



## Correlation of Didactics, Linguodidactics and Methods of Teaching Foreign Languages

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### ABSTRACT

The methodology of teaching foreign languages as a pedagogical scientific discipline belongs to the humanities that explore the humanitarian sphere of human life, where the objective laws of social and social development and individual interests, motives, needs and capabilities of a particular person are closely intertwined. This article discusses aspects of the correlation of didactics, linguodidactics and methods of teaching foreign languages. An explanation is given that at present one can observe the gradual displacement of the concept of “methodology of teaching foreign languages” from the methodological use and replacing it with “linguodidactics”.

### Keywords:

Foreign language, learning theory, linguoculture, linguodidactics, features of the learning process.

### Introduction

The methodology of teaching foreign languages, as known, is interpreted as a pedagogical science and, of course, is most closely related to didactics. The latter is defined as a general “learning theory” that explores the patterns of learning and organizing its activities as a social phenomenon. Therefore, since the methodology is interested in the process of teaching a particular academic subject (in our case, a foreign language), it is naturally qualified as a particular didactics. And it's hard to disagree with that. The subject “foreign language” is only one of the elements of the general educational system. Yes, and the very teaching of this subject is understood by methodologists, following didactics, as a specially (institutionally) organized, planned and systematic process, during which, as a result of the interaction between the student and the teacher, the assimilation and reproduction of a certain experience is carried out following a given goal. Consequently, the subject area of the methodology consists of “all

ideal subsystems within the educational subject, that is, our knowledge about it, fixed in the categories of goals, content and teaching methods, which are closely interconnected with each other and interact with the methodology as a holistic, historically established system of our knowledge. about the given sphere of reality reflected by the subject” [1-7].

Hence it is clear why the target, content and organizational parameters of the process of teaching foreign languages are always considered through the prism of general didactic requirements. It can be said that from this point of view, the problem of “boundary” between the didactic and methodological components is insignificant. However, this does not give reason to believe that the methodology, as already noted, does not have its own research goals and does not substantiate its laws of the educational process in a foreign language.

**Analysis and discussion**

Since the middle of the last century, the methodology of teaching foreign languages has been especially actively moving towards a better understanding of its specifics as a science. This difficult path of methodical knowledge and evolutionary change of types of "scientific pictures of the reality under study" in the methodology is perfectly shown in the monographic work of Academician A.A. Mirolyubov "History of the national methodology of teaching foreign languages" [1,2]. This work is clear evidence that the methodology has accumulated a rich cognitive content, or, in other words, a fund of methodological knowledge, as proof that it is not just a set of rules, recipes and recommendations for solving practical problems of teaching a foreign language. And this is the great merit of domestic scientists - representatives of the "golden generation" of Methodists, among which, along with A.A. Mirolyubov also I.V. Rakhmanova, I.L. Beam, S.K. Folomkin, N.I. Gez and others. Their integral contribution to Russian science consists, first of all, in the substantiation of the methodology as an independent scientific theory that performs (however, like every science) three main functions. The first function is associated with the analysis, classification and systematization of methodological concepts and categories associated with the field of teaching foreign languages, and bringing them into a logical relationship, and ultimately into a system. The second function of methodology as a science is to interpret, explain and understand the specific facts of real educational practice in the subject in the context of the concept of teaching foreign languages adopted in each historical period.

Today's methodology of teaching foreign languages is a coherent logical system of scientific methodological concepts, methods and means of methodical scientific knowledge. It is also a powerful and convincing experimental basis for testing working hypotheses. All this together makes it able to formulate its theoretical postulates and implement them in specific educational

materials, technologies, and teaching aids, in the real educational process. At the same time, the process of learning a foreign language, or rather the patterns of this process, which are the result of scientific substantiation of the goals, content, the most effective methods, techniques, and forms of teaching foreign languages, taking into account the goals, selected content and specific learning conditions, acts as an object of study of the methodology. Therefore, for this science (as, indeed, and for any other methodology), the target (why to teach?), content (what to teach?) and "technological" (how and with what to teach?) aspects of learning become important. Along with this, the main problematic field of the methodology also includes questions related to the characteristics of the subjects involved in the learning process, namely: the teacher (who teaches the subject?) and the student (who studies the subject?).

