

**“USING LINGUODIDACTICS IN TEACHING PROSECC”**

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**ABSTRACT**

This article describes the results of developing and using linguodidactics in teaching process and benefits of this approach- The article "Linguodidactics in pedagogical process of teaching foreign language" (Panferova I.V&Dusumbetova N.B 'Young learner'published.2019). The communicator-based linguodidactic approach implies through attention foreign language acquisition stages and corresponding methodological implications for foreign language courses design elaboration. The article corresponds that in linguodidactics, the emphasis was primarily on language and communication aspects. In teaching language how linguodidactics can be used as a tool of teaching language. The importance of linguodidactics research in methodology and relationship between linguistics and the scientific discipline.

**Keywords:** *linguo didactics, use of language, teaching process, research, learning*

**INTRODUCTION**

Language teaching is the essential research resource for language professionals providing a rich and expert overview of research in the field of second language teaching and learning. It offers critical survey methods of research on specific topics, second and foreign languages. A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of a learner. Apart from curricular changes that come officially in education system, linguodidactics method is becoming a tool of teaching among of universities. Linguodidactics a scientific discipline, which is rising its origins in the 1970-ies. Since these years, teaching science aims to strengthen its theoretical foundation of main regularities of the pedagogical process of teaching foreign languages in order to create an objective scientific basis for evaluating the effectiveness of teaching methods and their further improvement.

**Literature review**

“Linguodidactics involves the interaction of several independent and at the same time interrelated scientific disciplines: methodology, linguistics, pedagogy” (Panferova I.V&Dusumbetova N.B 'Young learner'published.2019). It is a linguistics base for teaching foreign languages in connection with the listed scientific disciplines. It can be said that relationship between linguodidactics and these scientific disciplines is the relation between theory and practice. Recognizing the importance of carrying out linguodidactical research, one can not but note the inaccuracy of linking linguodidactics exclusively with linguistics. Despite the fact that it is the linguistic factor that makes up the specific of the methodology of teaching foreign languages, one can not fail to take into account the multi-functionality and multifacetedness of the process of teaching the subject of subject in higher educational institutions.

Moreover, linguodidactics as a science is designed to comprehend and describe the linguistic cognitive structure of a linguistic personality, to justify the condition and patterns of its development as a desirable result in a teaching and learning of a foreign language and to study specificity as an object of mastering/teaching.

Consequently, the relevance of linguodidactical studies is due to the need to create an objective scientific basis for assessing the effectiveness of teaching methods and their further development, methods based on, first of all, the idea of the formation of language competence.

In conclusion, analysis of practice and theory of teaching leads to the conclusion that it is impossible to solve this or that research problem within the framework of one approach, it is necessary to use the provisions of modern approaches to solve pedagogical problems in a comprehensive way. In the modern didactics of higher education, the innovative methodological and linguistic approaches to organizing the language teaching and learning process should be implemented, particularly at non-language universities.

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