

METHOD OF TEACHING FOREIGN LANGUAGES ON THE BASIS OF THE EDUCATION GIVEN TO A PERSON

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Abstract: The article deals with terminological system of language didactics taking into account its specific features from the aspects of diachronic and synchronic analyses. The main processes of formation and dynamic development of the terminological system of this science have been investigated owing to materials of the Uzbek language. However, it is important to define the role of national context in the development of language didactics by cross-cultural analysis of terminology, existing problems of comparative study of terminology and searching corresponding equivalents of these terms. The aim of the research is to improve the necessity of defining the main factors and sources of the formation and dynamic development terminological units of this science and their usage in different socio-cultural contexts, including differences in the meanings of terms of the language didactics of corresponding culture. One should be noted that close relation of language didactics with the disciplines such as didactics, methodics, pedagogy, psychology, psycholinguistics and linguaculturology is the main basis of linguistics in teaching foreign languages.

Keywords: To know the language; theory of language education; foreign language; second language; skill; language didactics; general ontology of language didactics; language teaching methods; methodical categories.

Introduction

The creation of modern language teaching conditions leads to the emergence of new concepts of language pedagogy. So, the emergence of the need to name new concepts puts important tasks before linguists and terminologists. Different equivalents of terminological units acquired from one language to another are created in another language. Terminological units are reborn in the receiving (recipient) language by experts in the field, and in this process, it is natural that the terminological unit loses its originality. In some cases, a term in a foreign language enters the host language directly (direct borrowing) without the participation of an intermediary language. For example: test, contact, context, method, rating, etc. Such terms have the status of international lexicon from the point of view of being widely used in all languages.

Main Part

Linguistics as an independent new field of science appeared in the second half of the 20th century, and since then it has gone through a certain historical stage. During this period, it serves to enrich the content of foreign language teaching methodology and develop its main principles based on new integrative approaches in terms of today's demands. Russian Methodist N.D. Galskova expresses the following opinion: "Methodological science really tries to strengthen its theoretical foundations through integrative approaches, the principles of the foreign language teaching process in accordance with the basic laws of the pedagogical approach, because the main goal is to provide effective methods of foreign language teaching. is to create a real scientific basis for evaluation and their improvement". According to the



current requirements of teaching foreign languages, a student or a student learning a foreign language is not considered an object of this process, but rather a subject. Therefore, it is natural that different approaches to teaching a foreign language make certain demands on the foreign language teacher, and in this case, the teacher is required to have a conscious choice with the correct approach to the situation and, on this basis, which is considered as a new approach to require the rational use of methods. Alqissa, "language knowledge" is related to how or under what conditions the process of language acquisition is carried out. This process was carried out by G.N. Lovsevizh explains as follows: "Thus, the concept of this process is manifested in the languages being compared by means of the following terminological units: to know the language (English) — vladenie yazykom (Rus.) — til(ni) birlin (Uzb.); to learn the language (English) — ovladenie yazykom (Russian) — acquire the language (Uzb). Of course, terminological units of this form represent concepts belonging to a specific lexical-semantic group (LSG) and related to a specific subject group in linguistics.

The process of acquiring a foreign language in educational conditions is the main research topic of specialists such as psycholinguists (psychologists who study speech activity), foreign language teaching designers, linguists. From this point of view, it is not logical to think that the research of this process, i.e. the process of language acquisition, can be the research object of only one of the above-mentioned fields of science. Because in such a situation, it is impossible to fully imagine what educational goals are intended from the mechanisms of language acquisition. This process can be implemented as a whole, i.e. as a whole, only by the science of linguistics, because this field of science can describe the process of how to implement the mechanisms of language acquisition, and can feel the unique management of these mechanisms in educational conditions.

So, the field of linguistics and education refers to the unity of a number of independent and scientifically related disciplines, including methods, didactics, linguistics, pedagogy, psychology, psycholinguistics, linguistics and cultural studies. It is imagined to be the linguistic ground of teaching foreign languages in interaction with scientific fields. It is worth noting that the interrelationship of the science of linguistics with these scientific disciplines shows the unity of theory and practice.

