

## MODERN TRENDS IN LINGUODIDACTICS

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**Abstract.** The article summarizes the key characteristics of the Russian linguistic education system: continuity and consistency, expansion of the language educational space, variability of educational contexts, technologies, forms and means of teaching, focus on multilingualism and multiculturalism; highlights the main trends of its modern development, such as: competence-based approach, orientation to the productive nature of education, interdisciplinarity, subjectivation of content, axiological approach, orientation to social and personal quality indicators.

The author considers the developments of scientists related to the trends and trends of modern linguo didactics. It is noted that the formation of competencies is considered by researchers as the central core of language education. The thesis is indicated that the promotion of the communicative approach aimed at the formation and development of competencies led to the development of innovative technologies and teaching methods.

The article analyzes the features of the technology of functional and communicative learning, the technology of linguistic programming, active teaching methods, as well as the work in which the intercultural and communicative competence is considered as one of the basic competencies. It is shown that the linguistic culture of the post-Soviet peoples represents two sides of the same phenomenon. First of all, it is the culture of speech of the native language and the culture of Russian speech, but you should not oppose the languages to each other.

In the Kazakh educational space, the native language, Russian as the language of interethnic communication, and in recent decades, a foreign language are equally relevant.

**Keywords:** trend; technology; competence; continuity; result.

Modern society faces the most acute socio-political, interethnic, intercultural, and communicative problems. It is education that has always contributed to the preservation of the stability of society, the modification of the forms and types of human relationships. At present, the problem of forming a tolerant consciousness and communicative competence as stable characteristics of the younger person's personality is particularly relevant. The solution of this issue is becoming a real priority of pedagogical science and practice today.

The modern system of teaching foreign languages is characterized by the fact that, firstly, the practical knowledge of foreign languages has become an urgent need for the broad strata of society, and, secondly, the general pedagogical context creates favorable conditions for the differentiation of foreign language teaching. The new socio-economic and political situation requires the implementation of a language policy in the field of foreign language education in society, aimed at meeting both public and personal needs in relation to foreign languages. The variety of teaching options and teaching tools has presented new requirements for the professional training of a teacher/teacher of foreign languages, who in the new conditions must

be able to act not according to strictly prescribed rules, but in accordance with their own conscious choice from among the possible methodological systems.

In recent years, numerous attempts have been made to update the content of state educational standards at various levels on the basis of a competence-based approach. As a result, there are a significant number of classifications of competencies, on the basis of which it is proposed to design models of graduates of educational institutions of different levels. Classifications are built in accordance with the main types of human activity and its objects, spheres of social life and production, branches of science, psychological characteristics and abilities of the individual, the stages of his social development and status. At the same time, all competencies are built in a certain hierarchy, at the top of which there are always key (basic, general, metasubject, universal) competencies that are multifunctional, suprasubject and multidimensional.

The process of language acquisition in educational settings is the subject of the interests of psychologists, psycholinguists, linguists, and methodologists. At the same time, to approach the understanding of this process only from the perspective of a particular discipline, means not to get a complete picture showing the mechanism of language acquisition for educational purposes. According to the scientist, only linguodidactics can do this, because it, being an integrative science, is designed to give both a description of the mechanisms of language acquisition and the specifics of managing these mechanisms in educational settings.

The concept developed by V. Reinike 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 teaching foreign languages: 1) theory of language acquisition, or linguodidactics; 2) didactics of a foreign language; 3) methods of teaching a specific language, or a particular method.

The commonality of the above-mentioned scientific disciplines is due to the fact that the focus of their research is the ability of a person to use the language code for communication purposes. The promotion of a person's ability to carry out speech communication to the rank of the central category of the above-mentioned sciences is very progressive, since only in this case can we say that the language personality becomes the subject of the interests of scientists dealing with multidimensional problems of teaching foreign languages.

