

APPLYING LINGUODIDACTIC APPROACHES TO FOREIGN LANGUAGE INSTRUCTION

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Abstract: *In the given article was considered main approaches to teaching to foreign languages from the position of linguodidactics and technique of teaching to foreign languages.*

Key words: *methodology, linguodidactics, technology, approaches, language formation, methodical systems, theoretical substantiation, comprehension.*

Annotatsiya: *Ushbu maqolada xorijiy tillarni o'qitishga oid asosiy yondashuvlar lingvodidaktika va xorijiy tillarni o'qitish metodikasi nuqtayi nazaridan ko'rib chiqilgan.*

Kalit so'zlar: *metodologiya, lingvodidaktika, texnologiya, yondashuvlar, til shakllanishi, metodik tizimlar, nazariy asoslash, tushunish.*

Аннотация: *В данной статье рассмотрены основные подходы к обучению иностранным языкам с позиции лингводидактики и методики преподавания иностранных языков.*

Ключевые слова: *методология, лингводидактика, технология, подходы, формирование языка, методические системы, теоретическое обоснование, понимание.*

At the present stage of scientific development, three interrelated levels are clearly identified in the methodology of language teaching: **methodology**, **linguodidactics**, and **technology** (Bim, 1977). According to Galskova (2008), *linguodidactics is the theory of language education resulting from the*

integration of linguistics and didactics. It constitutes the theoretical foundation of language teaching methodology, arising from the intersection of linguistic theory and pedagogical practice (Bogin, 1998).

The **object** of linguodidactics is the theoretical substantiation of the language learning process and its components—such as concepts, the content of language education, organizational forms of instruction, and mechanisms for designing and researching the teaching process. The **subject** of linguodidactics, in turn, involves the theoretical justification of the laws governing the interaction between the teacher's instructional activity, the learner's cognitive activity, the teaching materials, and the technologies for acquiring personalized knowledge (Haleyeva, 1989).

Linguodidactics addresses several key **problems**, including:

- Developing theoretical foundations for linguocentric and anthropocentric concepts of language formation;
- Describing and explaining the essence and efficiency conditions of the language teaching process;
- Theoretical justification of methodological systems for language instruction, including the objectives of language education, principles for selecting and structuring teaching materials, instructional tools, methods, and assessment forms;
- Comprehending and improving the organizational forms and emerging technologies in language teaching (Galskova, 2008).

Within language teaching methodology, linguodidactics performs several **functions**:

1. **Scientific-theoretical** — researching the processes involved in language learning and teaching;
2. **Constructive-modeling** — transforming and refining the educational process;

3. **Integrative** — combining the achievements of philosophy, linguistics, pedagogy, psychology, methodology, communication theory, and computer science to ensure a scientifically sound foundation for language education (Mirolubov, 2002).

The implementation of linguodidactic objectives relies on a **system of interrelated concepts** drawn from various fields:

- **Philosophy:** form and content, general and individual, cause and effect, theory and practice;
- **General science:** structure, function, process, approach, activity, principle;
- **Pedagogy:** education, development, pedagogical experiment, monitoring;
- **Linguodidactics:** language teaching, language learning, teaching materials, methods, principles, and communicative situations;
- **Related disciplines:** psychology (perception, comprehension, memory, thinking), logic (analysis, synthesis, classification), cybernetics (feedback, dynamic systems), and psycholinguistics (speech activity, speech generation, perception mechanisms) (Bogin, 1998).

Modern systems of language education are based on the **interactive cooperation** between students and teachers, grounded in democratic and dialogic principles. In higher education, the process of language learning constitutes a **holistic system** that includes:

- Objectives and tasks of language teaching;
- Content of instructional materials;
- Regularities in language acquisition;
- Methods, tools, forms, and technologies suited to learning objectives (Haleyeva, 1989).

The main goal of university-level language departments is to prepare **qualified specialists and teachers** who meet the needs of modern society. To achieve this, several objectives must be addressed:

- Forming a fundamental linguistic worldview that ensures an integrated understanding of linguistic systems and interdisciplinary knowledge;
- Developing linguistic intuition and associative thinking to foster creativity and innovation among future linguists;
- Equipping learners with the ability to independently solve professional and research-related problems, plan self-educational activities, and apply modern information-retrieval methods (Mirolubov, 2002).

According to Haleyeveva and Galskova (1989, 2008), linguodidactics is closely linked to the theoretical modeling of language acquisition mechanisms—particularly the development of the “*secondary linguistic personality*” in foreign language learning. The formation of this secondary linguistic personality is one of the most important objectives of modern linguodidactics. The **intercultural approach** has become the dominant paradigm in achieving this aim, emphasizing the interaction between language learning and cultural awareness.

The **intercultural approach** views foreign language acquisition as a process of discovering and understanding another culture, while simultaneously reflecting on one's own. Learners become aware of their cultural norms and learn to recognize, compare, and reinterpret them through contact with other cultures. This process not only enhances linguistic competence but also develops cultural sensitivity and cognitive flexibility (Galskova, 2008).

Thus, a review of the main features of the intercultural approach confirms that it possesses both **methodological** and **linguodidactic** dimensions. Consequently, it represents a unifying category of methodological science, which studies intercultural communication and language education

from complementary perspectives—each focusing on its respective object and field of research.

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