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LINGUODIDACTICS AS A METHODOLOGICAL FOUNDATION OF FOREIGN LANGUAGE TEACHING

Abstract: At present the problem of formation of tolerance and communicative competence as the stable characteristics of the person of the younger a person is particularly relevant. Solution of this problem becomes now a actual priority of pedagogical science and practice. The purpose of training is an important socio-pedagogical and methodological categories. Therefore, the reference to it is carried out, taking into account all the factors determining language education as a whole. Linguodidactics - a scientific discipline, which is rising its origins in the 1970-ies. Since these years, teaching science aims to strengthen its theoretical foundations through the implementation of a truly integrative approach to the identification of main regularities of the pedagogical process of teaching foreign languages in order to create an objective scientific basis for evaluating the effectiveness of teaching methods and their further improvement.

Key words: training system, linguodidactics, pedagogical context, applied linguistics, methods of teaching foreign languages.

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Introduction. Modern society comes across a range of serious social and political, inter-ethnic, inter-cultural and communicative problems. Namely education promoted preservation of society stability, modification of forms and types of mutual relations between people at all times. Currently, the problem of tolerant consciousness and communicative competence as stable personal qualities of the younger generation is especially topical. Today, settlement of this issue becomes a real priority of pedagogic science and practice.

Modern system of foreign language teaching is characterized as follows: firstly, practical knowledge of foreign languages became a critical need of large

population groups, and, secondly, general pedagogic background creates favorable conditions for differentiation of foreign language teaching. New social-economic and political situation requires implementation in society of linguistic policy in the field of foreign language teaching directed towards satisfaction of social and personal needs relating to foreign languages. Variety of education options and learning tools imposed new requirements to the professional training of a teacher of foreign languages who in new terms has to be able to act not according to strictly set rules but in accordance with own conscious choice out of possible methodic systems.



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Research methods. Goal of education is an important social-and-pedagogic and methodic category. Therefore, we refer to this goal with due consideration of all factors which determine linguistic education altogether. Herewith, social-and-pedagogic essence of the goal imposes the necessity to consider it, firstly, in terms of social order of society and state relating to linguistic education of its citizens and, secondly, with due consideration of general educational concept accepted in society at certain stage of its development and development of the system of school education. The latter is explained by the fact that the foreign language is only one of school subjects and determination of the goals of this subject teaching should be held with orientation towards general educational context. The methodic constituent of the term “goal of foreign languages teaching” causes to refer to main provisions of Linguodidactics and methods of foreign languages teaching in formation of such goal.

The determinism of various objectives of teaching foreign languages suggests that this category is kind of intermediate between social and technical. On the one hand, the purpose is due to objective needs of society and the state, expressing their social order, with the other she determines the whole system of language education, defining its content, organization and results.

At the heart of learning foreign languages as a social phenomenon is the social activity of people, their relationships and interaction. Therefore, the starting point of the analysis of targeted aspects of language education is the group of so-called social factors, i.e. socio-economic, political and socio-pedagogical factors. The effect of these factors manifests itself primarily in the attitude of the society towards foreign languages in General and people who own two or more non-native (foreign) languages, and in particular, but also in the demands which the society makes to the level and quality of language education of its citizens at a particular stage of their socio-economic development. That is the essence of language education as a value, the outcome and the process.

The combination of social factors causes the social order of society and the state in relation to language education. The impact of social order on the statement of purpose was apparent in the field of the educational function of the school subject and the field of practical tasks in the educational process in a foreign language. In connection with the expansion of cross-cultural contacts and exchanges, the intensification of globalization processes in all spheres of life of modern society a modern educational program in a foreign language include the development in students of all types of speech activity [1].

Currently, the goal of foreign language teaching should be understood as the formation of the

student's personality capable and willing to participate in communication (direct and indirect) in the cross-cultural level. It is about becoming the student of the basic features of secondary linguistic personality, the totality of which is a complex integrative whole, leaving not only communicative, but also on cross-cultural competence.