Speaking about the specifics of the scientific fields that make up the theory of teaching foreign languages, we note that it (specificity) is associated with a different attitude of each of them to the main category of research - the ability to communicate with speech. Thus, linguodidactics studies problems related to the analysis, management and modeling of language acquisition processes. In this case, we are talking about the description and explanation of the mechanisms and internal structural-forming processes of language acquisition, both native and foreign. For a specialist dealing with didactic issues, the ability to communicate in speech acts as a strategic goal of training, while the subject of a private methodology is the process of transferring and assimilating (learning) the ability to communicate in the studied language, taking into account the specific learning conditions.

Since the methodologist deals with the formation of the ability to communicate in the language being studied, he must have knowledge of the peculiarities of the process of mastering this ability. However, the methodology itself does not form such knowledge, it takes it from other areas of knowledge, and above all from didactics. The latter is the science of the general laws of teaching any language, without exception [12].

Recognizing the importance of conducting linguodidactic research, it is impossible not to note the fallacy of linking linguodidactics exclusively with linguistics. Despite the fact that it is linguistics that is the essential factor that makes up the specifics of the methodology of teaching foreign languages, it is impossible not to take into account the multifunctionality and multidimensional nature of the process of teaching the subject. The interdisciplinary linguodidactic approach to the analysis of these problems is based on the data of the philosophy of language, linguistics, psychology, the theory of intercultural communication, the theory of mastering the second (non-native) language, psycholinguistics, etc.

At the same time, linguodidactics is not a justification for a particular language technique. Being one of the branches of methodological science, "...which substantiates the content components of education, training, and teaching in their inseparable connection with the nature of language and the nature of communication as a social phenomenon that determines the activity essence of speech works, which are based on the mechanisms of social interaction of individuals", linguodidactics acts as a methodological aspect of the theory of learning. This means that this science is designed to develop the basics of the methodology of teaching foreign languages in relation to the various desired results of this process. It allows us to identify objective patterns according to which a model of teaching foreign languages should be built, in the center of which is the bilingual (polylingual) and bicultural (multicultural) language personality of the student.

Linguodidactics as a science is designed to comprehend and describe the linguocognitive structure of a language personality, to justify the conditions and patterns of its development as a desired result in the process of teaching and learning a foreign language, as well as to study the specifics of both the object of assimilation/teaching (language, language picture of the world of the native speaker of the studied language), and the interaction of all subjects of this process, the nature of errors (linguistic, linguistic and cultural studies and, more broadly, cultural studies) and the mechanism of their elimination. The study of the peculiarities of language learning and assimilation in the context of multilingualism, individual and cultural characteristics of students, their age specifics, factors determining the completeness/incompleteness of language proficiency, etc. is of great promise [6].

Kazakh linguodidact scientists are in the process of searching for a certain central core of language education, on the basis of which key competencies are formed. To indicate the priority goals of the learning process for the disciplines of the language cycle, there are a number of names, such as: fundamental competencies, basic competencies, key qualifications, fundamental forms. These concepts are not equivalent, but each of them, in our opinion, is an attempt to nominally approach a certain level of training, with communication competence in

the foreground. Analyzing this problem, teachers and methodologists note: "Competence is a static part, and speech activity is a dynamic part of a self-organizing communicative system".

Let us turn to the developments of domestic researchers to find out the leading linguodidactic trends. Considering communicative competence from the standpoint of teaching methods, S. Zh. Berdenova writes: "Communicative competence is the leading and final goal of educational activity, being the central concept in language teaching" [2]. At the same time, the author pays special attention to the fact that the linguistic culture of the post-Soviet peoples represents two sides. First of all, the culture of speech of the native language, then the culture of Russian speech, however, should not be opposed to each other by the principle: "either-or". The author rightly notes that another principle is more appropriate here: "and-and", i.e. both the native language and the language of interethnic communication, and in recent decades, a foreign language. Sharing the position of S. J. We consider competence as the ability to choose and implement programs of speech communication and behavior against the background of the cultural context of the country of the language being studied, as the ability to navigate in different situations, to assess the situation taking into account the topic, communicative attitudes that arise in the participants of communication.

