

SOME ASPECTS OF INCREASING THE EFFICIENCY OF THE EDUCATIONAL PROCESS IN LEARNING FOREIGN LANGUAGES

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Annotation: This thesis discusses spheres of practical use of the language, in which the corresponding types of speech are realized, exist within a particular linguo-society. Attention is paid to the final formation of the meaning and significance of the communicative act takes place, and the communicative situation itself is, on the one hand, a kind of incentive for verbal communication, and outside of it the latter is in principle, the process of mastering a language by a student in educational conditions and its main task is to develop a methodology for teaching a foreign language.

Keywords: *educational process, linguodidactics, efficiency, communication, pedagogical science, lingua-society, linguistic.*

The complexity and dynamism of the development of the sphere of education of foreign languages in universities impose new requirements on its participants, primarily the teachers. According to these requirements, they need to have the appropriate knowledge, skills and abilities to organize and improve the educational process based on traditional and modern interactive methods of teaching foreign languages. It is necessary to find the right solution to the emerging problem situations when teaching foreign languages.

Language, speech and speech activity are the main aspects of linguistic phenomena. The main types of speech activity were identified by L. V. Shcherba, who, however, believed that speech activity is one of the aspects of the language.

The spheres of practical use of the language, in which the corresponding types of speech are realized, exist within a particular linguo-society. Each sphere of

communication is inseparable from the conditions in which this communication takes place.

Within the context of the situation, the final formation of the meaning and significance of the communicative act takes place, and the communicative situation itself is, on the one hand, a kind of incentive for verbal communication, and outside of it the latter is in principle impossible.

Linguodidactics, according to the scientist I.I. Khaleeva, is such a branch of pedagogical science that substantiates the content components of education, training, learning in their inseparable connection with the nature of language and the nature of communication, then professional linguodidactics is such a branch of linguodidactics that substantiates the content of teaching foreign languages to specialists. The main task of linguodidactics is to develop a methodology for teaching a foreign language.

G.I. Bogin rightly notes that linguodidactics explores the laws of mastering any language, regardless of whether it acts as the first or second. He was one of the first to attempt to build a linguodidactic model of a linguistic personality, which, according to the author, is the central category of linguodidactics as a science.

As studies in the field of linguodidactics show, the level of language proficiency should be understood as a certain degree of development of the individual's communicative ability in terms of the effectiveness of the process of intercultural interaction with foreign backgrounds.

We can conclude that linguodidactics explores the objective laws of constructing the process of mastering a language by a student in educational conditions and its main task is to develop a methodology for teaching a foreign language. It substantiates the content components of education, training and learning in their inseparable connection with the nature of the language.

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