

Linguodidactics Changes – Educational Process – Educational and Methodological Support

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Abstract - Development of a national model of linguocultural education and methodological support for the educational system "Secondary special and higher education", suggesting ways of eliminating inconsistencies in the learning process with foreign language teaching tools, the effectiveness of the integrated training system to determine the level of experimental testing.

Keyword - Educational and Methodological Support, Linguodidactics, Linguoculturology, Socio-Cultural Competence, Integration.

I. INTRODUCTION

Changes in world linguodidactics, the relevance of the problem of modernization of education and the creation of teaching aids based on modern pedagogical, psychological, methodological and didactic principles and the lack of research, there is a mismatch between the results achieved in language teaching – the learning process – educational and methodological support (EMS) and modern foreign languages EMS created the basis for the choice of subject. The main idea of the work is to analyze the above situations from theoretical and practical points of view and revise the requirements of modern teaching a foreign language. The theme of the dissertation was **"Educational-methodological support of foreign language in continuous education: theory and practice"**. New to solving scientific problems:

- Modern approaches to the organization and management of education will be based on the concept of EMS. After all, the role of the EMS in teaching and learning is proven by the experience. Teaching a culture through the language plays an

important role in the future interaction of individuals with representatives of different countries and sectors, as well as in the training of future professionals.

- Theoretical, methodological, didactic-psychological and linguocultural-logical foundations of the creation of the EMS in foreign languages in continuing education in Uzbekistan will be explored for the first time. Consequently, spiritual values and principles of accounting of student's language experience, formation of personality, language and speech competences, development of independent teaching and creative activity, interrelation of language and culture, functional approach to material selection, improvement of scientific, creative and foreign language practice.
- The linguoculturological and linguistic education minimums are selected and presented in the aspect of intercultural communication for higher education. In particular, the methodological

typology of linguocultural units in the textbook is studied. For the first time, a modern model of foreign language teaching and the concept of creating a EMS will be developed on a linguocultural basis.

- Disagreements with foreign language learning tools are eliminated. This is achieved through the creation of textbooks, tutorials, methodological recommendations and guidelines for independent learning.
- A system of exercises to promote intercultural communication and training will be developed and tested. Algorithms on the integrated system of exercises, such as discourses of different genres, linguoculture, speech competence are developed and experimental investigated.

II. ANALYZE OF REFERENCED LITERATURES

The theory of textbook I.L.Bim 1977, D.D.Zuev 1983, M.N.Vyatutnev 1984, A.R.Arutyunov 1987, V.P.Bespalko 1988, H.Krum 1981, Müller 1994, B.Cast and G.Noyner 1996 Created by. In particular, I.B.Rakhmanov (1960), E.P.Shubin (1963), N.I.Tupalsky (1976), X.Funk (2001) and others on the creation of textbooks engaged in. On the theory and practice of textbooks M.A.Bogatyreva, A.M.Kabanov, N.I.Klevtsova, M.N.Lukov, I.Yu.Nizova, M.V.Ozerova, L.M.Orbodoeva, E.A.Pichkurenko, V.N.Trifanova, A.I.Cherkashina and others.

In the second half of the twentieth century, educational and methodical complexes and EMS were being developed. In 1989 V.P.Bespalko and Y.G.Tatur developed systematic and methodological support of the educational process in the training of specialists M.A.Cherepanov, A.V. Ivanova, A.I.Sevruk, L.N.Akulova, I.I.Korotkova, V.A.Shitova, N.V.Chekaleva, conducted research on educational, scientific-methodological and informational support of various sciences and fields. I.U.Nizovaya, A.I.Cherkashina, N.I.Klevtsova, G.T.Kydyrbaeva and others researches on creation of educational complexes. These studies are of general relevance but do not fully reflect the nature of the problem under study.

III. RESEARCH METHODOLOGY

Scheduled activities:

1. To study the short history of the creation of textbooks and teaching materials in foreign languages, to identify theoretical and practical aspects of the EMS, the degree of

their development (experience of Uzbekistan, Russia and foreign experiments).

2. Analysis and improvement of the State educational standard language teaching programs, programs and manuals for continuing education.

3. Justification of linguistic didactic characteristic of EMS. Describe the differences and similarities of a foreign language in other disciplines.

4. To summarize and systematize the modern requirements of the EMS on foreign languages and to improve the standard programs.

5. Suggest ways to eliminate disparities in learning with foreign language teaching tools.

6. Recommendation and justification of structure, content model of EMS, pedagogical-psychological and methodological-didactic principles.

7. Development of modern model of foreign language teaching model and concept of creation of EMS on linguocultural basis.

8. Development of technology for ensuring continuity and continuity of teaching foreign languages and culture in the system "Secondary special – higher education".

9. The introduction of modern technologies in the formation of students' communicative, cognitive and intercultural communication competences through the EMS.