The emphasis on the communicative approach aimed at the formation and development of competencies led to the development of innovative learning technologies. Thus, K. N. Bulatbayeva in her works presents a narrow-method subject technology, called functional-communicative by the author. This technology of teaching is based on the ideas of Zh. I. Sabitova, E. I. Passov, D. D. Shaibakova, Zh.Kh. Salkhanova and other scientists. As an advantage of the proposed approach, the KN. Bulatbaeva considers the following: "The technology of functional and communicative learning allows us to form language, speech, communication, subject and ethno-cultural competencies in a complex, which until now were haphazardly, inconsistently and not fully disclosed disparate aspects" [7]. The author identifies seven levels of language personality in the model of language personality in the context of a functional and communicative approach to teaching Russian in a Kazakh school: denotative, psychological, linguistic, speech, communicative, moral, and ethno-cultural.

Clarifying the term "approach to learning", in the quality of "...the basic category of methodological science that determines the strategy of language teaching and the choice of the teaching method that implements such a strategy", the researcher considers four approaches to learning:

- behavioral-language acquisition through the formation of speech automatisms in response to presented stimuli;
- inductive-conscious - mastering the language by observing speech patterns, which leads to the mastery of language rules and ways of using them in speech;
- cognitive approach-conscious language acquisition in the sequence from knowledge in the form of rules and instructions to speech skills and abilities based on the acquired knowledge;

- integrated-provides for an organic connection of the conscious and subconscious components in the learning process, which is manifested in the parallel acquisition of knowledge and speech skills.

The choice of an approach is directly dependent on the goal setting. K. N. Bulatbayeva, aiming at mastering the language as a means of communication, develops a methodological system based on the process of forming the communicative competence of Kazakh students, close to the level of language proficiency of natural native speakers of the Russian language. In our opinion, in the developments of K. N. Bulatbaeva, this thesis should be considered as the most justified. Karabaeva identifies personal competence, which "... is the regulator of personal achievements, the search for personal meanings in communication with students, the motivator of self-knowledge, professional growth, improvement of skills, the meanings of activity, development, reflexive abilities and the formation of one's own didactic style" [8]. Karabayeva notes that competence is the assimilation of ethnic and socio-psychological standards, standards, behavioral stereotypes, the degree of mastery of communication techniques, and therefore, communication techniques should include, along with mastering knowledge of the language, practical mastery of communication techniques, rules of politeness, and norms of behavior.

The works of the experienced methodologist A. A. Chingisova, who, based on the works of the theorists of programmed learning B. Crowder, B. Skinner, and the ideas of behaviorism, are of interest, considers competence as a sphere of relations between knowledge and action existing in real practice. On the other hand, the researcher believes that it is wrong to contrast competence with knowledge and skills: not all knowledge manifests itself as competence, but without knowledge there is no competence. Competence, knowledge, skill - these are the sides of a single process of personality formation, competence consists of knowledge and skills, is a measure of its assessment. Therefore, knowledge and skills are the basis for the manifestation of competence at different stages of formation and in different communication situations [9-12].

The scientist believes that linguistic programming opens the way for achieving the desired level of perfection of knowledge that passes into competence. Such programs can be called strategies that meet the anthropocentric paradigm-the key one in modern linguodidactics, which considers a person, a person as the central link in the learning process.

Another Russian researcher A. O. Kasen, considering the mechanism of formation of language competence in a foreign language, focuses on speech situations as active teaching methods, highlighting the following factors:

- creating a problem situation, i.e. managing the process of mastering knowledge and skills in a problem situation, for which you need to determine the goal, perform a problem-logical analysis and structural study of the material, conduct a psychological and pedagogical analysis of the formulated problems and determine cognitive tasks;

- mastering a high positive motivation to solve a problem problem.

It is valuable that the researcher determines the indicators of the level of formation of language competence in students:

- the presence of knowledge of a foreign language and the ability to implement it in communicative situations of a professional orientation;
- the presence of a complex of psychological and pedagogical, interrelated prerequisites for the adequate implementation of the psychological readiness of students for work;
- levels of formation of language competence as its quantitative characteristics [13].

