

THEORETICAL AND METHODOLOGICAL BASIS OF STUDYING LINGUODIDACTICS

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Abstract

In the modern scientific community, there is still no common point of view on what linguodidactics is. The opinions of different scientists differ regarding the relationship between the concepts of linguodidactics and methods of teaching a foreign language. In our work, we adhered to the point of view that linguodidactics is a science that in the modern education system has replaced the methodology of teaching languages. In the scientific context of the development of linguodidactics, this is confirmed by the coming to the fore and a shift in emphasis to speech science disciplines. More importance has been paid to the interactions of linguodidactics with psychology, linguoculturology and other disciplines. The purpose of the article is to identify and study theoretical and methodological basis of studying the artistic style of the authors in linguodidactics.

Keywords: clarity, didactic function, perception, understanding, cultural context, pedagogical ideas, social communication, long-term residence, development, satisfaction.

The concept of “linguodidactics” is beginning to be actively used in the modern scientific community in connection with the development of other related disciplines, such as, for example, linguistics, psychology, and sociology. At present, the concept of “linguodidactics” is not yet widely applicable, as linguodidactics is a relatively young science that arose on the basis of methods of teaching a foreign language (FL) [1].

In the modern educational space, there is an increasing desire to combine knowledge obtained from various disciplines related to linguodidactics for the further development of this branch of science. New methods of teaching foreign languages are being researched and developed. The development of new computer technologies makes its contribution, allowing us to expand the boundaries of the educational space [10]. Reading fiction has long been one of the most accessible means of linguodidactics, but the perception of a foreign text is complicated by the presence of new words, the use of familiar words in new constructions and contexts. To facilitate the perception of a work of art, L. V. Shcherba, back in 1974, expressed the idea of creating bilingual dictionaries that would contain interpretations of foreign words in the students’ native language [2]. Unfortunately, it is still not possible to fully bring his ideas to life, although lexicographic studies of the works of some authors have been and are still being carried out.

Today there is no unambiguous definition of linguodidactics, so the formation and development of the concepts “didactics” and “linguodidactics” should be considered in more detail.

In the Large Dictionary of Foreign Words (BLIS), the term “didactics” is defined as a word derived from the Greek “didaktikos”, which means “instructive”. Didactics is a branch of pedagogy that deals with the development of the theoretical foundations of education. As for the general definition of linguodidactics, it reads as follows: “Linguodidactics is the general theory of language teaching; explores the general patterns of language teaching, the specifics of the content, methods and means of teaching a particular language, depending on the goals and objectives, the nature of the material being studied, the conditions of monolingualism (monolingualism) or bilingualism (bilingualism), the stage of training and the intellectual and speech development of students” [3].

The word “didactics” was first mentioned by W. Rathke Harvey L. Kendall, Roy A. Sugimoto [4]. The above-mentioned German teacher in 1610 formulated in his work “Universal Education according to the Ratihius Method” the didactic principles of teaching. In addition, W. Rathke developed scientific terms for the German language, based on the Latin language. A key role in the development of didactics was played by the Czech teacher J. A. Komensky (J. A. Komenske, 1592-1670). He outlined his principles in the four-volume “Great Didactics” (1633 - 1638) [8]. Y. A. Komensky gained practical experience through the opening of schools where teaching was conducted according to his textbooks using new methods of teaching languages. Simultaneously with the “Great Didactics” Comenius Y. A. Great Didactics. M., 1989. Ya. A. Komensky writes a textbook of the Latin language called “The World of Sensual Things in Pictures” (1650 - 1654), which will subsequently become indispensable for all European schools [5]. The reason for such popularity is connected with the clarity of teaching he preaches: the pictures in this textbook perform the main didactic function, facilitating the perception of new words and their further understanding. The above-mentioned work still occupies an important place, both in didactics and linguodidactics, since it opens the way to understanding the cultural context of another people through its language. It was the pedagogical ideas of J. A. Komensky that served as the basis for the further development of teaching, changes in the approach to education, and even for the creation of the concept of the “Linguistic Picture of the World” by psychologist A. A. Verbitsky [6].

Like many other sciences (for example, philology, linguistics), didactics is divided into general and specific. General didactics deals directly with the teaching process (for example, planning and conducting the educational process), in addition, it evaluates the final result obtained in the course of this activity. Private didactics is engaged in the development of content and teaching methods for a specific academic subject, which has its own teaching methodology. Therefore, private didactics are called teaching methods [9]. Due to the further rapid development of private didactics (teaching methods), the need arose to reconsider a number of

methodological problems. Thanks to this, in the middle of the 20th century, such a science as linguodidactics arose.

The object of linguodidactics is the practice of teaching language, and the subject is the system of principles of language teaching and its acquisition. The main task of linguodidactics is to develop competencies in students. Linguodidactics addresses the issue of language teaching, that is, it explores the means and methods of teaching a native/non-native language [7].

Regional linguistic studies are an integral part of linguodidactics, reflecting the scope of knowledge about the realities of the country of the language being studied, lexical and phraseological ways of expressing them. The problem of this field is to determine the national and cultural use of linguistic means, to develop methods for teaching linguistic and cultural material. In the process of intercultural communication, the student can gradually move from a neutral attitude to a positive perception of cultural differences. This is possible with close social communication, long-term residence in a given culture, development and satisfaction of interest in the ethnoculture being studied. An example would be reading foreign literature in the original, maintaining social connections with a native speaker, etc.

Thus, reading fiction in the original language is the most accessible means of studying the culture of another people in the case when the student does not have the opportunity to be in a linguistic environment to learn a foreign language.

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