In our opinion, the basis of linguistics is the language being studied, and because of it, the attitude of the language learner to the language he is studying is clearly manifested, and in turn, the subjects directly related to this field of science. (methodology, didactics, pedagogy, psychology, psycholinguistics, linguistics) is fundamentally different from learning. Linguistics as a practical-scientific field covers its main concepts, the existence of language and speech independent of human consciousness, and the process of manifestation as a means of communication. The function of these concepts is to show that the concept of language is reflected in our mind in the form of categories specific to linguistics. These concepts include existing laws in the language. At the same time, it represents logical categories related to the nature of language, its use, and linguistics. So, logical categories related to concepts determine the main goal of linguistics and serve certain educational goals. It seems that although the system of concepts is directly related to one or another field of science, they exist in the form of a specific structure and differ in that they relate to specific field topics.

A set of concepts related to a specific field of science constitutes a system of terms and they occupy a place in each textbook. This is manifested in the form of a research subject of the science of linguistics, and considering the secondary language (metalanguage) of the textbook,



when and how, in what context and in what language style this new term is introduced is of great importance.

Thus, the terms representing the set of concepts of the science of language education, which studies the actual problems of the theory of language education, were developed by experts in the field mainly abroad and in our country. The terms of this field are widely and actively used in various textbooks, training manuals and scientific literature.

According to the analysis of the use and composition of linguistic and educational terminological units, they were divided into the following three main groups:

- The terms of purely linguistics (related to didactics, methodology) are mainly used in the context of expressing concepts specific to these fields. In particular, they consist of a set of terms consisting of lexical units used in scientific and educational literature in the field of language education, linguistic and speech skills, and dictionaries. For example: didactics — didaktika — pedagogy (theory of education), language didactics — lingvodidaktika — language education, theory of language education, general ontology of language didactics — obshchaya ontologiya lingvodidaktiki — general ontology (content) of language education, private ontology of language didactics — chastnaya ontologiya lingvodidaktiki — private ontology of language education, social nature of a language — sotsialnaya priroda yazyka — theoretical basis of language didactics — teoreticheskie osnovy lingvodidaktiki — theoretical basis of language education, theoretical and practical basis of language didactics — teoretiko-prakticheskie osnovy lingvodidaktiki — scientific-theoretical and practical foundations of language education. Terms taken for the analysis material I.L. Kolesnikova, O.A. Co-authored by Dolgina.
- Interdisciplinary terms (related to pedagogy, didactics, psychology, psycholinguistics, linguistics, language education, methodology): foreign language — inostranny yazyk — foreign language, second language — vtoroy yazyk — second language, skill — umeni — qualification, etc. . Unique and universal features can be observed in the use of such terminological units.
- Terminology of the universal lexicon serves the realization of the concepts of this field and preserves its polysemantic character. Therefore, they can be called terminological units made from common words used in figurative sense. Mobile, nominative meanings are typical for a scientific statement. For example: horseshoe sitting (is where and the teachers sit on chairs in the shape of horseshoe) — podkovoobraznoe razmeshchenie — horseshoe location, chatting — live chat (is when people "talk" to each other in real time on the internet by emailing a website to which all the other "chatters" are also connected) — beseda — conversation (live) and so on. The terms horseshoe sitting and chatting mentioned above were used by the English Methodist J. Harmer.

Linguistic terms are the newest layer of humanities terminology. Because they differ in that they represent new concepts of language education. The theory of language education and the science of the methodology of teaching foreign languages is becoming richer due to the emergence of new field terms.

In particular, if we take this process as an example of the Uzbek language, a terminological system is currently being formed that can describe the concepts of linguistics and education in a new way. In fact, the terminological system, which fully embodies the scientific concepts of each field of science, goes through certain historical development processes in terms of its formation and development. Naturally, any new concepts and phenomena that appear in the language need to be named. Especially today, terms in the field of linguistics have appeared



mainly on the basis of European languages, and most of them appear in our language in the form of the newest acquisitions (neologisms). It should be noted that the terminological units of this field in the Uzbek language, their equivalents, Uzbek alternatives created by the method of translation are mainly formed at the expense of the source language (source language — yazyk istochnik), that is, on the basis of English or Russian languages, and this the process is ongoing. So, the main external sources in the formation and gradual development of the linguistic terminology system can be indicated as follows:

1. History of foreign language teaching methods. History of methodology science. "The main directions of the methodology of teaching foreign languages in the 19th-20th centuries". Academician A.A. The experience of foreign language teaching in Russia, formed on the basis of Miroljubov's important research. Formation of the main categories of methodological science. Traditional and new (innovative) approaches.
2. Communicative method of foreign education. Communicative (speech communication) approach. (Communicative language teaching).
3. Case technology of distance education.
4. Interactive methodology. (A foreign language teaching methodology used in the United States, which originally referred to the concept of interactive speech communication in the terminology of W. Rivers).
5. Methodology of teaching information-perception (reception).
6. Method of scientific examination of teaching.
7. Learner centered approach.
8. Person-oriented education.
9. Student centered approach.
10. Mixed education method.
11. Special methodology of teaching foreign languages.

It seems that the emergence of modern teaching methods, the introduction of new teaching methods is an important step in the development of the field of linguistics, but on the other hand, the intensive (rapid) use of new methods and technologies in foreign language teaching, ensures that it is used in accordance with the demands and proposals of our society. Therefore, it is not without reason that the set of all methods used to improve the process of teaching a foreign language and increase the quality of education is called the science of linguistics.

Forming and harmonizing the terminology system of linguistics and education in the national language means the internal capabilities of the mother tongue in creating their Uzbek equivalents. Accordingly, English terms will be recreated in the lexical base of the Uzbek language, with the full use of copying, translation methods, existing means of expression and materials.

As existing internal linguistic factors in the languages being compared, the following two situations are considered when creating a term:

1. Scientific-methodological application of common lexicon as a term.
 2. On the basis of acquired terms, create their equivalents in the acquiring language.
- S. Usmanov says about the use of universal lexicon as a term: "It is known that universal lexicon is specific to spoken speech and written literary language, and is not specific to any type of speech in terms of speech use. Words related to this are distinguished by the fact that they are used in everyone's speech, are understandable for them, and are used a lot in ordinary speech. Universal lexicon makes up a large part of the vocabulary of a language. But they have



their own scientific application. This feature arises from the fact that the common lexicon obeys the requirements of scientific speech and is used in accordance with it.

In particular, it should be considered that the internal capabilities of the Uzbek language are of great importance during the formation, development and improvement of the terminology system of linguistics and education in the Uzbek language. The creation of Uzbek equivalents of linguistic and educational terms is carried out mainly on the basis of English and Russian terms. Studying this process is one of the topical issues of terminology practice in this field, that is, terminography. In this case, it is necessary to use English terminology as an external source. However, the availability of external sources is not always the main factor in the practice of term formation. Because at the stage of the formation and development of national terminology, the possibility of creating equivalents of term acquisitions in the national language is limited. One of the main reasons for this is that term acquisitions are characterized by the fact that they reflect the concepts specific to the speakers of other languages and their national culture. It is known that the term is considered as a philosophical category related to the concept. Accordingly, it is natural that there is a discrepancy between the concepts when the concept of the English-speaking nation occurs in a foreign language, and it is clear to everyone that this phenomenon has been extensively studied in cognitive linguistics. So, in the realization of reality in the human mind, socio-cultural and linguistic aspects intersect, the perception of reality is different in the minds of representatives of different nationalities, which can be the basis for our conclusion that this is a manifestation of the national concept.

Conclusion

"In fact, creating and harmonizing alternatives of the terminological units of this field in the national language in terminography is a complex process. For example, this term is not used in the terminology of foreign language education. Therefore, the interpretation and translation of this term in the English language requires additional comments" is the opinion of the Russian linguist D. I. Lebedev. In fact, the term linguodidactics was introduced by the Russian linguist academician N. M. Shansky, and it is recognized as the name of a new independent scientific field that studies the problems related to language education from the point of view of educational goals. According to the specialists of this field, the term lingvodidaktika can partially correspond to nominative term units in English, such as Language teaching and applied linguistics, language teaching methodology (theory), language pedagogy, theory of language acquisition. Professor J. J. Jalolov, summarizing the available information in the science of language teaching, says that the following definition can be recommended for linguodidactics: "Language education" refers to the teaching of monolingualism, bilingualism and multilingualism - polyglossia. the scientific field is understood." According to the author of this definition, regardless of which language, under what conditions, for what purpose and how it is learned, the laws of language education have commonalities.

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