The Connection of the Methodology of Teaching Foreign Languages with Other Sciences

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ABSTRACT

In this article, the question of the connection of foreign language teaching methodology with other subjects was discussed. It was also researched that methodology has its own history due to the establishment of its status as a science. The connection of the methodology with linguistics, then with psychology, and finally with pedagogy or even with several other disciplines was noted.

Keywords:	Linguistics, foreign language teaching methodology, pedagogical discipline, didactic principles, the connection of the methodology with linguistics.

Introduction

The question of the connection between the methodology of teaching foreign languages and other sciences has its history, due to the definition of the status of methodology as a science. The connection of the methodology with linguistics, then with psychology, and finally with pedagogy or even several other sciences, was noted. Based on the position that the methodology is a relatively independent pedagogical discipline, let us consider the relationship between the methodology of teaching foreign languages to other sciences [1-4].

First of all, the methodology is associated with pedagogy and didactics, since they have a common object, considering education and upbringing in the process of teaching schoolchildren under different conditions. Pedagogy studies the most general laws and formulates the general principles of activity for the education and upbringing of the younger generation. At the level of didactics, which

singles out learning as its object, it is the unity of teaching and learning as an activity for the transfer of the content of education. Finally, at the level of methodology, it is a set of forms for the implementation of the activities of teaching and learning the material of a particular academic subject, in our case, a foreign language. From what has been said, it follows that the most essential connections of methodology are connections with pedagogy and didactics [5-9].

The main part

Therefore, didactic principles have always been used in teaching foreign languages, reflecting the general patterns of learning. At the same time, as already noted, didactic patterns are taken into account in a transformed form, depending on the specifics of a particular subject, and at different stages of development in different ways. Let us consider this position on the example of the principle of consciousness. In the 1940s and 1950s, this

principle was understood as a deep study of theory, even with excursions into the history of language, that is, awareness of the very phenomena of language. In the 60s, during the disputes about the methodological direction (method in the general sense of the word), several methodologists believed that the principle of consciousness about teaching foreign languages does not mean awareness of the process of mastering the language, and awareness of the content of foreign speech, and the study of the material of the language occurs intuitively [10-17]. Only at the end of the 60s of the last century, conscious learning considered as learning, "in which schoolchildren not only understand the content of speech, but also become aware of the units of which it consists during their assimilation, and how the units are used" [18-23]. A similar interpretation was established in the methodology in subsequent years. The impossibility of directly transferring didactic principles into teaching methods is quite clearly seen in the following example. Since the time of Jan Amos Comenius, the principle of accessibility has been formulated, which involves the study of material from easy to difficult [24-31]. If we directly apply this principle to teaching foreign languages, then the use of the article should be studied not at the first stage of learning, but towards the end, because due to the lack of grammatical formulation of certainty/indefiniteness in Russian, the use of the article presents particular difficulties. The use of didactic principles in a modified form has caused controversy among Methodists about their status. Several methodologists believed that didactic principles, being refracted peculiarly when teaching a language, should be considered methodological. So, G.V. Rogova wrote: "Each academic subject in its way implements these principles based on its specifics, which allows us to talk about the methodological principles of teaching a particular subject" [32-39]. In fact, didactic principles as such are denied. Another group of Methodists distinguish between didactic and methodological principles [40-46]. Thus, Passov clearly builds a hierarchy of principles for teaching foreign languages: general didactic, general methodological and particular methodological principles [47-49]. Analyzing such approaches, it should be recognized that the second group of methodologists is more right from a methodological standpoint because no matter how peculiarly didactic principles are used, they remain common to all subjects studied at school.

From all that has been said, it is clear that the fundamental connections for the methodology are connections with pedagogy and didactics.

Let us turn to the connections between methodology and linguistics. The connections of methodology with linguistics, which were the first to be discovered in the history of methodology, are determined by the fact that the subject of teaching is language - the object of linguistics. The methodology cannot do without linguistic data characterizing language and speech in order to resolve issues related to the definition of the constituent parts of the content of education: when establishing sections of the material of the language and its units, principles and criteria for selecting material, etc. This relationship is diverse, and with different sections and branches of linguistics - morphology, syntax, and lexicology. Connections with such sections as psycholinguistics, which deals with the issues and patterns of speech activity, are expanding. Nominating as the main goal of training the introduction of students to intercultural communication, the formation of their communicative competence required the widespread use of sociolinguistics data. Without taking into account the data of sociolinguistics, it is impossible to build an effective process of teaching foreign languages. At the same time, the use of data from linguistics, as well as from psychology, differs radically from the use of didactic principles. The latter is used in all cases, albeit in a modified form. The involvement of linguistic data in the justification of the training system is carried out if the science data will be used indirectly by the methodology, taking into account the objectively existing factors of pedagogical activity. Let us explain what has been said with a specific example. In linguistics, verb tenses are given in a system. However,

