

LINGUODIDACTICS AND IT'S CONNECTION WITH OTHER SCIENCES

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Khasanova K.B.

Teachers of Termez state university

Department of English language and literature

Annotation

This article denotes the term of linguodidactics and it's connections with other sciences. In the methodology of teaching a foreign language, along with the term methodology, it is widely the term linguodidactics is also used. This definition first appeared in the second half of the 20th century.

Key words

linguodidactics, sciences, pedagogics, languages, sociolinguistics, educational, integrations, teaching, methodology.

The concept of linguodidactics was introduced by N.M. Shansky in 1969 and studied the similarities and differences of languages, determining the content and structure of the language being studied, compiling language minimums in order to education and a number of other issues.

“Linguodidactics is a theory of language teaching, integration linguistics and didactics. Linguodidactics is a theoretical part of the methodology of teaching languages, which arose as a result of the integration of linguistics and methodology.

The linguodidactic's object is the theoretical substantiation of the process of teaching languages and its research: concepts, content of language education, organizational forms of learning, mechanisms of research and design of the learning process.

The subject of linguodidactics is the theoretical substantiation of the patterns of interaction between language teaching (the activity of the teacher), teaching (the activity of the student), the content of the educational material and technology of mastering personalized knowledge.

Tasks solved by linguodidactics:

-development of the theoretical foundations of the concepts of language education - linguocentric and anthropocentric;

- description and explanation of the essence of the process of teaching languages and conditions for its effectiveness;

In the methodology of language teaching, linguodidactics performs the following features:

-scientific and theoretical (research of the process of language learning);

-constructive modeling (improvement, transformation of the educational process);

integrative (combining the scientific achievements of philosophers, linguists, teachers, psychologists, methodologists, specialists in communication theory and informatics for the purpose of reliable justification language learning process).

The main concepts and categories used by linguodidactics:

-philosophical concepts: form and content, general and singular, cause and effect; possibility and reality, quantity and quality, theory and practice, law and regularity, 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 linguodidactics: language teaching, language learning.

It should be noted that the majority of Russian scientists such as N.D. Galskova,

L.V. Moskovkin consider methodology and linguodidactics as synonymous concepts. However, some scholars consider these definitions as independent,

independent from each other. At the same time, linguodidactics is considered as a general theory of language teaching, involving the development methodological basis of his teaching, namely:

- substantiation the scientific status of linguodidactics, its tasks, subject and structure;

-study of its links with didactics and methodology; with basic for linguodidactics sciences;

In the 20th century, the outstanding linguist and methodologist L.V wrote in his book "Teaching foreign languages in secondary school , general questions of methodology" proved that methodology is not an independent science, but is based on the data of linguistics, being applied linguistics, "application" to various fields.

The technique is based on the research of V.A. Artemova, B.A. Benediktova, L.S. Vygotsky, A.N. Leontiev, S.L. Rubinstein. So B.V. Belyaev in his work "Essays on the Psychology of Teaching Foreign Languages" (1965) developed the concept of a consciously practical method, which today remains one of the main

methods of teaching non-native languages. Merit B.V. Belyaev and others psychologists is that they not only approved speech as the object of training, however, they gave a psychological justification for the need to teach speech in all forms in a foreign language. One of the merits of the methodology lies in the enrichment and addition of general psychological theory.

We consider it necessary to note the relationship between the methodology and psycholinguistics. This statement is supported by the following provisions: language learning involves the development of speech activity;

- since in teaching foreign languages its communicative function is of particular importance, therefore, the situational nature of speech and the presence of appropriate situations are taken into account;

- exercises should be a task, the solution of which develops the skills of students, activating at the same time his mental activity;

In order for speech activity to be of interest to students, motivation is necessary.

It should be noted that methodology as a section of private didactics closely related to pedagogy. Didactics is a theory of teaching any subject, then private didactics use the provisions of pedagogy in relation to teaching a specific subject, in our case, a foreign language.

The conceptual apparatus of the methodology was borrowed from pedagogy.

Definitions such as training, education, upbringing, teaching, development, assimilation - have become the main ones for the methodology, although many pedagogical terms in the methodology of language teaching have received a new

filling. For this reason, along with the general didactic provisions, the methodology also uses its own, specific to this disciplines.

Linguistics is also one of the basic sciences in on which the methodology is based. Linguistics is a discipline studying a foreign language in comparison with the native. In this language is a reflection of culture. This aspect is described in detail in the work of E.M. Vereshchagin and V.G. Kostomarov "Language and Culture". Initially, linguistic and regional studies were considered as a field of methodology. Linguistics combines not only linguistic aspects (non-equivalent vocabulary; non-verbal means of communication; background knowledge characteristic of speakers of their native language and providing verbal

communication in this language; language aphorism and phraseology, which are considered in the classroom from the point of view of reflecting culture in them), but also methodical (introduction, study and use of lexical units, culturally marked vocabulary, etc.)

After analyzing the existing approaches, we believe that the methodology as a theory of teaching foreign languages is an independent science, but it is closely related to other basic sciences such as: linguistics, pedagogy, psychology, psycholinguistics, sociolinguistics, linguistic and cultural studies.

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