



## OBJECTIVES OF LANGUAGE LEARNING IN LINGUODIDACTICS

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### **Annotation:**

*Learning foreign languages is a complex, multi-methodical, and multi-event process. An integrated approach is needed to have a complete picture of its forms of performance. Therefore, scholars are increasingly talking about the "methodological complexity" of modern methodological techniques, which combine linguodidactics and methods of teaching foreign languages. And if this complexity is often a matter of some relevant area of responsibility, the responsibility will only increase.*

*Index Terms – linguodidactics, terminology, teaching terms, classification, social structure, language knowledge, areas, cultural and intercultural communication, speech skill, functional skill.*

### **INTRODUCTION**

Analysis of modern publications and foreign publications shows that since the 70s of the twentieth century, linguodidactics strengthens the theoretical foundations of effective methods of teaching and their further improvement using an integrated approach to defining the basic laws of the process of teaching a foreign language. there was a need to create a system of flexible and changing forms, methods and techniques of foreign language teaching for exit. At present, general attention is paid to strengthening the theoretical foundations of the science of methodology through linguodidactical data, as well as the field study and teaching of linguodidactics.

Linguodidactics is a theoretical component of language teaching methods that has emerged as a result of the integration of linguistics and methodology. The purpose of linguodidactics is to theoretically substantiate and study the process of language teaching: concepts, the content of language education, organizational forms of learning, research mechanisms and the design of the learning process. The subject of linguodidactics is the theoretical substantiation of the laws of interaction between language teaching, learning, the content of teaching materials and technology of knowledge acquisition.

### **II BACKGROUND KNOWLEDGE**

Linguodidactics is aimed at developing theoretical foundations of linguistic concepts, describing and explaining the essence of the process of language teaching, the conditions of its effectiveness, the theoretical substantiation of methodological systems of language learning. improvement of language teaching and organizational form of language teaching, the emergence of new teaching systems and technologies.





According to L. V. Shcherba, only lingvodidactics allows the study of language for educational purposes, because as an integrative science it is intended to provide both a description of the mechanisms of language acquisition and details of the management of these mechanisms in the learning environment.

Modern scholars consider lingvodidactics to be a general theory of language acquisition and skills in a learning environment. This is the theory of language acquisition, or linguistic anthropology, which is close to some aspects of applied linguistics developed in English-speaking countries. According to G.I., the concept of linguodidactics studies the laws of language acquisition, regardless of whether it serves as a first or second language. He was one of the first to try to create a linguodidactical model of a linguist, which, according to the author, is a central category of linguodidactics as a science. Thus, for example, N.M. Shansky considers the monolingual and bilingual description of language to be the main task of this science.

### III METHODOLOGY

A language description is an assessment of each language level and its parts for educational purposes, linguistic operations to determine the content and structure of the relevant section of a language learning course, language forms for books, books and dictionaries, 'reef and description.

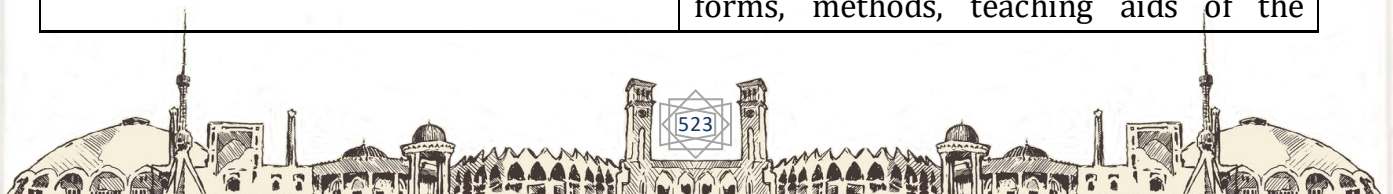
Minimum theoretical knowledge for students. Bilingual language description for learning purposes focuses on exploring the similarities and differences between different levels of language and identifying the role of language in different bilingual contexts.

Linguodidactics works as a procedural aspect of learning theory. It describes the second person in the language. It describes the levels, mechanisms, working conditions, and language personality development of a scientific discipline. He proved the basic laws of learning a foreign language for educational purposes, and pointed out the factors that determine the full or partial knowledge of the language. Methods of teaching foreign languages, in turn, are aimed at scientifically substantiating various models of second-person development in the language.

### IV DATA COLLECTION AND ANALYSIS

The goals and types of language learning are almost the same at all stages of the process of linguistic didactics.