one cannot be guided by the language system when presenting material to students in the educational process. It is known from the history of the methodology that all attempts to proceed from the system of language failed (recall the grammar-translation method). In the system of temporary forms, for example, one cannot be guided in determining the sequence of studying the German tense forms Präteritum and Perfekt, which express the past tense of the verb. This sequence depends on the purpose of training and conditions. If the formation of oral speech skills is put forward as the main goal, and this takes place when teaching in kindergarten and elementary school, Perfekt should be taught first of all, because it is used in oral speech. When setting for reading, Präteritum should be given priority in the sequence of learning, since it is more characteristic of written speech. Thus, the methodological conclusions for learning will follow not only from certain provisions of linguistics but also from the laws of teaching methodology. This sequence depends on the purpose of training and conditions. If the formation of oral speech skills is put forward as the main goal, and this takes place when teaching in kindergarten and elementary school, Perfekt should be taught first of all, because it is used in oral speech. When setting for reading, Präteritum should be given priority in the sequence of learning, since it is more characteristic of written speech. Thus, the methodological conclusions for learning will follow not only from certain provisions of linguistics but also from the laws of teaching methodology. This sequence depends on the purpose of training and conditions. If the formation of oral speech skills is put forward as the main goal, and this takes place when teaching in kindergarten and elementary school, Perfekt should be taught first of all, because it is used in oral speech. When setting for reading, Präteritum should be given priority in the sequence of learning, since it is more characteristic of written speech. Thus, the methodological conclusions for learning will follow not only from certain provisions of linguistics but also from the laws of teaching methodology. When setting for reading,

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Let us turn to the connection between methodology and psychology. The problem of the relationship between the methodology of teaching foreign languages and psychology is part of a broader problem of the relationship between pedagogy in general and psychology. The close connection between pedagogy and psychology is due to the fact that both sciences, each in their own way, study different aspects of human activity. Note that the mental activity of a person is an indispensable component of pedagogical activity. At the same time, these sciences have a different objects. Psychologists study the child's psyche, especially communication (social psychology). The teacher investigates the pedagogical process, using the data of psychology, and the psychologist, studying the psyche, uses the data of pedagogy. In the 1950s, such a branch of psychology as "the psychology of teaching foreign languages" appeared [48-51]. However, this does not change the state of affairs regarding the connection with the methodology. Psychologists in this case also study mental processes and their development in the course of language learning, and not language learning itself. The connections of methodology with psychology, as well as with linguistics, are diverse. This includes the psychology of communication, social psychology, and educational psychology. Just as the laws of linguistics correlate with methodology, the use of psychological data depends on the conditions and characteristics of learning and concerns individual problems of methodology. Let us explain what has been

said with a specific example. Psychological research L.V. Zankova, A.A. Smirnov and others have shown that memorization occurs faster and stronger when relying on all types of sensations - auditory, speech-motor, visual and motor skills of the hand. Following this, when teaching, one should rely on all types of sensations. However, when teaching students in kindergarten or in the first grade of school, this is not possible, since students have not mastered reading and writing in their native language. This is the difference between the connections between the methodology of teaching foreign languages and psychology and linguistics from the connections with pedagogy and didactics since the latter relate to the entire process of teaching foreign languages as a whole [50-56].

The connections with pedagogy, linguistics and psychology were discussed above. All of them have traditionally been sources of scientific substantiation of the learning process. However, it would be wrong to confine ourselves to connections only with these sciences, which to a certain extent are basic for methodology. So, to determine the general contours of the learning process, connections with cybernetics, which reveal the processes of transmitting and receiving information, are important. Suffice it to say that the difference in the nature of knowledge about the language material in teaching the productive and receptive aspects of speech corresponds to the general theoretical provisions of cybernetics on the nature of the activity in the transmission and reception of information. Even though cybernetics concerns the foundations of transmitting and receiving information, it cannot be the theoretical basis of methodology, as well as pedagogy in general. Learning is not the subject of cybernetics research. It highlights what is common in all systems (the national economy, a living being as a system, etc.).

Recently, in connection with a change in the general goal of teaching a foreign language - the direction to develop the ability and readiness (competence) to engage in intercultural communication, links are being established with cultural studies, because full communication is impossible only as a result of the ability to use language material, as it seemed to the methodologists of the past. For this, it is equally important to get acquainted with the peculiarities of the culture of the country of the language being studied, otherwise, misunderstanding may occur or occurs as a result of emerging gaps in the content of the information. It is impossible to ignore the connection between the methodology of teaching foreign languages and mathematics, or rather, with mathematical analysis, and mathematical statistics. The fact is that the conduct of experimental work, a broad study of the experience of teaching foreign languages,

Conclusion

In conclusion, it should be noted that it is hardly possible, within the framework of this work, to reveal all the connections between the methodology of teaching foreign languages and other sciences and all the ways of using the knowledge and achievements of existing sciences (and still non-existent ones that may still appear), because scientific knowledge is limitless.

Thus, the methodology of teaching foreign languages should be considered as a theoretical and applied science, developing at the junction of several other sciences and relying on their laws, but also developing its own laws, specific specifically for teaching foreign languages.

In the last decades of the last century, linguodidactics has developed as a relatively independent field of knowledge, and it seems necessary to identify its relationship with the methodology of teaching foreign languages.

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