There are hierarchical links between these questions. The initial and primary in teaching any subject, including a foreign language, is the goal that determines all other components of the subject area of the methodology. But at the same time, it should be borne in mind that all the issues outlined above have an equal and at the same time autonomous character. They must be considered in interrelation and mutual correlation, otherwise, the dominance of one of them will distort the essence of this scientific field. As already mentioned, in the history of foreign language teaching methods, there are examples when interest solely in the content aspect (language) gave reason to consider this science as applied linguistics, and the psychological characteristics of the learning process as applied psychology.

The range of main problems presented above, which the methodology of teaching foreign languages deals with, is didactic in nature, which, as noted above, is quite natural. This explains the fact that the goals, content, methods and ways of teaching foreign languages are formulated in the methodology, taking into account and in the context of general didactic provisions. At the same time, in their scientific research, methodologists have always sought to identify their research

object. It is he who, being individual for each academic discipline, allows him to “dissociate himself” from other methods and gives grounds to interpret general didactic requirements in his way, in his interests, while maintaining a general orientation towards the strategic vector of development of state educational policy in each specific historical period. The ability of the methodology to isolate its object and subject of research gives it an independent scientific status, which, in turn, puts it in front of the need to formulate its laws for achieving the desired results in the educational process. Therefore, scientific knowledge in the field of methods of teaching foreign languages is objectively associated not only with patterns that have a general didactic sound but also with provisions that reflect the features of its research object - the process of teaching and mastering a particular academic subject. In our case, these features are due to the uniqueness of the content core of this process, which represents a kind of social research, the mastery of which by the student occurs regardless of the knowledge of the laws of this phenomenon or with a very limited amount of this knowledge. This social phenomenon is the language, which is non-native to the learner. Today, this phenomenon, because the “image” of language has changed both in the philosophy of language and in linguistic science itself, is interpreted broadly. It has been established that human linguistic knowledge does not exist by itself. They, being formed through his personal experience and being under the control of the norms and assessments that have developed in society, function in the context of the diverse experience of the individual. Consequently, a foreign language as an object of teaching and learning is not just a means of communication, and even more so not a systemic linguistic phenomenon. This object (today it can be called linguoculture) is something more, because it “goes out” both to a person’s attitude to language, and to the problems of his familiarization with another linguoculture in all its diversity of manifestation, including at the level of empathy, at the level of meanings of fundamental worldview concepts, ideas,

concepts that reflect the orientational and existential needs of speakers of a particular language of a particular era. Hence, the specificity of the experience acquired by the student in the course of mastering a non-native language is also obvious. This experience is inherently linguocultural. It consists of foreign language skills and abilities, cognitive and sociocultural knowledge, skills and abilities, values, personal qualities, etc.

Based on the foregoing, the result of scientific and cognitive activities in the field of foreign language teaching methodology should be a certain historically determined methodological (conceptual) system for introducing the student to linguocultural experience, socially and culturally determined in its development. This, in particular, determines the interdisciplinary nature of this science, which, in its research related to the theoretical and methodological substantiation of methodological phenomena and the formulation of its system of concepts, does not become isolated in its content and is not limited solely by internal reserves of self-improvement, but contacts with other scientific fields and, first of all, linguistic, psychological and pedagogical branches.

The domestic methodology of teaching foreign languages as science is traditionally divided into a general methodology and a particular one. The first deals with the problems of teaching any foreign languages, and the second deals with the issues of teaching a particular language. A private methodology draws the basic provisions for its concepts exclusively from the general methodology and only for certain parameters is forced to make clarifications based on the characteristics of a particular linguistic culture. Therefore, it can be argued that these two options for teaching foreign languages do not have an absolute border between them. At the same time, each of them can be considered a multilevel system. The upper levels of each of them use analytical and generalizing procedures to substantiate theoretical constructs, the main elements of which are such theoretical objects as goals, principles, content, methods and means of teaching foreign languages. It is on the upper

