

COURSE DESCRIPTION*COURSE DETAILS*Title (of the course): **LINGUODIDACTICS**

Code: Б1.Б.ДБ.05.01

Degree/Master: **ENGLISH STUDIES**Year: **4**

Name of the module to which it belongs:

Field: **TEACHING FOREIGN LANGUAGES**Character: **ELECTIVE**

ECTS Credits: 4

Face-to-face classroom percentage: 45%

Duration: **SECOND TERM**

Classroom hours: 34

Study hours: 38

LECTURER INFORMATION

Name:

Faculty: **FACULTY OF HUMANITIES**Department: **Theory and Practice of the English language and Intercultural Communication**Area: **LINGUISTICS**

Office location: Faculty of Humanities. 5th floor.

E-Mail: linguamk@mail.ru

Phone:

*PREREQUISITES AND RECOMMENDATIONS***Prerequisites established in the study plan**

None.

Recommendations

None specified.

INTENDED LEARNING OUTCOMES

3.1 To Know:

3.1.1 interdisciplinary connections of specialized disciplines, peculiarities of different stages of the research, the theoretical foundations of foreign language teaching and the formation of ability to intercultural communication;

3.1.2 the basics of linguodidactics, examination of the social and scientific context of the problems of teaching foreign languages;

3.1.3 psychological and psycholinguistic bases of linguodidactics.

3.2 To be Able to:

3.2.1 use independently the basic provisions and methods of linguistic sciences in professional activities;

operate freely the main multidisciplinary notions and categories;

independently apply historical and philological knowledge to the analysis of practical material, to put forward hypotheses and to develop arguments in their defense;

3.2.2 to identify principles and conditions of formation of intercultural competence as the main goal of teaching foreign languages.

3.3 To Have:

3.3.1 skills of utilization of interdisciplinary connections, determination of the leading directions of search, use

3.3.2 theoretical foundations of foreign language teaching and regularities of the development of intercultural competence;

3.3.3 skills of critical analysis of the educational process and training materials in terms of their effectiveness.

OBJECTIVES

The main aim of the course is a systematic presentation of the basics of linguodidactics, consideration of the social and scientific context of the problems of teaching foreign languages, as well as the formation of students' psychological and pedagogical thinking and preparing them for professional activities as a student-trainee and as a teacher of a foreign language.



CONTENT**1. Theory contents****1. PSYCHOLINGUISTIC BASICS OF LANGUAGE TEACHING**

1.1. Language as a sign system or speech activity

1.2. Language and speech units as training units. Text as a training unit

2. DIDACTIC BASICS OF TEACHING FOREIGN LANGUAGES

2.1. The purpose of teaching foreign languages

2.2. Theories of language acquisition: contrastive hypothesis, hypothesis of identities, cross-language hypothesis

2.3. Principles of teaching a foreign language

2.4. Content of teaching a foreign language: components, their selection and organization

2.5. Means of teaching a foreign language

3. EVALUATION IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

3.1 Types of assessment. Functions of assessment

3.2 Types of tests

4. PEDAGOGICAL ETHICS

4.1 Pedagogical communication. Styles of pedagogical communication. Problems in pedagogical communication

4.2 The function of the teacher. Partnership relations in the educational sphere. Professional ethics of educators

2. Practical contents**1. PSYCHOLINGUISTIC BASICS OF LANGUAGE TEACHING**

1.1 Language as a sign system or speech activity

1.2 Language and speech units as training units. Text as a training unit

2. DIDACTIC BASICS OF TEACHING FOREIGN LANGUAGES

2.1 The purpose of teaching foreign languages

2.2 Theories of language acquisition: contrastive hypothesis, hypothesis of identities, cross-language hypothesis

2.3 Principles of teaching a foreign language

2.4 Content of teaching a foreign language: components, their selection and organization

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METHODOLOGY**General clarifications on the methodology.**

This course will follow a continuous assessment process. Regular attendance is required. The requirement of regular attendance means that the student must be present for at least 70% of the class time. Active participation in class is an essential element of the course assessment.

Methodological adaptations for part-time students and students with disabilities and special educational needs

Part-time students will be required to take a final exam, both written and oral

EVALUATION**MODULAR CONTROL OF THE DISCIPLINE INCLUDES:**

1. Current control: mastering the educational material in the classroom (lectures, practical classes, including attendance and activity) and the implementation of mandatory tasks for independent work.

2. Midterm control: checking the completeness of knowledge and skills on the material of the module as a whole.

Performance of modular control tasks is carried out in written or oral form and is an obligatory component.



Types of assessment tools:

- Tasks for independent work
- Colloquium
- Essay
- Test Writing: Analysis of teaching materials for English language
- Multimedia presentation
- Oral examination

BIBLIOGRAPHY**1. Basic Bibliography:**

Alina I.A., Bagramova N.V., Panteleeva L.V, Problemy sovremennoj filologii i lingvodidaktiki. Vypusk 7: Sbornik nauchnyx trudov. - SPb.: Rossijskij gosudarstvennyj pedagogicheskij universitet im. A.I. Gercena, 2016.

Agababyan A.B., Aktual'nye problemy lingvistiki i lingvodidaktiki v kontekste mezhkul'turnoj kommunikacii. :Sbornik statej II mezhdunarodnoj nauchno-prakticheskoy konferencii. - Armavir: Armavirskij gosudarstvennyj pedagogicheskij universitet, 2014.

2. Further reading:

Gal'skova N.D., Gez N.I., Teoriya obucheniya inostrannym yazykam. Lingvodidaktika i metodika: Uchebnoe posobie. - M.: Akademiya 2006.

Douglas Brown H. Principles of Language Learning and Teaching. 2006.

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

