formation of a growing linguistic personality and its intellectual and spiritual development. According to Y. Karaulov, a step towards a linguistic personality, an emphasis on the pragmatic component of the language allow for wider use of all the achievements of "systemic" linguodidactics¹. In fact, we are talking about the connection of two paradigms of language teaching in the structure of the teaching methodology – personality-oriented and traditional, system-structural, which does not sufficiently ensure the spiritual and mental-speech development of students. The synthesis of these paradigms with the dominance of a personality-oriented one is a condition for creating an effective methodology for teaching languages. The above prompts the substantiation of the directions of linguodidactics, taking into account the doctrine of the linguistic personality. The most common model of linguistic personality developed by Yu. It contains three levels of language proficiency: Verbal-semantic; Cultural-cognitive; Level of activity-communicative needs.

The formation of a linguistic personality is a constant and synergetic process dominated by cognitive-intellectual and creative-activity aspects. Within the framework of the personality-oriented linguodidactic paradigm, several priority areas have been formed on the basis of scientific ideas, in particular: cognitive; hermeneutic; socio-cultural; communicative. All of them are components of theoretical and practical guidelines for designing goals, modeling the content and methods of organizing language education. These directions reflect approaches, principles, methods, and teaching tools aimed at the formation of a spiritually and intellectually developed linguistic personality with several competencies. The system of positions of each direction is formed on the basis of general and specific linguodidactic postulates. These directions, complementing each other, coexist with each other and develop in connection with the traditional system-structural paradigm of linguodidactics in the structure of teaching methods².

1 Караулов, Юрий Николаевич // Большая российская энциклопедия : электронная версия. — 2016.

• 2 Караулов, Юрий Николаевич. Язык — система. Язык — текст. Язык — способность. М., 1995;

Among the relevant areas, one of the leading places is occupied by cognitive, the feature of which is the study of foreign language teaching based on a cognitive approach. The cognitive direction in the theory of language learning is based on the linguistic experience of social cognitive practice. This direction was formed due to the fact that a linguistic personality is a native speaker of a language and a certain system of concepts, thanks to which a person learns the world, assimilates a system of concepts, generalized methods of action, in this process speech and concepts perform the function of cognition. The main task of the cognitive methodology is to master language units as the basis for cognition and formation of a conceptual and linguistic picture of the world, creating an image of the world in the imagination of each student. To achieve modern educational goals, the process of language and speech cognition should be organized as a research, experiment. In theoretical models of cognitive language learning, cognitive teaching methods are distinguished (the method of enlarging didactic units, partially-search, the method of programmed learning, the method of thesaurus modeling of knowledge, etc.), providing the process of purposeful reflection of the objective world in the student's mind, provide for the assimilation of knowledge, cognitive skills, the development of intelligence, language abilities, the formation of a dictionary necessary for perception and understanding of the meanings of the educational text.

The hermeneutic approach in the theory of language teaching reveals the issues of understanding the text on the basis of hermeneutic patterns ("hermeneutic circle", the idea of preliminary understanding, which is a condition for initial understanding and interpretation of knowledge, etc.), issues of mutual understanding in speech activity, the role of rhetoric in solving the problem of mutual understanding. In the context of this approach, depending on educational situations, hermeneutic teaching methods (explanation, reading, conversation, discussion, essay, etc.) provide interpretive activities based on language knowledge and personal mental experience, understanding of information, interpersonal understanding, and the like. In general, the hermeneutical approach to language education contributes to the formation of language competence, socio-cultural competence, speech competence in various types of speech activity, communicative competence in social situations³.

The sociolinguistic linguodidactic direction is characterized by the solution of a number of problems: The perception and understanding of language by students as a spiritual entity based on the implementation of the principles of textocentrism, situativeness and dialogic learning; The formation of patriotically conscious native speakers based on the revival of spirituality; The education of moral beliefs and cultural and aesthetic tastes, etc. From the point of view of educational goals in line with the sociolinguistic direction, the most significant is an artistic text as a spiritual model of the world. Thoughtful reading of an artistic didactic text reveals to students a culturally significant meaning inherent in the author's worldview and national mentality. The communicative direction of linguodidactics is associated with the study of a functional and communicative approach to language teaching. This approach is based on the idea of a structural relationship between the communicative and linguistic aspects of human experience, which involves mastering a language based on its social and communication function, principles of dialogicity, role organization of the content and learning process, etiquette, interactivity of learning.

3 Алмазова, Н.И. Когнитивные аспекты формирования межкультурной компетентности при обучении иностранному языку в неязыковом вузе Текст.: автореф. дис. . д-ра пед. наук / Н.И. Алмазова. -СПб, 2003. 47 с.

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- [2] Караулов, Юрий Николаевич // Большая российская энциклопедия : электронная версия. — 2016.
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