tiers that the initial methodological concepts are formulated, around which general scientific approaches to teaching any foreign languages and/or a specific foreign language are built. In turn, the lower tiers, which are most closely related to the educational process, are responsible for the introduction of targeted, content and technological aspects of teaching foreign languages into real educational practice. Hence it is obvious that the methodology of teaching foreign languages has different levels of scientific knowledge - theoretical and empirical. Of course, such a division is rather arbitrary, because it is a very difficult task to establish clear boundaries between theoretical and empirical aspects in the scientific field under consideration. It is on the upper tiers that the initial methodological concepts are formulated, around which general scientific approaches to teaching any foreign languages and/or a specific foreign language are built. In turn, the lower tiers, which are most closely related to the educational process, are responsible for the introduction of targeted, content and technological aspects of teaching foreign languages into real educational practice. Hence it is obvious that the methodology of teaching foreign languages has different levels of scientific knowledge - theoretical and empirical. Of course, such a division is rather arbitrary, because it is a very difficult task to establish clear boundaries between theoretical and empirical aspects in the scientific field under consideration. It is on the upper tiers that the initial methodological concepts are formulated, around which general scientific approaches to teaching any foreign languages and/or a specific foreign language are built. In turn, the lower tiers, which are most closely related to the educational process, are responsible for the introduction of targeted, content and technological aspects of teaching foreign languages into real educational practice. Hence it is obvious that the methodology of teaching foreign languages has different levels of scientific knowledge - theoretical and empirical. Of course, such a division is rather arbitrary, because it is a very difficult task to establish clear boundaries between theoretical and empirical aspects in

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It is known that in the last decades of the last century, the methodology of teaching foreign languages as a science entered a new stage in its development. It is caused by several objective factors. These are favourable conditions for the differentiation of teaching foreign languages, the variety of options for their study, and the variability of educational strategies and teaching aids. But the most significant was the fact that in the minds of both scientists and practising teachers, a new pedagogical ideology began to take root more and more intensively. In accordance with it, the process of teaching foreign languages began to be considered as a combination of four areas, namely: "teacher" - "teaching the language" and "student" - "learning the language". It became obvious that the effectiveness of the methodological system is determined by many factors and, above all, [3,4,5,6]. This circumstance caused a great research interest in the process of mastering a person's non-native language among specialists in various fields, including methodological ones. The following questions have acquired particular relevance for the methodology: What does it mean to "own" a foreign language? How is the learning process going in the classroom? What should be understood as the ability of a person to carry out social interaction using a non-native language for him? What patterns underlie the formation of this ability in learning conditions?, etc.

Since the search for answers to the above questions was not within the competence of the very methodology of teaching foreign languages, these functions in many countries, including Russia, have been taken over by a new scientific branch since the second half of the last century, which can be conditionally called linguodidactics. Such a convention in the name is dictated by the fact that until now there is no unequivocal opinion regarding the scientific status of this branch, object and subject of research, as well as there is no name.

So, for example, abroad, some scientists distinguish it as an independent scientific field [7,8,9], others, emphasise its importance and give it a different name, include it in the didactics of the language [10,11,12,13], and still, others refer to certain aspects of applied linguistics. But, despite such a polyphony of views on the lingua-didactic direction that exists abroad, something in common can be traced in them. Firstly, it is the realization that the process of language acquisition in educational conditions is complex and multifaceted, and for this process to be successful, it is necessary to know the patterns of mastering foreign language knowledge, skills and abilities. Secondly, among foreign scientists, there is a pronounced general desire to strengthen the theoretical basis of the didactics of language and methodology at the expense of objective data [14,15,16]. And, finally, thirdly, it is necessary to note the general understanding that the lingua didactic scientific direction is called upon on a broad interdisciplinary basis (based on data from cognitive linguistics, psychology, and the theory of language acquisition) to provide answers to questions that, according to foreign colleagues, are not were and cannot be the subject of research by didacticists and methodologists. These include, in particular:

1. analysis of the language as an object of learning/teaching in various educational conditions;
2. analysis of the mechanisms of assimilation, appropriation of the language, reflecting its (language) current state and development;
3. substantiation of the nature of errors (linguistic and cultural, and more broadly culturological) and mechanisms for their elimination;
4. study of lingua didactic features of teaching and learning a language in the context of multilingualism, individual and cultural characteristics of students, and their age specificity;
5. analysis and justification of the factors that determine the completeness/incompleteness of language proficiency, etc.

As you know, Russian scientists are also actively declaring the relevance of conducting lingua didactic research. But the domestic experience of theoretical understanding and substantiation of linguodidactics as a science, unfortunately, is very limited and contradictory. And here there is no unity in relation to the subject and object area of this science. In some publications, the main goal of lingua didactic research is seen in the description of the language for educational purposes [18,19,20]. At the same time, it is emphasized that we are talking about lingua didactic models of describing a living language for educational purposes [21,22,23]. In this case, we mean the study of the features, and characteristics of the language for the purpose of studying it as a natural means of communication, as well as the analysis of those factors that determine the specificity of this object: the contingent of students, the specifics of the language environment in which learning takes place, the status of the language itself, etc. [24,25,26].