Zh. I. Sabitova, studying the issues of teaching the native language in primary school, develops a model for describing the expected results, in which she identifies such parameters as speech development, practical assimilation of the language system, and organization of activities. The scientist formulates the conclusion that the main result of the activity of a modern school should not be a system of knowledge, skills and abilities in itself, but a set of key competencies in intellectual, informational, organizational and other areas.

As the goal of the educational process, it defines the formation of practical skills of information analysis, self-learning, stimulating independent work of students, the formation of the experience of responsible choice and responsible activity, the experience of self-organization, which will contribute to the formation of the image of an elementary school graduate as the main target in the educational process, which reflects the overall cognitive and socio-personal development of the child [4, 14].

A number of scientists are studying the applied aspects of the problem, developing technologies and methods in relation to certain sections of linguistics. For example, A. B. Izdetuova considers the process of developing the key competencies of high school students in the process of performing home school classes. G. K. Aisabay analyzes the communicative-oriented study of paronymic units when teaching Russian as a foreign language. S. Zh. Berdenova, studying the process of forming the communicative competence of the multilingual personality of 5th grade students, considers competence in unity with speech activity and following A. E. Karlinsky notes the static nature of competence and the dynamism of speech activity. The practical orientation of these developments is their value, however, the author's developments still do not have such an important quality as universality, the possibility of their use on the main steps of the "educational ladder". [2; 7].

The transition to variable education in Kazakhstan not only proclaimed the freedom of pedagogical creativity, but also brought down the flow of domestic and foreign systems, technologies, and methods on teachers and methodologists. It is possible to evaluate them adequately only by giving up the belief in the existence of the only correct model of learning always, everywhere and for everyone. And here, as it seems to us, the problem of developing end - to-end technologies and technological techniques covering different levels of education-school, college, university-is poorly studied. We proceed from the idea of continuing education, which interprets modern education as a factor of progress, an open, flexible, mobile

system that provides the individual with the opportunity for lifelong learning, creating conditions for both narrow specialization and multidisciplinary training of the individual. Of course, the development and use of end-to-end technological approaches are not applicable to all academic disciplines, but to those that are studied "continuously", i.e., continuously. at all levels of education: general secondary, secondary special, higher, regardless of the age and professional characteristics of students. Such disciplines include, for example, computer science, history, native language, state language, foreign language.

Language and language competence in the context of continuous, results-oriented education are included in the basic competencies that students of primary secondary school should acquire. Language as an academic subject and language training in general are of great importance in working on the six cross-cutting components of the content of education: mental, moral, aesthetic, communicative, labor, and physical. Language competence is an integral part of the professional competence of a future specialist studying at a college, institute, or university [5].

Starting in the second half of the 20th century, linguistics turned to the social and functional aspects of language analysis. This means that the sphere of interests of linguists includes the analysis of the mechanism of using language to achieve numerous goals that arise in the course of social interaction. During this period, linguistic research is becoming increasingly pragmatic, and the main task of scientific research is not to study the structure of the language, but its functioning. The reference to specific cases of language use, taking into account numerous factors (both linguistic and non-linguistic) that affect the course of language exchange, and the analysis of speech utterances, taking into account these factors, allowed us to determine the nature of functional-deterministic changes that give individuality to utterances in various communication situations

The pronounced pragmatic orientation of linguistic research was manifested both in the general conceptual position of the methodology as a science and in the technology of teaching foreign languages. Currently, the most used and relevant in teaching foreign languages is the competence-based approach. This is due to the fact that, as a rule, previously the subject knowledge or information acquired by students, as well as their skills and abilities, were not used in practical situations and professional activities. The logic of the competence approach, on the contrary, assumes the formation of such skills and the development of such abilities on their basis that allow a person to realize himself as much as possible in this society.

In this regard, we believe that the basis of language teaching at its various stages can be a single end-to-end technology that takes into account the features of each stage and is aimed at the expected result - the formation and development of the communicative language competence of the individual. Taking into account the age characteristics and the specifics of the educational institution, the process of implementing end - to-end technology can be carried out gradually-from the elements of the technological approach, by gradually expanding and complicating the technological components to a clearly structured learning technology. At the same time, we consider the continuity of knowledge as the basis for the continuity of the process of forming language competence. The developments of Kazakh

linguodidact scientists confirm the thesis that the competence-based approach, aimed at the formation of competencies and competence, is one of the effective ways to achieve the result of language education.