The complexity and multidimensionality of strategic goal of foreign language teaching - the formation of students of the basic features of the secondary language personality, making them capable of adequate social interaction in situations of intercultural communication, - dictate the necessity to consider it as a set of three interconnected and interdependent aspects: pragmatic, pedagogical and cognitive.

The pragmatic aspect of goal of foreign language teaching is associated with the development of students' knowledge, skills and abilities, the possession of which allows them to join ethnolinguistically values of the country of studied language practically to use a foreign language in situations of intercultural understanding and knowledge. The totality of these knowledge, skills and abilities is the communicative competence of students.

The pedagogical aspect aims of teaching foreign languages to answer the question: what qualities must inculcate in students, so that he was able to communicate on an intercultural level? To find the answer to this question means, first, to determine the properties of a student's personality that are conducive to foreign language acquisition as a means of intercultural communication, and, secondly, to create conditions for their formation.

The cognitive aspect of the objectives of foreign language teaching is associated with such categories as knowledge, thinking and understanding processes involved in the initiation of the student into the foreign language, to the culture of its bearer. In determining the nature of the cognitive aspect of the objectives of foreign language teaching it is important to proceed from the understanding that the language reflects the interaction between psychological, communicative, functional and cultural factors.

Thus, the successful implementation of this goal is possible only if the balance of its three abovementioned aspects. Over-exaggeration or underestimation of one or other of them leads to negative consequences and leads away from the strategic tasks of study subject.

Analysis of modern national and foreign publications certifies that starting from the 70-s the methodic science aims to strengthen its theoretical foundations due to really integrative approach to determination of main trends of the pedagogic process of foreign languages teaching for creation of the objective scientific foundation for evaluation of

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teaching methods efficiency and their further development. In other words, we note general targeting to methodic science theoretical basis strengthening due to linguo-didactic data that make it possible to get direction in polyphony of methodic opinions which sometimes have contradictory character and insufficiently justified from the theoretical point of view. However, there is no conclusive opinion relating to the status of Linguodidactics as a science, object and subject of research there of [2].

Thus, the following point of view is defended in the national science: Linguodidactics is a general theory of language learning in terms of education, theory of language “acquisition” or linguistic anthropology acting as a “metatheory” for development of the mode of foreign languages teaching methods production. In some specified sense, understanding of Linguodidactics as a science is close to separate aspects of Applied Linguistics being developed in English speaking countries.

Linguodidactics is a scientific discipline appeared in the 70-s. Starting from these years, the methodic science aims to strengthen its theoretical foundations due to really integrative approach to determination of main trends of the pedagogic process of foreign languages teaching for creation of the objective scientific foundation for evaluation of teaching methods efficiency and their further development. The point is namely in this period of time new social-and-economic and political situation arose when integration trends were displayed in all fields of human activity of different cultures representatives. In these terms, practical knowledge of foreign languages became a critical need of people. Necessity to satisfy these various needs induced creation of flexible and variative system of forms, means and methods of foreign language teaching, development of different methodic approaches [3].

Results of research. Variety of foreign language teaching options and learning tools imposed new requirements to a teacher who in new pedagogic terms has to be able to act not according to strictly set rules but in accordance with own conscious choice of those which are the most adequate to the conditions of education out of possible methodic systems. To this end, a teacher also needs to know what “competence in language” means and how the process of language learning runs in conditions of classes. New educational “ideology” required re-thinking of the methodic problems from the point of view of the processes of students’ language acquisition in different educational conditions. We are speaking about receipt of the objective data of language acquisition supported by not so much empiric researches based on the materials of certain language (these data arise out of the field of private methods) as by deep theoretical

justification of these factors influencing the process of foreign language acquisition regardless of certain conditions of education.

In other words, we can observe general trend to enforcement of theoretical base of the foreign and national methodic science due to linguo-didactic data which make it possible to get oriented in variety of the methodic opinions and approaches which sometimes have contradictory character and insufficiently justified from the theoretical point of view.

