

## МЕТОДИКА ОБУЧЕНИЯ ЯЗЫКУ В ВУЗЕ И ПЕДАГОГИКА

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**Аннотация.** Эта статья о методологии обучения и связи с педагогикой, она состоит из двух разделов: объясняются теории обучения и теории обучения.

**Ключевые слова:** метод, обучение, теория, методика, дидактика, аудитория, эстетическое воспитание, логика, композиция, фонетика, морфология; морфология и словообразование.

## METHODOLOGY OF TEACHING LANGUAGE IN UNIVERSITY AND PEDAGOGY

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**Annotation.** This article is about the teaching methodology and connection to the pedagogy, it's two sections: teaching theory and learning theories are explained.

**Key words:** method, teaching, theory, methodology, didactic, audience, aesthetic education, logics, composition, phonetics, morphology; morphology and word formation.

The methodology of teaching a language at a university is primarily related to pedagogy, with both of its sections: the theory of education and the theory of learning (didactics) and has the status of private didactics.

Linguistic methods take into account the conditions of the teacher's educational influence on students in the process of learning the language; general didactic teaching

and visual aids, principles, methods are used, taking into account the specifics of the subject.

A teacher who is fluent in the content of the subject and the art of communicating with the audience, is a bearer of high moral values and is aware of what, when and how it is necessary to educate students during training sessions and extracurricular activities becomes a personal guide for students. The multidimensionality of education (spiritual, moral, patriotic, political, legal, labor, mental, artistic, environmental, economic) is achieved by means of all university subjects. In addition, the disciplines of the linguistic cycle contribute to the education of students' interest in the language being studied, and allow for cultural and aesthetic education. Interest in the subject is supported by the depth of theoretical information about the language, logic, validity and evidence of judgments, the use of "scientific imagery" means, which are characteristic of the language of popular science literature.

From didactics, lingua methodology borrows didactic principles: consciousness, activity, visibility, strength, accessibility and feasibility, interdisciplinary coordination, intercultural interaction, professional competence of the teacher. Let us dwell on the specifics of the implementation of some of them when learning the language.

The didactic principle of consciousness ensures the formation of linguistic thinking among language students, which, according to M. B. Uspensky, implies: understanding of the features of the system of the language being studied and the ability to justify each of its aspects;

- understanding the logic of the definition of linguistic phenomena, the essence of linguistic and linguistic concepts; awareness of the bases used in the classification of the facts of the language; qualification of character and explanation of the causes of historical changes in the language (...);

- the ability to establish and justify connections between linguistic phenomena at different levels of the language system (phonetics and vocabulary, phonetics and word composition, phonetics and morphology; morphology and word formation, morphology and syntax; syntax and phonetics, syntax and spelling; spelling and morphology, spelling and word composition ) (...);

-awareness of the relationship between content and form in the language, between semantics and means of its expression (...);

-the ability to understand and explain the different points of view of linguists on the same linguistic phenomenon (...).

The principle of continuity in the presentation of new material in the language involves reliance on what was previously studied in this course and in the course of mastered disciplines. We are talking, first of all, about taking into account the knowledge gained by students in the course "Introduction to Linguistics", which allows the formation of interdisciplinary knowledge that ensures consistency in language learning (language teaching).

It is achieved in the case when the teacher, when commenting and concretizing educational information, relies on what is known to students (...);

-when he explains his own understanding of this or that phenomenon, different from the opinion of other scientists (...);

-when the linguistic concept formed in the course "Introduction to Linguistics" is illustrated by examples of the language being studied (...).

Sum up, the need for a systematic comparison and opposition of school and university courses of the Russian language with native language in the study of program material is indisputable.

Important for lingua methodology is the principle of continuity and prospects, which involves the involvement of information from the disciplines that students will study in subsequent courses, when explaining the studied facts.

### **The list of used literatures.**

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2. Stepanov, Yu. S. Methods and principles of modern linguistics. - 2nd ed.
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