

Esonov Olimjon
Russian language teacher
of Chair of "Uzbek language and literature",
Andijan institute of agriculture and agrotechnologies,
Andijan, Uzbekistan

LINGVODIDACTICS AS A METHODOLOGICAL CONCEPT

Annotation.

In this article modern pedagogical science, at the present stage of teaching, three levels "a methodology, a language teaching technique and pedagogical technology learning" were explained.

Key words.

Teaching, theoretical, concept, language, similarities, methodology, linguodidactics.

Есонов Олимжон
Учитель русского языка
кафедры «Узбекский язык и литература»,
Андижанский институт сельского хозяйства и агротехнологий,
Андижан, Узбекистан

ЛИНГВОДИДАКТИКА КАК МЕТОДИЧЕСКАЯ КОНЦЕПЦИЯ

Аннотация.

В статье раскрывается современная педагогическая наука на современном этапе обучения, три уровня «методика, методика преподавания языка и педагогическая технология обучения».

Ключевые слова.

Обучение, теоретическое, концепция, язык, сходство, методология, лингводидактика.

The term linguodidactics was introduced into scientific use by academic N.M.Shansky. As A.N.Shchukin writes, "the description, which was considered linguodidactic, included the study of the similarities and differences of languages, the analysis of the content and structure of the language being studied, the compilation of language minima for teaching purposes and a number of other problems arising at the

junction of linguistics and pedagogy." Until now, there is no unity among specialists in understanding the term of the term. The concept of didactics is expanding expanding as a set of theoretical and practical issues of language teaching and actually replacing the term technique (N.M. Shansky, R.K. Minyar-Belorochev). Some scientists considering concepts as synonymous. N.D. Galskova believes that these concepts need to be distinguished. In her understanding, lingvodidactics is a general language learning theory that develops its methodological bases, while the technique characterizes the process of learning a specific language in specific conditions of its teaching (private method) or discloses the patterns of language learning (group of languages) outside the specific conditions for its study (General technique).

In the method of teaching a language as science at the present stage of development, three levels were clearly marked: methodology, linguodidactics and technology.

"Lingvodidactics is the theory of learning languages, the integration of linguistics and didactics." Lingvodidactics is the theoretical part of learning techniques, which arose due to the integration of linguistics and techniques. The linguodidactics object is theoretical substantiation of the learning process of languages and its research: concepts, principles, content of language education, organizational forms of training, research mechanisms and designing the learning process. The subject of lingvodidactics is the theoretical substantiation and understanding of the patterns of interaction of language teaching (teacher's activities), the exercise (student's activities), the principles of selection of the detention of educational material and technology mastering personalized knowledge.

Lingvodidactics explores the laws of mastering by any language, regardless of whether it acts as the first or second.

The central figure of lingvodidactics as science is a linguodidactic model of a linguistic personality (G.I. Gogin).

Lingvodidactics as science is designed:

- comprehend and describe the lingvocognitive structure of the linguistic personality, substantiate the conditions and patterns of its development as the desired result in the process of teaching and learning the language,
- to study the specifics of both the object of assimilation / teaching (language, language painting of the world of the medium of the studied language) and the interaction of all the subjects of this process, the nature of errors (language, cultural) and the mechanism of their elimination / warning.

Thus, lingvodidacts investigate the objective patterns of constructing the process of mastering the language under training conditions. Lingvodidactics acts as a methodological aspect of the general theory of learning languages.

Tasks solved by lingvodidactic:

- Development of the theoretical foundations of the concepts of language education - lingocentric and anthropocentric;
- Description and explanation of the essence of the learning process of languages and conditions of its effectiveness;
- Theoretical substantiation of methodological systems of learning languages that are objectives of objective education, the principles of selection and structuring of educational material, means, methods and teaching techniques, forms and methods of the current and refund control;

Theoretical substantiation and understanding of improving organizational forms of teaching languages that appear new training systems and technologies.

Lingvodidactics performs the following functions:

- scientific and theoretical (study of the learning process of language);
- structurally modeling (improvement, conversion of the educational process);
- integrative (combining scientific achievements of philosophers, linguists, teachers, psychologists, methodologists, specialists in communication and computer sciences in order to reliably justify the learning process of language).

The solution of tasks facing lingvodidactics and the implementation of formulated functions is carried out with the involvement of a system of concepts belonging to

various branches of knowledge. Basic concepts and categories used by lingvodactics:

– philosophical concepts: shape and content, general and a single, cause and consequence; the possibility and reality, quantity and quality, theory and practice, law and pattern, etc.;

– general scientific concepts: structure, function, organization, process, concept, approach, aspect, activity, principle, etc.;

General concepts of pedagogy: education, development, upbringing, pedagogical experiment, pedagogical process, pedagogical monitoring, etc.;

specific concepts of lingvodidactics: language teaching, language learning, Russian language (and other languages) as an educational subject, educational material, learning situation, principles, methods and teaching techniques, etc.;

Concepts borrowed from related sciences:

- psychology (perception, understanding, assimilation, memory, thinking, mental development, etc.);
- logic (induction, deduction, analysis, synthesis, generalization, classification, systematization, etc.);
- Cybernetics (direct and feedback, dynamic system);
- Psycholinguistics (speech theory, speech generation, speech perception, speech activity, speech mechanisms, etc.).

The list of used literatures

1. Uspensky, M.B. The course of modern Russian language in a pedagogical university: Textbook. allowance. - M., 2004.
2. Shansky, N.M. Russian linguistics and linguodidactics / N.M. Shansky. M., 1985.
3. Shchukin, A.N. Linguodidactic Encyclopedic Dictionary / A.N. Shchukin. M., 2008.
4. Shchukin A.N. Methods of teaching Russian as a foreign language: textbook / A.N.Shchukin. - M., 2003.

5. Shchukin, A.N. Teaching foreign languages: Theory and practice: Textbook. allowance / A. N. Shchukin. M., 2006.
6. Jalolov S. U. Using dictionaries in the higher educational institution / Психолого-педагогические аспекты реализации образовательных программ: сборник статей по итогам Международной научно-практической конференции (Тюмень, 08 апреля 2020 г.). - Стерлитамак: АМИ, 2020. - 99 с.