The process of language acquisition in terms of education is a subject of interests of psychologists, psycholinguists, linguists and methodists. At the same time, to consider this process only from the point of view of a separate subject means not to obtain a broad picture showing the mechanism of language acquisition for educational purposes. According to the scientists, only Linguodidactics allows doing this since it is an integrative science which is intended to give description of the mechanisms of language acquisition and specifics of these mechanisms management in educational conditions.

The concept developed by V. Rainike is based on the idea of existence of three independent and mutually related scientific disciplines comprising the theory of foreign languages teaching: 1) theory of language acquisition, or Linguodidactics; 2) foreign language didactics; 3) methods of certain language teaching, or private methods [4].

Commonness of scientific disciplines mentioned above is caused by the fact that the ability of a person to use language code for the purposes of communication is in the center of study thereof. Nomination of the ability of a person to carry out voice communication to a level of the central category of the sciences listed above is progressive enough since only in this case we can speak that linguistic identity becomes the point of interests of the scientists dealing with multiple-aspect problems of foreign languages teaching.

Speaking about specifics of the scientific fields comprising the theory of foreign languages teaching, it may be noted that such specifics is related to different relation of each of them to the main category of research – ability to voice communication. Thus, Linguodidactics studies the problems related to analysis, management and modelling of language acquisition processes. Here we are speaking about description and explanation of the mechanisms and internal structural-forming processes of native and foreign language acquisition. For a specialist dealing with the didactic issues, ability to voice communication is a strategic goal of teaching, meanwhile the subject of private methods is a process of transfer and acquisition (study) of ability to communicate in language being learned

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with due consideration of certain conditions of education [5].

Since a methodist deals with the issues of formation of the ability to communicate in language being learned, he should have knowledge of the peculiarities of this ability acquisition process. However, the methodology itself does not form such knowledge, it takes them from other areas of knowledge and, first of all, from didactics. The latter is a science about common trends of any, without exclusion, language teaching [6].

Conclusion. Having recognized importance of linguodidactic researches, it cannot go unnoticed that linkage of Linguodidactics only with linguistics is incorrect. Although namely linguistics is a significant factor which makes foreign languages teaching methodology specific, we should take into consideration multifunctionality and multidimensionality of the teaching process. Cross-subject linguo-didactic approach to analysis of the specified problems is based on the data of language philosophy, linguistics, psychology, theory of cross-cultural communication, theory of second (foreign) language acquisition, psycholinguistics and etc. Herewith, Linguodidactics is not a justification of private linguistic methodology. Being one of the branches of methodic science, "...which justifies substantial components of education and teaching in their indissoluble connection with nature of language and nature of communication as the social phenomenon defining activity essence of voice communications based on the mechanisms of social interaction of individuals", Linguodidactics acts as a methodological aspect of learning theory. It means

that this science is intended to develop the foundations of foreign languages teaching methodology relative to different initial results of this process. It makes it possible to reveal objective trends according to which the model of foreign languages teaching should be built with bilingual (polylingual) and bicultural (multicultural) linguistic identity in the center. Linguodidactics as a science is intended to make sense and describe linguo-cognitive structure of linguistic identity, to justify the conditions and trends of development thereof as the desired result in the course of foreign language teaching and learning and to study specifics of the object of acquisition and teaching (language, linguistic view of the world of the bearer of a language being learned) and interaction of all subjects of this process, nature of errors (linguistic, linguo-cultural and, more widely, culturological) and mechanism of rectification thereof. Research of the peculiarities of language teaching and acquisition in terms of multilingualism, individual and cultural peculiarities of students, their age-related specifics, factors defining completeness/incompleteness of language skills and etc. is very perspective.

Consequently, topicality of linguo-didactic researches is stipulated by necessity to create objective scientific foundations for evaluation of efficiency of education methods and their further development, methods, first of all, based on the idea of linguistic identity formation.

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