

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHHI (Russia) = 0.126
ESJI (KZ) = 8.716
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 02 Volume: 82

Published: 29.02.2020 <http://T-Science.org>

QR – Issue



QR – Article



Jahongir Ravkat o'g'li Turobov
Uzbek State World Languages University
PhD student
jahongirturobov@mail.ru

LINGVODIDACTIC FUNDAMENTALS OF TEACHING STUDENTS TERMINOLOGY IN THE FIELD OF TRANSPORTATION IN ENGLISH ON THE BASIS OF A SYSTEMATIC APPROACH

Abstract: The article describes a number of problems related to understanding professionally oriented texts, dialogues, and other materials that are considered relevant in teaching a foreign language today, and offers suggestions for solving these problems. Lingvodidactics as a professionally oriented method, and it was proposed to create new lessons and use multimedia tools for listening and new methods of teaching.

Key words: Lingvodidactics, methodology, authentic video materials, teaching communicative competence.

Language: English

Citation: Turobov, J. R. (2020). Lingvodidactic fundamentals of teaching students terminology in the field of transportation in English on the basis of a systematic approach. *ISJ Theoretical & Applied Science*, 02 (82), 290-292.

Soi: <http://s-o-i.org/1.1/TAS-02-82-53> **Doi:**  <https://dx.doi.org/10.15863/TAS.2020.02.82.53>

Scopus ASCC: 1203.

Introduction

The concept of lingvodidactics and its essence

The huge changes taking place in the life of our society affect all spheres, as well as the process of Higher Education. The violation of the old forms of social relations and the emergence of a new democratic way of life demand the creative activity of the individual. By improving the education system in our republic, great confidence is given to the training of mature, competent, independent thinking, strong-willed, self-sacrificing and initiative personnel in all aspects.

Currently, interest in foreign languages has increased due to integration processes and new socio-economic conditions of development of Russian society. New educational institutions, various courses and faculties are being established. The need to learn foreign languages dictates time. In this regard, the natural question arises about the correct Organization of the educational process in the field of teaching a foreign language, and here the methodology comes to the fore. The understanding of methodology as a theoretical and practical science is generally accepted, the subject of which is the scientific justification of educational goals and content, as well as the scientific development of the most effective methods, methods

and forms of teaching, taking into account the set goals, content and specific educational conditions. The methodology of teaching foreign languages is a compulsory educational discipline in the faculties and departments of language, which trains teachers. At the same time, the lack of hands-on summarizing the accumulated internal and external experience makes the process of their language and professional training ineffective.

During the interpretation of the term lingvodidactics, the analysis of concepts that serve as the basis for the origin of its content is significant. Didactics (didacticos from the Greek language is a student of pedagogy, which determines the general theory of useful and didasco education). This word first appeared in the writings of the German teacher Wolfgang Rathke (Rathihya) (1571-1635) to refer to the art of learning. Similarly, it is "the art of teaching universal all around", didactics and J. A. Samenius interpretation. At the beginning of the XX century, the German teacher I. F. Herbart gave didactics the status of an integral and coherent theory of the study of Education. The main task of Rathia didactics is unchanged because of the fact that there are problems of development: what to teach and how to teach it;

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

modern science also intensively studies the problems: when, where, to whom and why to teach.

The main categories of didactics: teaching, teaching, teaching, learning, knowledge, skills, and goal, content, organization, types, forms, methods, tools, results (products) training. Recently, the status of the main didactic categories it is proposed to define the concepts of didactic system and technology trainings. Therefore, we take a short and concise definition: didactics is the science of education and training, their goals, content, and methods, resources, organizations and the results achieved. Teaching is the orderly activity of the teacher for the implementation of educational goals (educational goals), provision of information, education, awareness of knowledge and application in practice. Training is a process that is based on (more precisely, a process that is carried out together) new forms of knowledge, exercise and experience arise from previously acquired behaviors and activities. The orderly interaction of the teaching staff with the students, aimed at achieving the goal. The process of upbringing (didactic) involves the following basic relationships interactions. Didactics as a science studies the legislation operating in the field, analyzes the linkages that determine the course of its object, and determines the results of the educational process, methods, organizational forms and tools for ensuring the implementation of planned projects goals and objectives. This allows you to perform two tasks:

- theoretical (mainly diagnostic);
- practical (normative, instrumental).

Even K. D. Ushinsky also said that we do not tell teachers they do one or several things, but we say learn the laws of processes do business, and these are the laws that act in accordance with. The process of language learning on linguistic and cultural aspects of mastering will help with a support their understanding. Linguistics, in turn, is not only a language, as a subject, but also as a means of learning, that is, a linguistic description of the language for educational purposes. In this aspect, it studies the macro and micro-languages of the textbook, the didactic speech of the teacher. The accumulated knowledge, skills and skills are the generations held in the most effective way as follows. Education and training for this purpose will serve as a planned ongoing process of strengthening people with knowledge, skills and skills.

The task of didactics is to determine the content of education of new generations, to determine their useful knowledge, skills and skills in the search for the most effective ways of arming the legalities of this process. Given the relevance of education to education, didactics can be defined as a scientific discipline about theory education, learning and perception. The subject of didactics at the present stage of development is the process of education and training, obtained as a whole: carried out in the

content of Education programs and textbooks; principles, methods and tools of teaching; educational role of educational process; organizational forms of teaching.

