

THE PROBLEM OF INCREASING THE LINGUODIDACTIC COMPETENCE OF FUTURE TEACHERS

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Abstract: *the issue of use of different methods is becoming trendy. For this reason the linguodidactic method is crucial. Three fundamental linguodidactic principles that play an essential role in the process of teaching the language for professional communication for students in region study. The paper describes the principle of professional orientation, which takes into consideration the students' professional interests at the English lessons; which is implemented by means of close collaboration of the profile chairs; the principle of communicative orientation, which presupposes an intensive creative and communicative activity of the students at each lesson, their participation in all sorts of communicative tasks such as dialogues, business games, etc. Each principle is minutely described and methodically explained.*

Keywords: *linguodidactic, linguodidactic principles, the language for professional communication, linguodidactic terminology, professional pedagogical competence, general cultural competencies (GCC), general professional competencies (GPC).*

Modern processes of internalization and globalization in the world demands for increased requirements to the quality of linguistic education of students of various categories. From modernization of society, possessing a good command of a foreign language is viewed as an ability of a person to participate in the cross-cultural interaction in different spheres. The above described competencies and GCC and GPC in particular vividly demonstrate the emergence of new requirements to the constituents of the professional pedagogical competence of foreign language teachers; moreover, they attach great significance to heightening the level of the professional theoretical training that presupposes acquisition of linguodidactic terminology, which can be obtained while studying the cycle of such disciplines as Pedagogics, Methods of Foreign Languages Teaching and linguodidactics. Linguodidactics is a relatively new integrative science that strengthens the theoretical ground of Methods of Foreign Languages Teaching, studying general regularities, the specificity of the content, methods and means of foreign languages teaching. Being one of the key subjects taught within the framework of the specialty “Theory and Methods of Teaching Foreign Languages and Cultures”, linguodidactics is urged to strengthen professional competencies of graduates – foreign language teachers. Linguodidactic terminology represents the carcass of linguodidactic competency, which in its turn is an imprescriptible part of the professional pedagogical competence of foreign language teachers. A term represents a particular form of a linguistic sign and, owing obedience to the linguistic laws, gets involved in the process and results of scientific cognition. A term as a carrier of a professional scientific memory plays an important part in the process of formation, storage and transference of specific knowledge [1]. A linguodidactic term is one or several lexical bases combined together that fully and exactly express a particular linguodidactic concept (or notion), obey to the general linguistic laws of word-formation and interaction of lexical units in syntactic unities and specify their meaning in the context of a particular specific text on methods of foreign language teaching (linguodidactics). linguodidactic terminology is heterogeneous. Representing a pretty wide area of knowledge and being formed on the juncture of several disciplines, linguodidactics comprises a number of relatively independent terminological subsystems, namely that of Pedagogics, Methods of Foreign Language Teaching and Psychology. Unfortunately, one has to admit that nowadays professional training of students does not intend to develop communicative skills aimed at transference and perception of scientific information on pedagogical, methodical and psychological topics by means of a foreign language. Thus, in our opinion, the aim of intercultural teaching of future foreign language teachers at higher educational establishments should stipulate for the development of the skill to organize and implement scientific intercourse with colleagues (representatives of other cultures) on professional pedagogical topics using linguodidactic terminology with ease. Besides, the personality of a foreign language teacher should be multicultural in all respects including the professional one. Multicultural character of a foreign language teacher is revealed in the ability to construct the process of a foreign language teaching relying on the complex application of up-to-date native and foreign scientific knowledge, pedagogical and psychological conceptions, methods and teaching technologies.

According to this, there arises a necessity to specify the content of teaching subjects that belong to the professional cycle. To our mind, in order for future foreign language teachers to effectively participate in intercultural communication on professional topics at a high scientific level using linguodidactic terminology, the content of linguistic training should comprise the following components: Scientific knowledge of the country of the studied language regarding the subjects of professional training. This knowledge should be oriented on practical work and become useful for a foreign language teacher's future professional activity. Scientific and professional spheres of communication with respect to pedagogical, psychological and methodical knowledge. “Spheres of verbal communication, i.e. spheres of practical application of the language, in which appropriate types of speech are fulfilled, exist within the borders of a certain state as a typical territorial political unit characterized by stable economic, political cultural and linguistic bonds. Spheres of verbal communication possess informative specificity

and represent an array of topics that compose the subject of discussion in particular fields of social interaction”[2]. Topics, corresponding to the content of disciplines of pedagogical, psychological and methodical cycles. Topics serve as a mean of giving an idea about scientific conceptions existing in different cultures. They must be selected on the basis of the following principles: relying on scientific knowledge of one’s native culture, comparison, novelty, systematic character and coherence. Communicative situations, typical for professional and scientific spheres of communication. Provides the following definition for the notion “situation”: situation is such a dynamic system of interlocutors’ interaction that due to its reflection in our consciousness brings about a personal need in a purposeful activity and sustains it. Communicative situations enable to plan the process of formation of future foreign language teachers’ ability to proceed to intercultural professionally-oriented and terminologically loaded communication with representatives of other cultures. Situations are supposed to help students grasp the subject of an utterance, determine its linguistic form, select lexical and grammatical units, incarnate the idea of an utterance in the text and determine the strategy of verbal behavior within the framework of professional and scientific spheres of communication. Texts of scientific content with an abundance of linguodidactic terminology. A linguistic personality reveals communicative abilities and characteristics in the products of his/her communicative activity, i.e. in texts. Texts, representing a unity of content and speech, by means of which this content is formed, may serve as a linguistic personality’s characteristic. Being a holistic and completed regarding the content and the form speech product, a scientific text represents a certain scientific topic and communicative situation, contains a specific lexical and grammatical material, terminology and serves as a pattern of the language carriers’ scientific communication [3].

It should be emphasized that the significance of possessing linguodidactic terminology is hard to overestimate. In order for a modern foreign language teacher to feel free to take professional decisions and make the right choice, he/she should have a clear idea of psychological laws and linguistic principles that regulate the process of a foreign language acquisition, what factor influence this process, what regularities take place during the process of speech generation and how to use the resources of linguodidactic terminological system.

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