

DOI 10.53364/24138614\_2021\_22\_3\_75  
UDC 37.026.811

**Yeshimbetova Z.B.**

Abai KazNPU, candidate of pedagogical sciences,  
associated professor, Department of Foreign Languages

*E-mail:* [zabira124@mail.ru](mailto:zabira124@mail.ru)

## LINGUISTICS IN EDUCATION

### ЛИНГВИСТИКА В ОБРАЗОВАНИИ

### БІЛІМ БЕРУДЕГІ ЛИНГВИСТИКА

**Abstract.** In this article it is considered problems of the use of linguistics in education is continuing to grow, and is often cross-disciplinary in nature. Not only is it utilized by language instructors, it is also used in early childhood development, psychology and anthropology education, as well. Linguistics is not only the study of language, but also includes the evolution and historical context of language, speech and memory development. For this decision the main objectives are defined, and scientific prerequisites are revealed.

**Keywords:** linguistics in education, conversational speech, formal speech, and abstract rules, conceptual model, theory.

**Аннотация.** В данной статье рассматривается проблема использования лингвистики в образовании, которая продолжает расти и часто носит междисциплинарный характер. Он используется не только преподавателями языка, но также используется для обучения детей младшего возраста, психологии и антропологии. Лингвистика - это не только изучение языка, но также включает в себя эволюцию и исторический контекст развития языка, речи и памяти.

**Ключевые слова:** лингвистика в образовании, разговор, формальная речь и абстрактные правила, концептуальная модель, теория.

**Аңдатпа** Бұл мақалада лингвистиканы білім беруде қолдану мәселелері үнемі өсіп келетіні және көбінесе пәнаралық сипатта болады деп саналады. Ол тек тілдік нұсқаушылармен ғана емес, сонымен қатар ерте жастан дамып, психологияда және антропологияда қолданылады. Лингвистика - бұл тек тілді зерттеу ғана емес, сонымен қатар тілдің эволюциясы мен тарихи контексті, сөйлеу мен есте сақтаудың дамуы. Бұл үшін негізгі міндеттер анықталып, ғылыми алғышарттар ашылды.

**Түйін сөздер:** білім берудегі лингвистика, әңгімелесу, формальды сөйлеу және дерексіз ережелер, тұжырымдамалық модель, теория.

In general, linguistics is the science of language learning, so it is of great importance for teachers of foreign languages. Its main task is to describe in more detail the origin of words and languages, how these words were used historically and their meaning in the modern world. All in all, this approach to language teaching makes it easier and improves the perception of the tasks and expectations of the work.

Linguistics in education continues to gain momentum and increasingly in an interdisciplinary way. It is increasingly being applied both by foreign language teachers and in early childhood

development education, psychology, and anthropology. Also, its application speaks to the evolution and development of language, speech, and memory. It includes the structure and meaning of speech and written languages, as well as an understanding of the context in which certain words are used.

Linguistics is very important in teaching a foreign language because learning about the origins of words provides an opportunity immerse yourself in the culture of the language. It is very important to distinguish between colloquial and formal speech, as well as to understand the norms of the use of words in different cultures. For example, regional dialects in different regions of the same country. For teachers of English, linguistics is of particular importance. Linguistics helps students understand the meaning of sayings and phrases and their historical origins that may have lost relevance or meaning in our day. It is also one integral part in combating the self-deprecation of language in the use of common words that may have inappropriate and offensive meanings in the modern world. Updated strategies in the social and economic development of modern Kazakhstan have changed the requirements for modern education. The knowledge-centered approach has been replaced by a competency-based approach, which indicates an impressive change in the training of skilled modern professionals, with the ability to solve problems in critical situations. The Bologna process showed the need for self-development and professional development in the chosen profession throughout life. This is necessary for competitiveness and the use of new technologies, which leads to improved social cohesion, equal opportunities and quality of life. Lifelong learning FL is very important today. Lifelong learning is a continuous learning process that allows students to acquire and update knowledge, skills, and competencies at different stages of their lives and in different learning environments, both formal and informal. The process of globalization in all spheres of life makes it necessary to consider education on a global scale. That is why it is extremely important to define what an educational paradigm is. Recently, a new philosophy of education, a new paradigm of education, has been frequently mentioned. Webster's Dictionary mentions that a paradigm is a philosophical and theoretical basis for a subject, which formulates laws and experiments conducted to support them."

Paradigm from the Greek meaning model and theory, in general means the original model and methods of research that are used at a certain period in the scientific world. Which means that it is the beginning of any science. Also, a paradigm is a conceptual model, a theory, a set of principles that permeate the entire process of scientific research. In modern philosophy, the term "Paradigm" denotes a system of theoretical-methodological and archaeological settings. But a paradigm of education means a kind of educational change of principles, content and goals. The term was first used by Bergman and later by Kuhn. Many scholars interpret it as a category of scientific cognition. The new educational paradigm implies revolutionary changes in education, a new mission of education, a new vision of the ultimate goal, levels of education, and the role of students in the FFE process. The main components of the Paradigm are: conceptual ideas, scientific foundations, principles, strategic goals, programs, technologies and resources. The Paradigm serves as a regulating factor for methodologies. The term "methodology" refers to the scope of methods and principles of cognition in a particular science. Methodology can be philosophical, humanistic, cultural, anthropological.

