

## A linguodidactic analysis of the formation of grammatical competence in English

**The teachers of JSPU**

Nazarova Feruza Sindorqulovna

nazarov.feruza3@gmail.com

Saparbekova Dildora Salimdjanovna

sadildora15@gmail.com

**Abstract:** In this article defined the importance of lingvodidactic analysis of developing grammar competence in teaching English.

**Key words:** lingvodidactic, grammar competence, lingvodidactic analysis, teaching English.

Lingvodidactics is designed to determine the basic patterns of the process of teaching a foreign language, in order to create an objective scientific basis for assessing the effectiveness of teaching methods and their further improvement

Lingvodidactics is derived from the Latin "lingua" language and the Greek "didaktikos" for teaching, and is a science dealing with the creation of a general theory of language teaching.

Linguistics is an integral science. Lingvodidaktics is a general theory of language teaching. This term introduced into scientific use entered by Shansky. Lingvodidactics is the theory of language teaching, that is, the theoretical part of the teaching methodology, which was created as a result of the integration of linguistics and metadology. Shansky emphasizes that this science is designed to research the problems of language education. Linguistics is a relatively young scientific discipline, its origin dates back to the first or second half of the 20th century. Since these years, in order to create an objective scientific basis for evaluation, it has been striving to strengthen its theoretical foundations and further improve them by implementing a truly integrated approach to determining the main laws of foreign language teaching. Every science has its own characteristics. For example, general concepts of pedagogy: education, development, upbringing, pedagogical experiment, pedagogical process, pedagogical monitoring, etc.;

Specific concepts of linguodidactics: language teaching, language learning, mother tongue (and other languages) as an academic subject, educational material, educational process, principles, methods and methods of language teaching, etc. is considered as the main fields of study.

In the methodology of language teaching, linguodidactics performs the following tasks:

1. scientific and theoretical justification of the language teaching process;
2. constructive modeling (improving and changing the educational process);
3. integral (combining the scientific achievements of linguists, teachers, psychologists, methodologists, specialists for a reliable basis of the language learning process.

Scientific modern ideas of linguodidactics, history of linguodidactics, relationship of linguodidactics with other disciplines, psychological and psycholinguistic, didactic foundations and principles of linguodidactics, advanced trends of national and foreign methodology in language teaching, its own in teaching mother tongue and second language unique aspects; serves to reveal the laws regarding the criteria for the analysis of the educational process and educational materials in language teaching. In the science of foreign and domestic methodology, general attention is paid to strengthening its theoretical base through linguodidactic information, which is navigation between different methodological ideas and approaches, which are sometimes contradictory in nature and often insufficiently grounded in theory allows to do? It is necessary to develop integration in this subject based on the needs of the language in each field. For example, it is possible to teach doctors a foreign language and allow them to communicate using common terms to share experiences.

Indeed, the process of language acquisition in educational institutions is a topic of interest to psychologists, psycholinguists, linguists and methodologists. At the same time, approaching the understanding of this process only from the position of one or another discipline means not having a complete picture of the mechanism of language acquisition for educational purposes (Reinicke YV., 1979). According to the scientist, only linguodidactics can do this, since it is an integrative science, which is designed to describe the mechanisms of language acquisition, as well as to provide specific features of the management of these mechanisms in educational settings.

The concept developed by V. Rainike is based on the idea of the existence of three independent and at the same time interrelated scientific disciplines that make up the theory of foreign language teaching: 1) the theory of language acquisition or linguodidactics; 2) foreign language didactics; 3) methods of teaching a certain language or special methods (Reinicke W., 1983).

The generality of the above scientific disciplines is that the center of their research is the ability to use the language code of a person for the purpose of communication. It is very progressive to raise the ability of a person to carry out verbal communication to the level of the central category of the above-mentioned sciences,

because only in this case we can say that it is a topic of interest to scientists dealing with multifaceted problems.

Thus, linguodidactics studies problems related to the analysis, management and modeling of language acquisition processes. In this case, we are talking about describing and explaining the mechanisms and internal structural formation processes of local and foreign languages. For a specialist dealing with didactic issues, the ability to communicate orally serves as a strategic goal of learning, and the subject of a certain methodology is the transfer of the ability to communicate in the target language and as a learning process.

When learning any language, dealing with the development of the ability to communicate in the language, it is necessary to have knowledge about the characteristics of the process of acquiring this ability. However, the methodology itself does not form such knowledge, it receives it from other fields of knowledge, and primarily from didactics. The second is the science of the general principles of teaching any language without exception.

A brief comment should be made here. The fact is that until the end of the 1950s, foreign scientists mainly worked only with the concept of "methodology", and only from the 1960s, the analysis of the problems of teaching foreign languages was carried out not only in the field of methodology.

Methodology is defined as a science that develops a system of teaching actions (educational technology) aimed at introducing students to the teaching content in specific educational conditions (Noyner G., 1989). On the other hand, language didactics is understood as a scientific field that studies the problems of selecting and organizing educational content and developing teaching aids (Strauss D., 1984).

As shown below, the understanding of the topic of such a scientific field as "language didactics" is related to the field of the research object of the general methodology of local language teaching.

Firstly, language didactics or the general methodology of language teaching has no direct similarity with linguodidactics. Secondly, in contrast to didactics and methodology, not by the process of imparting foreign language knowledge, skills and competences to students, but in the process of language acquisition, that is, the ability of a person to acquire a language, its mechanisms, internal is interested in the structural structure. -forms the processes of language acquisition in educational conditions, language as an object of acquisition in various situations, primarily in educational conditions.