Lingvodidactics became an independent field of interdisciplinary research in the second half of the twentieth century. The history of the formation of the term linguodidactics is reflected. The process of mastering the native language by a person, which in 1969 Shansky dictated the need to take into account the objectives associated with the development of language description problems in educational institutions, the object of how this happens, has been recognized by MAPRYAL since 1975 year, this term is international. A number of scientists left the concept of "Methodology" (N. M. Lucky, R. K. Minyar Beloruchev and others.) The use of the term lingvodidactics in the works of other scientists, the concepts "methodology" and "lingvodidactics", they are considered synonyms and do not reduce their practical and theoretical significance. From the point of view of the relationship between linguistics and methodology, the name of the specialty is reflected in 13.00.02: "theory and methodology of education and training (Russian as a foreign language)".

Lingvodidactics this theory requires the identification of differences in languages at the level of typology and methods, while foreign language education is a conceptual category of devices of unconventional content. Methodology is the expression of lingvodidactics as a method of practical language teaching. Lingvodidactics formulate common laws and ways of their formation on the functioning of the mechanisms of human abilities to communicate in a foreign language. Lingvodidactics is based on the philosophy of language, sociology, general language knowledge, linguistics, psychology and psycholinguistics based on the basic legalities of mastering a foreign language in educational institutions. The methodology, in turn, provides a theoretical framework for the process of teaching (teaching and learning) a foreign language and creates a foreign language teaching (or learning system) model.

A large encyclopedic Dictionary defines didactics as the theory of education and upbringing that reveals patterns as the acquisition of knowledge, skills and skills, determines the scope and structure of educational content, improves teaching methods and organizational forms. S. I. The Explanatory Dictionary of the Russian language by Ozhegov gives the following definitions. Didactics is a branch of pedagogy that studies the general theory of education and training. Methodology-a set of methods of teaching something, practical implementation. The science of teaching methodology. The term "linguodidactics" was introduced in 1969 year by academician Rao N. M. It was introduced by Shansky

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHHI (Russia) = 0.126
ESJI (KZ) = 8.716
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

and has been recognized as an international term since 1975.

Pedagogical encyclopaedia dictionary (2003) defines linguodidactics as the general theory of language learning as the study of the specificity of the laws, content and methods of language learning, the means of teaching a particular language depending on didactics, the purpose, functions and nature of the material being studied, the conditions of monolingualism (monolingualism), the stage of learning and intellectual speech development.

We present the definitions of these concepts by a number of major scholars academic Rao A. M. Novikov noted that the general theory of study, taking

into account the whole set of problems of didactics, is "private didactics", that is, the theory of teaching a particular course or subject, while the goals, content, forms and methods, tools, methodology of education and training. A. S. Based on the definitions of the term proposed by akhmanova (Akhmanova 1981 y), (Grinev 1993 y), V. (Danilenko 1971 y), (Leychik 1989 y), (Nelyubin 2001 y) give an explanation to the term linguodidactics. Linguodidactic term is one or more lexical terms units in a compound that are clearly and accurately expressed linguistics linguistic concept that is inclined to General Linguistics word formation and interaction of lexical units.

References:

1. Akimova, I. I. (2018). Ratio techniques and didactics and the need for national-oriented grammatical descriptions of russian as a foreign language. *International research journal*, No. 7 (73), pp.135-138. <https://research-journal.org/languages/o-sootnoshenii-metodiki-i-lingvodidaktiki-i-neobxodimosti-nacionalno-orientirovannyx-grammaticheskix-opisanij-russkogo-yazyka-kak-inostrannogo>
2. Alyavdina, N. G., & Margaryan, T. D. (2013). Innovative techniques of English language for specific purposes in technical colleges. *Humanitarian journal*, № 7.
3. Basturkmen, H. (2012). Ideas and options in English for specific purposes, — Taylor and Francis e-library, 2008. Teaching ESP: Best Practices / IBM PC CD — ROM: Published by «Repetitor Multi Media» for the English Language Office of the US Embassy. Moscow.
4. Ibrohimova, L.I. (2017). Innovative methods in teaching ESP. *Molodoj uchenyj*, №12, pp. 502-504. <https://moluch.ru/archive/146/41116>
5. Krupchenko, A. K., & Kuznetsov, A. N. (2015). *Fundamentals of professional linguodidactics: Monograph.* (p.232, p.25). Moscow: Apkipro (series "Professional linguodidactics").
6. Oparina, E. A. (2005). *Methods of teaching foreign languages in diagrams and tables: lecture Notes / S. A. Yesenina.* (p.40, p.11). Ryazan.
7. (2005). Problems of adequacy of translation of linguo didactic terms based on russian and english yazshov lebedev Dmitry Igorevich abstract of the thesis for the degree of candidate of philological Sciences. (p.9). Moscow.
8. Shaklein, V. M. (2008). *linguistics Russian: history and modernity: Textbook.* stipend. (p.209, pp.22-25). Moscow: RUDN.
9. Ter-Minasova, S.G. (2012). Language – only accompaniment to the specialty. *Interview magazine, The area of science.* – Yaroslavl State University, № 1.
10. (n.d.). *Theoretical and methodological problems of improving the quality and effectiveness of Continuing Education Scientific Conference materials.* - Samarkand: SaMdu edition.
11. Nodirova, A. (2018). *Methodology-an important factor in the study of foreign languages.* Tashkent: Philological issues.