Objectives of language learning in linguodidactics	
Objectives of language learning in linguodidactics	a pre-planned outcome of a language acquisition activity achieved using a variety of techniques, methods, and manuals.
	one of the key components of the education system
	Influenced the choice of content, forms, methods, teaching aids of the

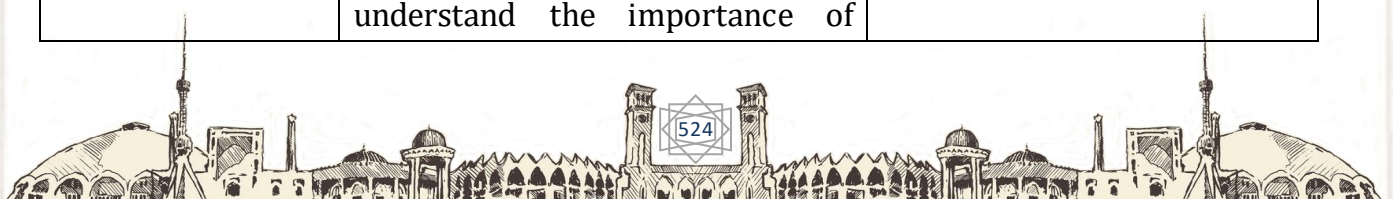




	education system
	reflects the goals of the need of its members to know foreign languages in a certain historical period of development of the society

Linguodidactics is a specific area of language teaching that includes purposeful actions. In particular, there are some types of language learning objectives that the teacher must be able to use effectively.

Types of language learning objectives		additional explanation
Practical	mastering the language as a means of communication, as well as the development of a number of general educational skills (eg, working in a book, logical and continuous expression of ideas, compiling syllabi, using modern teaching technologies), given ensuring the effectiveness of language acquisition on parameters	the practical goal is understood more broadly than the communication skills acquired in the learning process, which also includes the knowledge, skills, and competencies that have a technological character that enables and stimulates the process of language acquisition.
General education	raising the general culture, broadening the worldview, using the language being studied to expand knowledge about the country of the language being studied and - in terms of language - the whole world around it. This is achieved by reviewing the texts used in the lesson, talking to students, and discussing current issues	success in achieving the goal helps to develop students' logical thinking (plan, thesis), communication culture, mental work techniques (work on the book, reference to the literature). Achieving the goal of general education involves the acquisition of regional and linguocultural knowledge by students.
Elevating	is carried out through the behavior of its speakers in the language and culture, demonstrates the development of polite and friendly behavior in the language, the people who speak it, in its culture; understand the importance of	This goal is achieved through reading and discussing texts, conversations, meetings with native speakers, and travel.

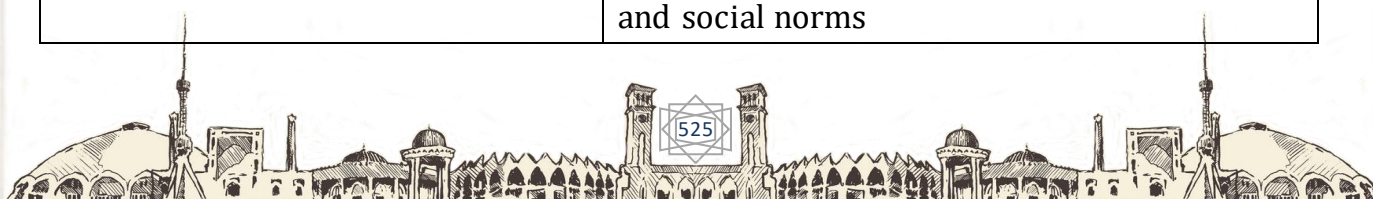




	learning a foreign language in the context of international cooperation; the system of moral and ethical values in the world; active life position; a sense of justice, responsibility, respect for others, a careful approach to work	
Developing	involves the development of students' language and speech skills in the process of learning a foreign language (guessing ability, language perception, payment skills); development of mental functions related to speech activity (types of memory, verbal-logical thinking, emotions, personality activities); developing motivation to better master a foreign language and culture	It is based on purposeful efforts to develop all skills.

Linguodidactics exists in all fields and uses important components in the process of language teaching and learning.

Components of language learning in all areas	
Means of communication	phonetic, lexical, grammatical, regional, linguocultural (formation of language culture on the basis of branches)
Speaking	to know how to use such methods of communication(speaking)
Skills	skills developed in the classroom and the ability to use language as a means of communication
Areas of communication	areas, topics, situations of communication in which the studied language content can be realized or targeted (for example, processes in which terms can be used in the special field)
Culture	Ability to integrate the culture of the country being studied and national culture and social norms





In linguodidactics, two principles should be considered in the selection of teaching methods for the relevant education system in the field of language teaching.