If we return to the concept of V. Reinike, then we can once again emphasize its positiveness in connection with the promotion of the idea about the complex nature

of methodological science. At the same time, one cannot agree with the author's strict statement about the autonomy of linguodidactics as a scientific field and its exclusive theoretical direction. The author notes that, taking into account the uniqueness of the research subject of linguodidactics, it cannot be a component of didactics and does not have to be related to it. In other words, linguodidactics has an independent status compared to language didactics. Disagreement with this position is explained by the fact that it is impossible to establish clear boundaries in the part of didactics and linguodidactics related to the process of learning a foreign language in educational institutions.

The theory of language teaching first developed as an independent field and very soon became closely related to language didactics. The main research area of this theory is the institutionally controlled process of teaching/acquiring/acquiring a foreign language.

Thus, language learning theory examines the process of controlled language acquisition (learning). The specificity of this process is the subjective nature factors associated with the personality of the subjects directly participating in this process and external, objective factors associated with the need for institutional management and organization of this process. is determined by the secret. .

Secondly, the central concept of the theory of language teaching is the concept of "teaching/learning" a language. Language learning is a learner-dependent process. At the same time, it is the result of external teaching actions - the activity of the teacher, as well as the teaching tools used.

Thirdly, the separation of the theory of language teaching into an independent scientific field does not mean a complete rejection of the basic rules of the theory of second language acquisition. However, in this case we are not talking about what to get from the second theory to the first. It is important to determine how certain principles of second language acquisition theory can and should be applied to language teaching theory. For example, as shown above, the idea of the sequence of natural language acquisition, which has been put forward by psycholinguists in recent years, sees the process of learning a foreign language as a process of developing certain communication strategies, strategies, and interaction. 'helps show

Fourth, language learning theory examines the controlled process of foreign language acquisition at an interdisciplinary level. The student is at the center of this process, so the problems related to the study of the factors affecting the mechanism of language acquisition come to the fore, not with checking the effectiveness of possible forms, tools and methods of teaching. In this regard, the position is put forward that it is wrong to equate the theory of language teaching and the theory of

applied linguistics, on the one hand, and the theory and methodology of language teaching, on the other hand. It is difficult to disagree with this position, since applied linguistics, as it is known, deals with the practical aspects of linguistic research, and methodology deals with problems of a more technological (in the broadest sense) nature associated with the justification of ways . the means and methods of effectively mastering the content of teaching in foreign languages by students are varied.

It should be noted that the authors of the concept considered in justifying the independent status of the theory of language teaching do not approve of these categories. Emphasizing the difference of this field from didactics and methodology, they emphasize the need to closely connect this subject with teaching practice. The theory of language teaching is a certain competition for language didactics (Christ N., Hiillen W., 1989).

However, the purpose of this theory, nevertheless, is to give a clear description of the science of "language teaching and learning" and, on this basis, to justify methods that embody a truly integrative approach to the process of teaching foreign languages.

Thus, the theory of language learning founded by German researchers aims to study and describe the universal mechanisms of language acquisition in educational institutions and obtain objective laws of the language learning process that can be used by didactics and methodologists. intended for.

It should be noted that local scholars have traditionally paid great attention to language when establishing linguistic didactics as a discipline. For example, N.M. Shansky defines monolingual and bilingual descriptions of language for educational purposes as the main goal of this scientific field.

Monolingual description includes:

- 1) analysis of each level of the language and its parts for educational purposes;
- 2) linguistic operations to determine the content and structure of the relevant section in the school course of the language;
- 3) language preparation of textbooks, instructional manuals and dictionaries;
- 4) to define and describe the minimum theoretical information for learning purposes.

So Lingvodidaktika, in turn, considers language not only as a subject, but also as a teaching tool, i.e. it deals with the linguistic description of language for educational purposes. In the same way, he studies the macro- and micro-languages of the

textbook and the didactic speech of the teacher. It is necessary to convey the knowledge, skills and abilities accumulated by the society to the next generations in the most effective way. In the center of general language didactics and science didactics, there is the problem of the theory of the content of education in such aspects as the content of general education, curricula, programs, textbooks, issues of raising the scientific level of education, determining the most effective methods of education. career orientation, use of TSO, language, cognitive activity, independence, student's creative activity, search for new organizational forms of education, taking into account the educational problem.

#### References.

1. Ворожцова И.Б. Основы лингводидактики. Учеб.пособие. – Ижевск, Удмуртский государственный университет, 2007. – 113 с.
2. O.R.Roziqov, M.H.Mahmudov; B.R. Adizov, A.R.Hamroyev. Ona tili didaktikasi. Darslik. – Toshkent: Yangi asr avlodi, 2005. 382 b
3. Ворожцова И.Б. Основы лингводидактики. Учеб.пособие. – Ижевск, Удмуртский государственный университет, 2007. – 113 с.
4. Гальскова Н.Г. Теория обучения иностранным языкам. Учеб.пособие. – М.: Академия, 2006. – 81-86 с
5. Шаклеин В.М. Русская лингводидактика: история и современность: Учеб. пособие. – М.: РУДН, 2008. – 41-50 с.
6. Крупченко А.К., Кузнецов А.Н. Основы профессиональной лингводидактики: Монография. – М.: АПКИППРО, 2015. (Серия «Профессиональная лингводидактика»).