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Lingvodidactics is the Basis of Teaching Foreign Languages

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ANNOTATION

The article discusses about the study of methods of teaching foreign languages and teaching methods that are in close relationship with each other and interact with the methodology as an integral, historically established system of our knowledge about this area of reality, reflected by the educational subject.

KEYWORDS: verbal communication, nonverbal communication, education, linguodidactic, methods, science, teaching foreign languages, methodological opinions, skills.

Introduction

There are different approaches to teach foreign languages. The main thing is to choose methods that would suit teacher and students. Each teacher chooses his/her own method of teaching foreign languages and teaching tools which have placed new demands on the teacher, who in the new pedagogical conditions needs to be able to act not according to strictly prescribed rules, but in accordance with his own conscious choice from among the possible methodological systems of the one that is more adequate to the learning conditions. To do this, he also needs to know what should be understood by “language proficiency” and according to what laws the process of language acquisition occurs in educational settings. The new educational “ideology” required a rethinking of methodological problems from the point of view of the processes of language acquisition by students in various educational conditions [3]. We are talking about obtaining objective data on language acquisition, supported not so much by empirical research on the material of a specific language (these data flow from the field of private methodology), but by a deep theoretical justification of all factors influencing the process of mastering a foreign language, regardless of the specific learning conditions.

In other words, in foreign and domestic methodological science there is a general focus on strengthening its theoretical base through linguodidactic data that allows one to navigate the diversity of methodological opinions and approaches.

Lingvodidactics is a relatively young scientific discipline, dating back to the 1970s. Since these years, methodological science has been striving to strengthen its theoretical foundations by implementing a truly integrative approach to determining the basic laws of the pedagogical process of teaching foreign languages in

order to create an objective scientific basis for assessing the effectiveness of teaching methods and their further improvement [1].

Indeed, the process of language acquisition in educational settings is a subject of interest to psychologists, psycholinguists, linguists, and methodologists. At the same time, approaching the understanding of this process only from the position of one or another individual discipline means not getting a complete picture showing the mechanism of language acquisition for educational purposes [5]. Only linguodidactics can do this, because it, being an integrative science, is designed to provide both a description of the mechanisms of language acquisition and the specifics of managing these mechanisms in educational settings.

This concept is based on the idea of the existence of three independent and at the same time interrelated scientific disciplines that make up the theory of teaching foreign languages:

- the theory of language acquisition, or linguodidactics;
- didactics of a foreign language;
- methods of teaching a specific language, or private methods [12].

The commonality of the above scientific disciplines is due to the fact that the center of their research is the ability of a person to use the language code for the purpose of communication. Let us immediately make a reservation that promoting a person's ability to carry out verbal communication to the rank of the central category of the above-mentioned sciences is very progressive, since only in this case can we say that the subject of interest of scientists dealing with multifaceted problems of teaching foreign languages becomes the linguistic personality [7].

Speaking about the specificity of the scientific fields that make up the theory of teaching foreign languages, we note that it (the specificity) is associated with the different attitude of each of them to the main category of research - the ability to verbal communication. Thus, linguodidactics studies problems related to the analysis, management and modeling of language acquisition processes. In this case, we are talking about describing and explaining the mechanisms and internal structural-forming processes of language acquisition, both native and foreign. For a specialist dealing with didactic issues, the ability to communicate verbally acts as a strategic learning goal, while the subject of a private methodology is the process of transferring and assimilating (studying) the ability to communicate in the target language, taking into account specific learning conditions [12].

The skills and abilities of unprepared speech, its reactivity, spontaneity, topic are developed in dialogue and skills of prepared speech with its initiative, logic, consistency – in monologue.

The importance of language becomes visible in all areas. The value of world culture is formed through communication and transmission of information in language; in addition, there is an acquaintance with the culture through the use of a foreign language to obtain information. The interconnection of sciences, namely interdisciplinary communication, allows children to see the significance of language, represented in achievements in many sciences, which increases their motivation to understand the full picture of the world [11].

The results of learning a foreign language include the following skills:

- ✓ plan your speech and non-speech behavior;
- ✓ interact with others, performing different social roles;

- ✓ work with information, searching, highlighting, summarizing and recording the necessary information; determine the topic, predict the content of the text by title/keywords, etc.;
- ✓ carry out self-observation, self-control, self-assessment in the process of communicative activities in a foreign language.

Since the methodologist deals with the issues of developing the ability to communicate in the target language, he must have knowledge of the features of the process of mastering this ability. However, the methodology itself does not form such knowledge; it takes it from other areas of knowledge, and above all from didactics [8].

In turn, language didactics is understood as a scientific field that studies the problems of selecting and organizing educational content and developing teaching aids.

Firstly, didactics, in the understanding of our foreign colleagues, is the science of teaching foreign languages, or more precisely, the science that deals with the theoretical substantiation of the goals of teaching and learning languages, the selection and organization of teaching content, the development of means and methods of teaching any language in any hypothetically possible learning situations. As will be shown below, such an understanding of the subject of a scientific field as “language didactics” correlates with the research subject-object field and the domestic general methodology of language teaching [4].

Secondly, language didactics, or the general methodology of language teaching, does not have a direct analogy with linguodidactics. The latter, in contrast to didactics and methodology, is not interested in the process of transferring foreign language knowledge, skills and abilities to students, but in the process of language acquisition, i.e. a person’s ability to master a language, its mechanisms, internal structural-forming processes of language acquisition in educational settings, language as an object learning in various situations, and above all in educational conditions [9].

The theory of language teaching first developed as an independent branch, and very soon it came into close contact with language didactics. The main research area of this theory is the institutionally controlled process of teaching/acquiring/accepting a foreign language.

The initial thesis in substantiating the subject area of the theory of language teaching was the principle of the fundamental difference between the process of language acquisition in learning conditions and the process of language acquisition in the natural conditions of its (language) existence [14].

This means that this science is called upon to develop the fundamentals of the methodology of teaching foreign languages in relation to the various desired results of this process [6]. It allows us to identify objective patterns according to which a model of teaching foreign languages should be built, at the center of which is the bilingual (multilingual) and bicultural (multicultural) linguistic personality of the student.

Linguodidactics as a science is called upon to comprehend and describe the linguocognitive structure of a linguistic personality, to substantiate the conditions and patterns of its development as a desired result in the process of teaching and learning a foreign language, and also to study the specifics of both the object of acquisition/teaching (language, the linguistic picture of the world of a native speaker of the language being studied), so and the interaction of all subjects of this process, the nature of errors (linguistic, linguocultural and, more broadly, cultural) and the mechanism for eliminating them [2]. Consequently, the relevance of linguodidactic research is due to the need to create an objective scientific basis for assessing the effectiveness

of teaching methods and their further development, methods based primarily on the idea of the formation of a linguistic personality.

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