



Trends of Modern Linguodidactics in Teaching Foreign Languages

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Abstract: *this article deals with the trends of modern linguodidactics in teaching foreign languages as well as the purpose of teaching foreign languages. In addition, author provides several points concerning actuality of linguodidactics in teaching process and gives new directions in the sphere of pedagogy.*

Keywords: *socio-pedagogical, linguodidactics, intercultural level, pragmatic aspect, cognitive aspect, pedagogical aspect, pragmalinguodidactics, pragmatization, pragmacommunicative.*

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Modern society is facing the most acute socio-political, interethnic, intercultural, communicative problems. It is education that has always contributed to the preservation of the stability of society, the modification of forms and types of human relationships. Currently, the problem of the formation of tolerant consciousness and communicative competence as stable characteristics of the younger person's personality is especially relevant. The solution of this issue is becoming a real priority of pedagogical science and practice today.

The goal is understood in psychology as a conscious image of the future result of an action. This gives grounds to formulate a goal in relation to teaching foreign languages as a consciously planned result of teaching and learning language and culture. In this sense, this category determines the development and functioning of the language education system, determines its content and ways of mastering this content.

The purpose of training is an important socio-pedagogical and methodological category. Therefore, the appeal to it is carried out taking into account all the factors that determine language education in general. At the same time, the socio-pedagogical essence of the goal dictates the need to consider it, firstly, in the context of the social order of society and the state in relation to the language education of its citizens and, secondly, taking into account the general educational concept adopted in society at a certain stage of its development and the development of the school education system. The latter is explained by the fact that a foreign language is only one of the academic subjects within this system and the definition of the objectives of teaching this subject should be focused on the general educational context. The methodological component of the concept of "the purpose of teaching foreign languages" makes it necessary to refer to the main provisions of linguodidactics and methods of teaching foreign languages when formulating it.

The multi-aspect determinism of the goals of teaching foreign languages gives reason to believe that this category is a kind of intermediate link between social and methodological. On the one hand, the

goal is conditioned by the objective needs of society and the state, expressing their social order; on the other hand, it determines the entire system of language education itself, determining its content, organization and results.

The basis of teaching foreign languages as a social phenomenon is the social activity of people, their relationships and interactions. Consequently, the starting point of the analysis of the target aspects of language education is a group of so-called social factors, i.e. socio-economic, political and socio-pedagogical factors. The effect of these factors is manifested, first of all, in the attitude of society to foreign languages in general and to people who speak two or more non-native (including foreign) languages, in particular, as well as in the requirements that society imposes on the level and quality of language education of its citizens at a particular stage of its socio-economic development. This is the essence of language education as a value, result and process.

The totality of social factors determines the social order of society and the state in relation to language education. The influence of the social order on the formulation of the goal is manifested both in the field of the educational function of the educational subject, and in the field of practical tasks solved in the educational process in a foreign language. Due to the expansion of intercultural contacts and exchanges, the strengthening of the processes of globalization in all spheres of modern society, modern educational programs in a foreign language provide for the development of students of all types of speech activity [1].

Currently, the purpose of teaching foreign languages should be understood as the formation of a student's personality capable and willing to participate in communication (indirect and direct) at the intercultural level. We are talking about the formation of the main features of the secondary linguistic personality in the student, the totality of which makes up a complex integrative whole, reaching not only communicative, but also intercultural competence.

The complexity and multidimensional nature of the strategic goal of teaching foreign languages - the formation of students' main features of a secondary linguistic personality that make them capable of adequate social interaction in situations of intercultural communication - dictate the need to consider it as a combination of three interrelated and mutually dependent aspects: pragmatic, pedagogical and cognitive.

The pragmatic aspect of the purpose of teaching foreign languages is associated with the formation of students' knowledge, skills and abilities, the possession of which allows them to join the ethno-linguistic and cultural values of the country of the language being studied and practically use a foreign language in situations of intercultural understanding and cognition. The totality of such knowledge, skills and abilities constitutes the communicative competence of students.

The pedagogical aspect of the purpose of teaching foreign languages is designed to answer the question: what qualities should be formed in a student so that he is able to communicate at an intercultural level? To find an answer to this question means, firstly, to determine the complex of personality traits of a student that favor the acquisition of a foreign language as a means of intercultural communication, and, secondly, to create conditions for their formation.

The cognitive aspect of the purpose of teaching foreign languages is associated with such categories as knowledge, thinking and understanding processes involved in the process of introducing a student to a foreign language, to the culture of the people - its native speaker. When determining the essence of the cognitive aspect of the purpose of teaching foreign languages, it is important to proceed from the understanding that language reflects the interaction between psychological, communicative, functional and cultural factors [2].

For decades, the English linguodidactic traditions have been the main guidelines in the language training of students and the methodology of teaching foreign languages as a specialty. However,

modern higher education requires changes in the language training of students both in the methodology, teaching tools, and in its content. Students are not fully able to operate with various registers of speech communication in a foreign language. There are often discrepancies between the syntactic and lexical aspects of students' speech.

Knowledge of a foreign language as a specialty is in demand in cases when it has a pragmatic character and a specialist is able to effectively use his foreign language competencies in the field of professional activity [3]. The pragmatization of students' foreign language activities has become one of the acute problems of their language training.