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## СОВРЕМЕННЫЕ ТРЕНДЫ В ЛИНГВОДИДАКТИКЕ

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**Аннотация.** В статье обобщаются ключевые характеристики системы отечественного лингвистического образования непрерывность и системность, расширение языкового образовательного пространства, вариативность образовательных контекстов, технологий, форм и средств обучения, направленность на полиязычие и поликультурность; выделяются основные тенденции ее современного развития, такие как: компетентностный подход, ориентация на продуктивный характер образования, междисциплинарность,



субъективация содержания, аксиологический подход, ориентация на социально-личностные индикаторы качества.

Рассмотрены разработки ученых, связанные с тенденциями и направлениями современной лингводидактики. Отмечено, что формирование компетенций рассматривается исследователями в качестве центрального ядра языкового образования. Обозначен тезис о том, что выдвижение на первый план коммуникативного подхода, направленного на формирование и развитие компетенций, обусловило разработку инновационных технологий и методов обучения.

Проанализированы особенности технологии функционально-коммуникативного обучения, технологии лингвистического программирования, активных методов обучения, а также работы, в которых интеркультурно коммуникативная компетенция рассмотрена в качестве одной из базовых компетенций. Показано, что языковая культура постсоветских народов представляет собой две стороны одного явления. Прежде всего, это культура речи родного языка и культура русской речи, однако не следует противопоставлять языки друг другу.

В казахстанском образовательном пространстве актуальны в равной степени и родной язык, и русский язык как язык межнационального общения, а в последние десятилетия и иностранный язык.

**Ключевые слова:** тенденция; технология; компетенция; непрерывность; результат.

## ЛИНГВИДИДАКТИКАНЫҢ ҚАЗІРГІ ТЕНДЕНЦИЯЛАРЫ

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**Аңдатпа.** Мақалада отандық лингвистикалық білім беру жүйесінің негізгі сипаттамалары жинақталған: сабақтастық пен жүйелілік, лингвистикалық білім кеңістігінің кеңеюі, білім беру жағдайларының өзгермелілігі, оқыту технологиялары, формалары мен құралдары, көптілділік пен көпмәдениеттілікке назар аудару; оның қазіргі заманғы дамуының негізгі тенденциялары атап көрсетілген, мысалы: құзыреттілік тәсіл, білімнің өндірістік сипатына бағдар, пәнаралық, мазмұнды субъективтеу, аксиологиялық тәсіл, сапаның элеуметтік және жеке көрсеткіштеріне бағдар.

Қазіргі лингводидактиканың бағыттары мен бағыттарына байланысты ғалымдардың зерттеулері қарастырылады. Құзыреттіліктің қалыптасуын зерттеушілер тілдік білім берудің орталық өзегі ретінде қарастыратындығы атап өтілген. Диссертацияда құзыреттілікті қалыптастыру мен дамытуға бағытталған коммуникативті тәсілге баса назар аудару инновациялық технологиялар мен оқыту әдістерінің дамуына әкелді деп көрсетілген.

Функционалды және коммуникативті оқыту технологиясының ерекшеліктері, лингвистикалық бағдарламалау технологиясы, оқытудың белсенді әдістері, сонымен қатар мәдениетаралық коммуникативті құзыреттілік негізгі құзыреттіліктің бірі ретінде қарастырылатын жұмыс талданады. Посткеңестік халықтардың тіл мәдениеті бір құбылыстың екі жағы екендігі көрсетілген. Біріншіден, бұл ана тілінің сөйлеу мәдениеті мен орыс сөйлеу мәдениеті, бірақ тілдер бір-біріне қарсы болмауы керек.

Қазақтың білім беру кеңістігінде ана тілі де, орыс тілі де ұлтаралық қатынас тілі ретінде, ал соңғы онжылдықтарда шет тілі бірдей өзекті болып табылады.

**Тірек сөздер:** тренд; технология; құзыреттілік; үздіксіздік; нәтиже.

