

## THE CONCEPT OF LINGVODIDACTICS AND ITS ASPECTS

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### **Annotation:**

The changes taking place in the life of our society affect all spheres, as well as the process of Higher Education. The attention given to the training of highly mature, independent – minded and competitive personnel having their place in the world market by improving the education system in our republic increases the importance of the skills of knowing foreign languages. After all, the need for the practice of teaching languages in the cross-sectional spheres arises from the need for a deeper understanding of the concept of linguistics.

### **Key words:**

Lingvodidactics, didactics, terminology, methodology, concept.

When interpreting the term lingvodidactics, it is important to analyze the concepts that serve as the basis for its structural origin. Didactics is derived from the Greek and is a branch of pedagogy that defines the general theory of teaching in the sense of “didactics” and “didasco”. To gain a deeper understanding of the semantic meaning of the term, it is worth considering that it is given in annotated dictionaries. In the explanatory dictionary of the Uzbek language, the section on the theory of education and teaching (goals, content, laws and principles), general methods and forms of pedagogy. Linguodidactics, in turn, is not only a language, but also as a means of learning, that is, a linguistic description of language for educational purposes. The transformation of lingvodidactics into an independent field of interdisciplinary research dates back to the second half of the XX century.

The term lingvodidactics was coined in 1969 by academician N.M. Shanskiy and introduced by and since 1975 the term has been universally accepted internationally. A number of scholars such as N.M. Shanskiy and R.K. Beloruchev applied the concept of “methodology” in the practice of language teaching has increased the use of the term lingvodidactics. R.K. Beloruchev argued that linguodidactics as an independent science includes methodological practice and theory, and that the main purpose of lingvodidactics is to develop new methods of teaching a foreign language and apply them in practice.

### **Theoretical problems of lingvodidactics:**

- Language education the development of theoretical bases of lingvocentric and anthropocentric concepts;
- Describe and explain the essence of the process of language learning and the conditions of its effectiveness;
- Theoretical substantiation of methodological systems of language teaching with the objectives of teaching disciplines, the principles of selection and structure of teaching materials, methods and tools of language teaching, forms and principles of current and intermediate control;
- Improving the organizational forms of language teaching, substantiating theories about the emergence of new teaching systems and technologies.

### **The main concepts and categories which are used in lingvodidactics:**

- philosophical concepts: form and content, general and specific, cause and effect; opportunity and reality, quantity and quality, theory and practice, law and legitimacy, etc .;
- general scientific concepts: structure, function, organization, process, concept, approach, aspect, activity, principle, etc .;
- general concepts of pedagogy: education, development, upbringing, pedagogical experience, pedagogical process, pedagogical monitoring, etc .;

g. specific concepts of lingvodidactics: language teaching, foreign language as a subject, teaching material, learning situation, principles, methods and techniques of language teaching, etc.

**In the practice of language teaching, lingvodidactics performs the following functions:**

- Scientific and theoretical (study of the process of language learning);
- Structural modeling (improvement, change of the educational process);
- Integrative (combining the scientific achievements of philosophers, linguists, teachers, psychologists, methodologists and computer technology specialists to reliably justify the process of language learning).

According to scholars such as O.A. Borodina and L.K. Graudina, lingvodidactics is an integrative science that encompasses the interaction of several independent and simultaneously interdependent disciplines and is the linguistic basis for language teaching in conjunction with the following independent disciplines: methodology, linguistics, pedagogy, psychology, psycholinguistics and others. These include branches of science that have mastered the concepts (individual, person, mind, comprehension, cognition, etc.) covered by the aforementioned foreign language theory. E.S. Orlova enriches lingvodidactics by combining the achievements of a number of other language fields, as well as gradually developing them. In our view, the practice of teaching languages in lingvodidactics simultaneously uses and enriches the theoretical achievements of linguistics.

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