10. Teaching students national and universal values through textbook exercises.

11. Development and introduction of system of methodical exercises on linguocultures and pragmatics.

12. Develop criteria for assessing the effectiveness of EMS.

13. Experimental determination of the effectiveness of the integrated training system.

14. Preparation and publication of the EMS from German language.

IV. ANALYZE AND RESULTS

The system of "Secondary special – higher education" provides continuity and continuity of teaching (structural, functional, meaningful) of foreign language and culture. Consequently, the diversity, multifunctionality and completeness of the elements of the EMS structure are determined. Integration of fundamental, interdisciplinary, professional and innovative educational and scientific material, teaching of foreign languages and teaching methods, structural continuity of the educational process, meaningful consistency, reliability of the teaching material.

In particular, the structure of the linguodidactic system in continuing education consists of the following categories:

(1) educational conditions - who, where, how much time has been allocated, how it is equipped; (2) the purpose of the study is to study the language of students or the future benefits of a foreign language; (3) educational content - what to teach / learn; (4) teaching methods - methods, principles, technologies, how to teach / learn a foreign language; (5) learning tools - what do you learn / study; (6) The result of training is what is achieved. This process is very complex and depends on many factors:

1. Ensuring vertical continuity in continuing education.
2. Integrated teaching of foreign language teaching aspects.
3. The formation of communicative, linguistic, sociocultural, pragmatic and discursive competencies.
4. Organization of scientific integration.
5. Building interdependence and interdependence.
6. Creative orientation for self-study.
7. The formation of initiative and research skills in the language being studied.
8. Achievement of a common language competency.

Therefore, in the context of globalization, the goal of teaching a foreign language is to form a communicative competence among students of the language and to promote the upbringing and development of high spirituality in our country. The goal is to have a well-planned result of studying and studying a foreign language and the culture of its stay.

Many researchers (P.Galperin, V.V.Davydov, V.V. Kraevsky, I.Lerner, M.V.Lahovitsky and others) have emphasized the importance of the textbook in the educational process. Foreign language textbooks are a micromodel of continuing education. It contains all the components of the micromodeling subsystem, namely: the educational process, purpose, content, method, principle, a priori and teaching aids. Each component is a complex subsystem [1]. The concept of creating micromodels is based on methodological, psychological, didactic and methodological principles. Each principle takes into account the nature of the subject and forms the basis of the content and teaching methods. Alternatively, the textbook is able to determine and control the trajectory of the subject. Therefore, it is advisable to refer to the textbook as a textbook, taking into account the student's language experience, age characteristics and types, as well as the requirements of the previous stage. Thus, textbooks, including teaching aids, are the main force and means of training a person, his or her achievements and general

competence. More than 60 functions of the textbook are described in L.Iliyeva's scientific research.

One of the main functions of the text is educational in nature. For example, through role-playing games, business games, students demonstrate their abilities. In addition, the exercises and the text itself provide students with the opportunity to think reason and criticize analyze and evoke motivation. Gradually, the student has a desire to work creatively, to do research and introduce innovation. The text is interesting, modern, age-appropriate, viable, logical and consistent. We will briefly consider this as an example of exercises from the textbook "Deutsch und Kultur"[4].

The results of the research will help to develop teaching materials for teaching subjects, will be the basis for the organization of thematic research, development of programs and textbooks are proven to be practical. Recommendations and developments will guide teachers, help improve methodological and linguocultural bases of foreign language education, highlight the issues of language and culture in professional training of specialists, improve the quality of foreign language learning based on the developed methodology.

V. CONCLUSION

The research on the problems of creation of EMS allowed to make the following theoretical conclusions:

- As a result of the research conducted on the EMS, the study of the development of EMS in foreign languages, its structure, content of the main components and requirements for them were studied.
- The model of the EMS was developed based on the modular structure.
- The main function of this model is to create conditions for students' independent learning and development of practical activities in the learning process.
- The goals, content, methods, principles and tools are the basis of the EMS.
- This dissertation explores the concept of "textbook", the concept, the EMS and the Educational and methodical complex and their role in the teaching and learning process, the existing textbooks in foreign languages, and the EMS.
- Due to the conceptual changes in continuous education and linguistic practice in the context of

modern education, the need for the creation of new EMS, requirements for their structure and content were developed.

- Research and analysis should be based on the interdependence of language and culture, the development of students' independent learning, the ability to independently search for, find and apply the necessary materials and information, and to develop creativity.
- Basic and additional requirements for the EMS were studied, along with the basic requirements and approaches to the structure, content and procedural aspects of the EMS.
- Based on the analysis of existing EMS and textbooks, their new functionality was identified and the significance of each was highlighted.
- It was recommended that the subject focus on creativity, research, and Independent education acquisition functions

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