In the works of other domestic scientists, linguodidactics is interpreted as a theory of "acquisition" of a language or a kind of linguistic anthropology, acting as a "metatheory" for developing a modus for the production of language teaching methods, and thirdly, as a theory of teaching foreign languages, designed to develop the foundations of a methodology for teaching a subject. applied to different desired outcomes [27-31].

Thus, the problem associated with the status of linguodidactics remains unresolved to date. It is also not clear whether it is a linguistic or methodological science. Even if its methodological nature is recognized, it is not clear whether it can be considered an independent scientific discipline or a "substitute" for the general methodology of teaching foreign languages, or whether it acts as a new component of the latter.

Unfortunately, it is known that even today one can observe the gradual displacement of the concept of "methodology of teaching foreign languages" from methodological everyday life, replacing it with "linguodidactics". At the same time, these concepts are increasingly used as

synonyms. This can be evidenced, in particular, by the process of renaming several university departments of methods to departments of linguodidactics without changing the content of the course, and the methodologists themselves become the initiators of this movement. In the methodological literature, a proposal is made to replace the term "methodology" with the term "linguodidactics", while reference is made to foreign experience [32-38]. But such a mechanical replacement of terms is hardly justified, and in foreign science, there is no equal sign between linguodidactics and methodology.

And yet, despite the disagreement in the interpretations of the essence and content of lingua didactic research, there is real evidence of the importance of their results for the methodology of teaching foreign languages. First of all, it is necessary to name the lingua didactic models of mastering the student's language (linguocultural experience) in the learning environment. Today, at least two theoretical constructs are known that reveal the mechanism of language proficiency and mastery, which significantly influenced the domestic and foreign theory and practice of teaching foreign languages.

The first of them is made in Western European traditions and is well known in world science under the name "communicative competence". Due to its pronounced pragmatic and instrumental nature, this theoretical concept has become very popular among methodologists, including in our country. Since the second half of the last century, domestic and foreign methods, having adopted this model of the formation of a person's communicative ability, have strengthened the communicative and pragmatic orientation of language teaching. As a result, the methodology substantiates various modifications of the communicative-oriented model of teaching foreign languages, which finally supplanted the so-called linguistic approach that dominated the theory and practice of teaching for quite a long time. The second theoretical construct, [39-44], and in relation to a non-native language - "secondary (bipolycultural) linguistic personality" [43-48]. His analysis

shows that a linguistic personality is a linguistic substance and, at the same time, a lingua didactic concept, which is inherently a multi-layered and multi-component set of linguistic abilities, skills, and readiness to implement speech acts of varying degrees of complexity. The adoption of this concept aims the modern methodological system not only at developing student's ability to practically use the language being studied in various socially determined situations but also at their familiarization (at a certain level) with a different (national) image of consciousness, with the ability to recognize the motives and attitudes of the individual belonging to a different community, where a different system of values operates.

It is quite obvious that the problem of the relationship between linguodidactics and methodology is far from its final solution, and here one can find more contradictions than clarity. But, for example, physicists, as is known, are already accustomed to the fact that the appearance of contradictions in a certain area is usually a harbinger of the discovery of some regularity. I would like to believe that this will be the case in the field of methods of teaching foreign languages. True, this can become a reality only if the solution to these problems becomes the subject of intensive scientific research and constructive scientific dialogue.

### Conclusion

Today, hypothetically, it can be assumed that the relationship between linguodidactics and methodology, regardless of whether the first is an autonomous theory of learning or part of a general teaching methodology, is not identical to the relationship between theory and practice. These scientific branches (if linguodidactics is recognized as such), without a doubt, are interconnected with each other. At the same time, linguodidactics is not aimed at developing specific recommendations for methodologists. It, based on the data of its multivariate analysis of the features of a language "intended" for study for educational purposes, substantiates and formulates the general patterns of its assimilation in

educational situations. In turn, the methodology, based on these patterns and general didactic provisions, theoretically substantiates and practically tests various ways/approaches/methods/means of "teaching" students a non-native language. From this point of view, the importance of lingua didactic and didactic knowledge for the theory and practice of teaching foreign languages cannot be overestimated. Therefore, with good reason, we can talk about the "methodological complexity" of modern methodological science, which includes both linguodidactics and the methodology of teaching foreign languages.

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