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METHODOLOGY AND METHODS OF PSYCHOLOGICAL AND PEDAGOGICAL RESEARCH

Annotation

In this article that is explained the lingvodidactology methodology on the structure of lingvodidactic knowledge, the logical, fundamental rules of lingvodidactic research and so on.

Key words

Linguodidactic, methodology, phenomenon, theories, concepts, hypotheses, principles, factors, conditions

"The methodology of science is the doctrine of the initial positions, principles, methods of cognition, explanatory schemes for transforming reality" (Zagvyazinsky V. I., Atakhanov R. Methodology and methods of psychological and pedagogical research: Textbook. P. 40). Based on the judgments of the authors, it can be stated that the methodology of linguodidactics includes:

- teaching about the structure and functions of linguodidactic knowledge; initial, key, fundamental linguodidactic provisions (theories, concepts, hypotheses) that have a general scientific meaning;
- teaching about logic and methods of linguodidactic research; teaching about how to apply the knowledge gained to improve the practice of teaching the subject.

In the methodology of any science, an important role is played by principles (always binding) and requirements (arising from the principles and used taking into account specific conditions) in research activities.

The fundamental principles of any scientific research are:

- the principle of objectivity (factors, conditions that give rise to a particular linguistic phenomenon are comprehensively taken into account; it is assumed that subjectivity is excluded in the selection and assessment of facts, bias of opinions that make it difficult to identify true knowledge about the object under study); from this principle follows the requirement of evidence, and from it - the alternative nature of scientific research in the field of linguodidactics;

- the principle of essential analysis (in the phenomenon under study, the general, the particular and the individual are correlated, which ensures the direction of the movement of the scientist's thought from the description of facts to their explanation); from this principle follow the requirements: the need to take into account the continuous change, the development of the elements that form the linguodidactic system; highlighting the main factors affecting its development; disclosing the inconsistency of the studied linguodidactic phenomenon;

- the principle of the unity of the logical and the historical (the theory of an object - its structure, functions, modern connections - is considered in unity with its history and prospects for further development); from this principle follows the requirement of continuity, consideration of pedagogical experience, results of scientific research of the past;

- the principle of conceptual unity (a created or selected scientific concept is consistently implemented, refined, developing in the course of research, which ensures its logical unity and correctness of assessments of language facts, linguodidactic phenomena);

- the principle of consistency (the specificity of a complex object consisting of the elements that form the system is clarified: the integrity of the system is established, its dismemberment into elements, the system-forming connection between them, the orderliness and interdependence of the elements of the system);

- the principle of consistency implies the requirement for an aspectual consideration of the facts of language and linguodidactic phenomena; the choice of aspect (angle of view, foreshortening) is determined by the goals and nature of the study; the genetic aspect (the study of the origin of scientific

objects, the stages of their development), the prognostic aspect (identification of development prospects), the functional aspect (the study of the functioning of linguistic and / or linguodidactic phenomena) are known;

- the principle of the unity of consciousness and activity (knowledge is obtained, skills and abilities are formed, developed, improved in the process of the student's own activity); This principle implies the requirement for the unity of the theory of linguodidactic research and the practice of applying the results obtained in the professional activity of the language specialist.

To implement the listed general scientific principles in linguo-methodological research, various methods are used to ensure the creation of a holistic, comprehensive, deep, consistent characteristic of the object under study. Any linguo-methodological research begins with observation of its object and subject, which determines the content of scientific research. Observation includes attending classes in a higher educational institution, getting to know the profile office, studying documentation, written works and oral statements of philology students, analyzing scientific and methodological literature on the problem under study.

The creation of a scientific and theoretical basis for linguo-methodological research provides a method of theoretical analysis of the selected problem, which includes such logical operations as analysis, synthesis, induction, deduction, argumentation, and creates the prerequisites for the author's reasoning to be appropriate, reliable, logical.

In linguistic and methodological works, the following are used: the statistical method (when calculating the results of the study), the method of expert assessment (survey - interviews of respondents, questionnaires - analysis of responses, responses of respondents), study of the experience of professional activities of a university teacher.

Methods such as experimental and experimental approbation of research results are specific for linguistic methods. The linguo-methodological experiment includes three stages: ascertaining (preliminary), teaching and control.

In the course of the ascertaining experiment, the initial level of knowledge, the formation of the skills and abilities of students on the problem under study is established by the beginning of experimental training.

When organizing a teaching experiment, which is conducted in experimental groups, the identified difficulties in mastering knowledge, the formation of skills and abilities are taken into account, the linguodidactic and psychological and pedagogical foundations of an innovative solution to the problem of language learning are determined, the goals, objectives of the study, principles, content, methods, organization techniques are determined. educational-cognitive and educational-research activities of students.

After the training experiment, a control section is carried out, the results of which make it possible to establish the degree of training of the students who participated in the experiment. The effectiveness of the proposed solution to the investigated problem is established on the basis of comparing the data obtained in the experimental groups at the start (during the ascertaining section, before the training experiment) and at the finish (after the training experiment), using the data obtained in the control groups, where the problem chosen by the author was solved traditionally. When checking the level of formation of skills and abilities, the coefficient of student learning is calculated, when identifying knowledge - the correctness and completeness of answers. (For more details see the book. M. B. Uspensky. P. 250.)

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