The integration of pragmatics, sociolinguistics and methods of teaching foreign languages is due to a new direction in the methodology, which has received the working name *pragmalinguodidactics*.

The aim of *pragmalinguodidactics* is to study the problems of teaching foreign language communicative competence, which allows students to adequately participate in real intercultural communication, depending on the communication situation (formal, neutral and informal).

The priority task of *pragmalinguodidactics* is the implementation in the practice of training students of the global changes that occur in modern English, which ensures the development of a range of foreign language communication, the formation of the ability to clearly, clearly, logically and accurately express thoughts, adequately using language means in accordance with the functional style of speech communication.

The analysis of the practice of teaching English from the perspective of modern ideas about the goals and objectives of the development of intercultural communicative competence of students, the development of their abilities as intercultural communicants leads to the conclusion that in the current conditions textbooks and textbooks of a new generation are required, created taking into account the *pragmalinguodidactic* aspect of teaching foreign languages.

The pragmatic didactic view of the content of teaching foreign languages and cultures is due to the expansion of students' intercultural knowledge, which in the modern educational space means knowledge and understanding of similarities and differences between the cultures of their native country and the country of the language being studied, knowledge and understanding of the regional and social diversity of both countries, as well as knowledge of a wider range of world cultures [4].

According to A.M. Akopyants, the qualitative indicators of foreign language communicative competence of students will reach a higher level if they purposefully ensure the pragmatization of foreign language speech by means of language material adequate to the modern image of the language, which will allow future specialists to participate in real intercultural communication corresponding to at least three functional and stylistic registers of speech communication (formal, neutral, informal) [5].

Without rejecting the fundamental principles of domestic linguodidactics, namely the personality-oriented orientation of learning, the cognitive orientation of learning, the intercultural orientation of the learning process of the learner's autonomy in educational activities, the thoroughness of the process of teaching foreign languages, and focusing on the pragmatic aspect, the following basic principles of *pragmalinguodidactics* are highlighted:

✓ Pragmatization of foreign language communicative activity of trainees.

The focus of *pragmalinguodidactics* is the relationship between language and the environment of its functioning, language structures, on the one hand, and activity structures, on the other. Pragmatics in this concept establishes what are the goals and results of using language in speech activity. This refers to the pragmatics of foreign language communication, which can include not only the rules of communication, but also knowledge of the laws of the outside world in general.

An effective means of pragmatizing students' speech in English are the latest results of the genesis of the lexical composition of the English language, including abbreviations used in speech as independent full-component lexical units, and borrowings in other languages that enrich the lexicon of modern English.

✓ Taking into account the development trend of the language being studied.

In today's cultural and pragmatic space surrounding a person, new linguistic phenomena are emerging that form an integral part of the everyday life of a foreign-speaking community, reflecting events, phenomena, styles, views, new trends in art, literature, etc.

Since any model of teaching foreign languages, according to Y.N. Karaulov, is based on the "image of language" that exists in linguistics in each specific period of time, it seems obvious that the modern "image of language" should be used for linguodidactic purposes. The student's mastery of the newest layer of the vocabulary of a foreign language is necessary, as it will help him to better navigate in the modern foreign-language information environment, productively use multimedia resources and computer technologies [6].

✓ Taking into account the functional and stylistic register of speech communication.

The foreign language communicative competence of students can be considered sufficiently formed for professional activity only if the student, a future specialist in intercultural communication, is able to adequately participate in real intercultural communication, freely communicating in various speech registers. Depending on the communicative situation, choose the appropriate style of communication from formal to informal.

✓ The limit of stylistic reduction of speech.

The pragmatization of students' foreign language speech through the use of the newest layer of the lexical composition of a foreign language is not a deliberate decrease in the register of speech communication of the language and culture of foreign language communication, but a linguodidactically justified model (form) of language preparation of students for real intercultural communication, it is an exercise in the development of linguistic flair and culture of communication in a foreign language.

✓ Mediation of intercultural communication in classroom settings.

One of the essential features of intercultural communication in teaching a foreign language, according to N.V. Baryshnikov, is that preparation for real intercultural communication consists in training communication in a foreign language with their peers belonging to the same culture, and is indirect, since the process of learning a foreign language is carried out outside the language environment, far from the actual functioning of the studied language and culture [4]. And this reality cannot be ignored by foreign language teachers when selecting materials and developing teaching technologies that should create a common pragmatic territory and a common information zone, when students jointly share the meanings of linguistic categories and, accordingly, choose speech communication registers. One of such technologies may be pragmatic communication complexes that will increase the effectiveness of acquired knowledge and skills.

Thus, the successful realization of this goal is possible only if the three aspects mentioned above are balanced. Excessive hyperbolization or underestimation of one or another of them leads to negative consequences and leads away from the strategic objectives of teaching the subject.

The developed concept of pragmalinguodidactic teaching of modern English speech and the system of technologies that provides it are universal and can be applied in teaching foreign languages in various conditions. Teaching pragmacommunicative complexes can be developed on other language material corresponding to the modern lexical layer of the foreign language being studied.

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