LINGUODIDACTICAL ASPECT OF TRAINING SECOND LANGUAGE

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Annotation: This article deals with the issues of teaching foreign language speech, linguodidactics, as the concept of teaching aspects of language and types of speech activity in specific conditions. On the principles of selection of educational material and technology of mastering knowledge.

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Everyone knows that language is, first of all, a sound phenomenon. The course of the historical development of languages contributes to their improvement under the influence of each other, but so far the issues of sound (phonetic) speech design have not been fully described. In this regard, the question arises of how various sound phenomena can be presented to students and how they can be reflected in educational literature.

Here it is important to determine what to look for when teaching and learning languages. When learning a language, certain interrelated skills are formed. Two of which are passive - comprehension of speaking and writing, and two active - speaking and writing.

We use a variety of means to formulate oral or written speech. In oral speech, these are tone, pause, timbre, intonation, stress, rhythm, articulation. In writing, almost all of this is conveyed in the form of punctuation marks. But experience proves that real communication is much more diverse than theory. Indeed, in oral speech, we do not trust more what is said, but in what tone it is said.

This, in turn, confirms that oral speech has its own norms that impede the unambiguous interpretation and understanding of sound sequences. Discrepancies in the graphic and sound design of words are proof of this.

The complexity of the perception of oral speech is due to two main reasons. First, it is the difference between what we are ready to hear against the background of the available information and the variability of real sound phenomena. Secondly, a wide variety of dialectal forms that are not recorded in the educational literature.

In addition, there are other reasons influencing inadequate speech perception: social roles, age qualification. Linguodidactics is aimed at developing the theoretical foundations of effective language teaching and its methodological systems, the selection of educational material, means, methods and techniques of teaching, forms of current and midterm control.

Linguodidactics as a methodological concept implies teaching aspects of language and types of speech activity in specific conditions and situations with a description of the linguo-cognitive structure of a linguistic personality, substantiating the conditions and patterns of development of the desired result. Linguodidactics is also aimed at studying the specifics of the objects of assimilation and teaching of the language and the linguistic picture of the world of the native speaker of the target language.

According to A.N. Shchukin, the linguodidactic approach includes studies of the similarities and differences of languages, analysis of the content and structure of the language being studied, drawing up language minima for teaching purposes and a number of other problems arising at the junction of linguistics and pedagogy.

Consequently, linguodidactics is the theoretical side of the methodology of teaching languages, which explains the patterns of interaction between teaching, assimilation,
principles of selection of educational material and technology of mastering knowledge.

At the present stage, the language teaching system implies the following:
a) the goals and objectives of teaching languages;
b) the content of the educational material;
c) the patterns of its assimilation;
d) methods, means, forms and technologies of teaching.

In the learning process, the following qualities are formed:
- educational (knowledge and practical skills);
- developing (development of creativity and emotional sphere);
- professional (if in the learning process attention was focused on a professional orientation);
- educational (aimed at the formation of a personality, his worldview, value qualities).

When submitting new material, it is necessary to give examples of variability, explaining each separately, taking into account the national and cultural specifics. This will contribute to the formation of students’ understanding of the characteristics of the language being studied, its linguistic phenomena and concepts.

Along with this, language learners will have an idea of what is accepted and not accepted in the language, about acceptable and appropriate jokes, about the culture and life of the people of the language being studied, about facts from the life of famous people.

The modern language teaching system implies the following goals:
- the formation of a linguistic outlook, allowing the perception of the systems of the studied language, linguistic knowledge, comprehension of the essence of linguistic facts;
- development of linguistic intuition, linguistic thinking as the creative potential of a person;
- the formation of skills of readiness to independently solve language problems, the basis of which is the ability to plan and carry out self-educational activities, using the search for the necessary information.

Linguodidactics includes the following principles:
- the principle of objectivity - taking into account the factors and conditions of linguistic phenomena, evidence, alternativeness;
- the principle of continuity - assumes reliance on previously studied in the presentation of new material;
- the principle of conscience - understanding the features of the system of the language being studied, understanding the logic in the presentation of linguistic phenomena, explaining the reasons for historical changes in the language;
- the principle of essential analysis - the ratio of the general, the particular and the singular, providing a description and explanation of the facts that affect the change and development of elements;
- the principle of logical and historical unity - the structure, functions, modern connections of the object are considered in unity with history and prospects, from which the requirement of continuity follows;
- the principle of conceptual unity - the consistent implementation of a scientific concept that develops in the course of research and ensures the logical unity and correctness of assessments of linguodidactic phenomena;
- the principle of consistency in the functioning of linguodidactic phenomena - the establishment of the integrity of the system, its dismemberment into elements, system-forming connection, orderliness and interdependence of its elements;
- the principle of the unity of consciousness and activity is the acquisition of knowledge and the formation of skills for their use.

In order to implement these principles, it is possible to use various methods that will ensure the creation of a holistic, comprehensive and deep characteristic of the object under study.

Beginning with observation, a linguo-methodological study will help determine the content of scientific research, which will include attending classes at an educational institution, studying documentation, written works and oral statements of students, analyzing scientific and methodological literature on the problem under study.

Linguodidactics contributes to the activation of mental activity, proposing and setting problematic tasks for students. Such, for example, as expressiveness of speech, consistency, relaxed, calm tone, intelligibility, imagery, relevance, correct choice of a synonym.
In addition, there are pronunciation traits by which one can judge the origin of the speaker - a native of the upper or lower strata of society. Naturally, the speech of an ordinary worker and the speech of a representative of the aristocracy differs significantly from each other, but, undoubtedly, an educated person will understand what an ordinary worker is talking about, although from the phonetic side, there will be many changes in it compared to the used aristocracy, measured normative speech.

Thus, the methodology of teaching a language is theoretical and practical problems and teaching technologies. If the theory determines the laws of the subject of instruction, the principles and criteria for developing the content, the formation of the structure of the academic subject and the choice of teaching aids, then the technology helps to find the most acceptable ways of implementing teaching aids and forms, depending on the learning conditions. Linguodidactics should contribute to solving such a problem as adequate perception and understanding of speech by ear.

The most common and reliable means of solid assimilation of the information received in the lesson are various types of repetition. Repetitions can be in the form of questions, assignments, written tests on the topic passed, role-playing game forms that activate the verbal-logical memorization of linguistic information.

No less important is the analysis of the phenomena of language, where from observations of facts one should proceed to their generalizations, and then to concretization and conclusions. This will help to identify their relationship with the laws of logic.

Then the students will have an even greater interest in communicative role-playing game forms of classes, which will contribute to the fearless formulation of their own point of view based on a linguistic guess.

Language mistakes and communication failures will be corrected on the spot. Sports commentaries, feature films, stage performances, presentations are considered to contribute to the development of oral speech of students and are closest to colloquial speech.

Thus, in practice, vocabulary, language skills and abilities of students will be formed. Educators will have the opportunity to guide young people on the right path. Since young people strive to build life in accordance with their own ideas about it and not allow others to interfere in solving important problems.

In such cases, the teacher helps to solve interpersonal problems through verbal communication. To do this, the teacher must be able to convince and, by means of influence, infect to the desire to become like someone in action, which guarantees a positive result in mutual relations at the speech level.

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