Different educational systems vary from country to country, which naturally exposes the process of globalization to the necessary coordination of different educational systems in order to create a unique educational Paradigm that could guarantee success. But there are certain reasons that inhibit the process of integration into the global educational sphere:

1. points of difference in the system of secondary education, it's structure, periods of duration in different countries;
2. points of difference in the variety of organizational forms of education in our country and abroad;

3. points of difference in the content of education, in the approaches to secondary, high, higher professional education and the systems of certification;

4. points of difference in the philosophy and methodologies of education in different countries determined by their socio-national characteristics.

Different countries have different approaches to this problem and different ways of solving it:

A) by way of creating a doctrine of Education;

B) by way of modernization of the system of Education;

C) by way of Educational Reform which is most rational due to the following reasons:

- The perspectives of the development of any country are determined by the quality and intellectual potential of the country;

- There is a gap between the requirements of life and the professional qualities of modern specialists who are not always mobile and adequately ready to the challenges of the world;

- All the innovational technologies are brought from abroad; there no home-made innovative technologies yet;

- The existing system of education is based mostly on the obsolete methodological platform of Education incapable to use creative forms of teaching to achieve the final results;

-The Reform of the national system of Education makes it necessary to transform the static structure into a dynamic process of S-S interaction. That is, the social roles of teachers in this process are to be changed. The idea of educational partnership in the process of teaching implies that the teacher's role is not only to give knowledge; his role is that of monitoring students' search for knowledge in order to form professional skills in his field.

Methodology, as a philosophical study, is of great importance for the cognition of FLT.

FLT practice shows that it is impossible to solve new methodological problems on the basis of old traditional methodological approaches. This rule works in all circumstances. Among the old traditional methodological approaches we can mention the Behaviorist, Cognitive, Communicative, Personality-oriented and Linguocultural approaches. As you know, approach has a more general theoretical orientation, a strategy to FLT, while method means only one way of implementing the approach in practice. Particularly about the tactics you choose to practice in the classroom, to teach FL.

The concept of "Methodology" means the theoretical study of the scope of the methods and principles of cognition in the field of a particular science should not be confused with: 1) a system of language instruction based either on a particular theory of language or on a particular theory of instruction, or (usually) on both, 2) a method used in the classroom 3) FLT methodology - the theory of foreign language teaching. It is a system of methodological principles and methods of scientific knowledge. The main characteristic of the methodology is its consistency, a systematic approach to scientific knowledge. The conceptual basis of the modern methodology of teaching FL is integrally reflected by the following methodological principles: cognitive, communicative-semantic, linguocultural, sociocultural, personality-oriented (or reflexive-developing), they are implemented in methods, goals, content and technologies. So, the category of principles denotes the methodological provisions, guidelines that are implemented in the goals, content, means, organization of PPE, which determine our tactics and strategies aimed at intercultural communicative competence and the formation of the ICC personality. This complex structure is an integral part of the FLT process and a process of another category that requires our attention in the category of the methodological system. It is a generalized model of the FLT process that follows a specific methodological concept. Traditional didactic principles are no longer sufficient for complex FLT. It is a system of methodological principles and methods of scientific knowledge. The main characteristic of the methodology is its consistency, a systematic approach to scientific knowledge. The conceptual basis of the modern methodology of teaching FL is integrally reflected by the following methodological

principles: cognitive, communicative-semantic, linguocultural, sociocultural, personality-oriented (or reflexive-developing), they are implemented in methods, goals, content and technologies. So, the category of principles denotes the methodological provisions, guidelines that are implemented in the goals, content, means, organization of PPE, which determine our tactics and strategies aimed at intercultural communicative competence and the formation of the ICC personality. This complex structure is an integral part of the FLT process and a process of another category that requires our attention in the category of the methodological system. It is a generalized model of the FLT process that follows a specific methodological concept. Traditional didactic principles are no longer sufficient for complex FLT.

### References

1. Kunanbaeva S. S. *Sovremennoe inoiazychnoe obrazovanie: metodologia i teorii* Almaty, 2005 g.
2. *Modelirovanie v sisteme professionālnoġo obrazovania: problemy i puti reṣenia* Sbornik materialov Respublikanskoi nauchno-prakticheskoi konferensiii Almaty, 2008.
3. Mission of Kazakh Ablai khan University of International Relations and World Languages. Access: URL. [www.ablaikhan.kz](http://www.ablaikhan.kz) (retrieved 1.03.2018).
4. David Nunan "Teaching English to Young Learners (Anaheim University Press) Kindle Edition 2010.
5. Online education courses from NILE centre of excellence. Access: URL. <https://www.nile-elt.com/> (retrieved 23.04.2018).
6. Belanger, F. & Jordan, D.H. *Evaluation and Implementation of Distance Learning: Technologies, Tools and Techniques*. London, UK: Idea Group Publishing. 2013.
7. Holmberg C. *The Concept distance Education* Access: URL. <https://uil.unesco.org/i/doc/adult-education/ideal/ideal-concept.pdf> (retrieved 17.04.2018).