Principle 1	Principle 2
the necessity and relevance of the content to achieve the purpose of the research the availability of educational content for its placement (based on the curriculum and syllabus)	availability of educational content for its placement (based on the curriculum and syllabus)
The material to be assimilated must be fit for purpose. Given the ability of students to master the material selected for the lessons	Given the ability of students to master the material selected for the lessons

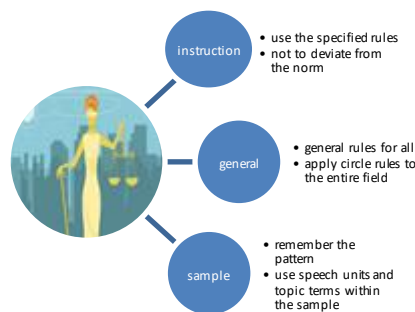
### V RESULTS

The organization of language in any field focuses on important points, ranging from language proficiency to speaking skills, as well as operational skills and cultural and it is important to be able to organize the process of intercultural communication.

1. Language knowledge: Language is a system of signs in the form of phonetic, lexical, grammatical forms, which are a means of communication, thought, emotion, will and transmission as a means of communication between people. The term master is used to refer to a person who is able to use language and language units fully and correctly.

Language units (language material): sounds (phonemes, syllables, phonetic words, etc.), important language units (morphemes, words, phrases, sentences). Language units for educational purposes are reduced to a minimum, taking into account the stage and purpose of teaching - there are lexical, phonetic, grammatical, regional minimums.

Rules and methods of using language in communication: rule-instruction, rule-general, rule-example.





As a result, the acquired knowledge is a system of signs, on the basis of which speech activity can be done correctly in terms of existing norms in the language being studied.

2. Speech skills: Speech is a way of forming and developing ideas through language in the process of communication: internal speech, external (oral), external (written). Speech units are mastered in the process of performing practical exercises that lead to the development of speech skills. Ability is the automatic movement with phonetic, lexical, grammatical material in the process of cognitive or productive activity. Provide speech skills: phonetic (sound design of speech), lexical (selection of lexical units and their correct combination), grammatical (correct formation of word, sentence combinations) and motor (technical writing) part, pronunciation of sounds). Stages of development of speech skills: introduction (understanding the meaning of events); critical (conscious performance of a rule-based speech act); standardization (achieving automation in the performance of speech actions); diversity (speech transmission, actions in different communicative situations). In this way, the practice can be automatic, flexible, sustainable, and conscious.

3. Functional skills: Speech activity is the process of receiving and transmitting information through language in the process of communication, which is a set of verbal actions. Complex types of speech activities: speech, writing; takes: reading, writing. Speech activity takes the form of communication between participants as a unit of communicative speech act that implements the participants' speech plan. Components of the speech act: a) conveys information (orally or in writing); b) recipient of information (reading or listening); c) oral or written text messages.

The method of mastering speech activity is to perform speech exercises, as a result of which the skills and abilities acquired by students are formed. Conversational skills are the ability of a student to participate in a variety of conversational activities based on the knowledge and skills they have acquired. Ability is characterized by awareness, freedom, productivity, dynamism. Speech activity depends on the following basic skills and skills: listening (speaking comprehension), speaking (expressing an idea in words), reading (understanding written speech), writing (conveying an idea in writing), movement do (send speech content through another language). Skills are included in skills as components. + develop skills (separate about them at the end)

4. Cultural and intercultural communication: as a result of recognizing the culture of the country of the language being studied, students gain knowledge, skills and competencies that enable intercultural communication - participants' mutual understanding, belonging to different languages and national cultures. is manifested in the harmony of the relationship on the basis of respect between. Top cultural comments of native speakers: a) knowledge of the origin of native speakers; b) traditions and customs; c) norms of daily communication, behavior; d) domestic and artistic culture. Teaching a foreign language involves students mastering the features of the cultural life of the speakers.





## VI. DISCUSSION AND CONCLUSION

If we speak of linguodidactics as a theory of education in its most general form, then it is impossible to teach the basic elements of the educational process, which constitute a set of learning objects and learning objects, or 'ni: teacher, student learning activities and organization of teaching. The learning process continues in such a way that the driving forces here are subjective and objective factors. In this study, linguodidactics is considered as a methodological approach and has been identified as the basis for shaping foreign language teaching. At the present stage of development of methodological science, three directions are clearly formed: methodology, linguodidactics (pragmalingvodidactics) and technology.

In language teaching methodology, lingvodidactics performs such functions as scientific-theoretical (assessment of the learning process), constructive modeling (improvement of the educational process) and integration (combining the achievements of scientists from different disciplines). Linguodidactic principles developed over time are the main directions of language teaching and methods of teaching foreign languages. However, the state of modern higher education makes its own adjustments to the educational process. Knowledge of a foreign language is required only when it is appropriate and the specialist can use his / her skills effectively in professional activities.

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