PROBLEMS OF LINGUODIDACTICS

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Abstract:*Linguodidactics, as a branch of applied linguistics, plays a crucial role in shaping effective language instruction. In today's rapidly changing educational landscape, linguodidactics is confronted with numerous challenges that affect the efficacy of language learning and teaching. This article explores the fundamental problems in linguodidactics, including the gap between theory and classroom practice, insufficient consideration of learner diversity, limited teacher preparedness, underutilization of educational technologies, and outdated assessment models. By analyzing these issues, the article proposes strategies for reform that align pedagogical practices with contemporary linguistic and educational research.*

Keywords:*Linguodidactics, language pedagogy, language acquisition, teacher training, educational technology, communicative competence, assessment*

Linguodidactics is an interdisciplinary field that integrates insights from linguistics, psychology, and pedagogy to facilitate the teaching and learning of languages. It aims to develop effective teaching strategies that account for the linguistic, cognitive, and social processes involved in language acquisition. Despite significant advancements over the past decades, linguodidactics faces a range of unresolved problems that hinder the development of effective, inclusive, and technologically enhanced language instruction.

In the context of globalization, multilingualism, and increasing access to digital tools, traditional linguodidactic models often fall short of meeting the complex demands of 21st-century learners. As a result, there is a pressing need to reassess current practices and address the gaps that limit the field's capacity to support both teachers and learners in diverse educational settings.

A persistent issue in linguodidactics is the disjunction between theoretical models and classroom implementation. While theories such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and the Lexical Approach provide robust frameworks for language education, their application is frequently superficial or misunderstood by practitioners.In many institutions, especially those constrained by rigid curricula and standardized testing, grammar-translation methods remain prevalent. Teachers are often compelled to prioritize test preparation over meaningful language use, which contradicts the principles of modern linguodidactic theory. Example: Although CLT emphasizes authentic communication, in practice, many classrooms still focus on rote memorization and mechanical drills. This reduces learners' opportunities to develop real-world communicative competence.

Solution: Bridging this gap requires better teacher education programs that provide not only theoretical knowledge but also practical tools and reflective strategies for adapting theory to specific teaching contexts.

Modern linguodidactics endorses learner-centered education, which recognizes the importance of individual learner differences in motivation, background knowledge, learning style, and socio-emotional factors. However, many language teaching practices remain teacher-centered, offering little flexibility to tailor instruction to diverse learner needs.Children, adolescents, and adult learners each require distinct approaches grounded in their developmental stages and life experiences. Furthermore, multilingual and multicultural learners may bring varied expectations and experiences to the language classroom, which are often overlooked.

Challenges:Overcrowded classrooms limit individualized attention,inadequate diagnostic tools to identify learner needs,lack of training on differentiated instruction.

Strategies for Improvement:Use of needs analysis and learning style inventories,incorporation of flexible curricula and differentiated tasks,professional development focusing on inclusive pedagogy.

The success of any linguodidactic model heavily depends on the competence of language teachers. However, teacher training programs often lack depth in both linguistic theory and pedagogy. Many teachers report insufficient preparation to address diverse classroom needs, manage modern technology, or apply contemporary teaching methodologies.

Additionally, continuous professional development opportunities are limited, especially in under-resourced contexts.

Consequences:

- Reliance on outdated teaching methods.

- Inability to foster learner autonomy or use technology effectively.

- Teacher burnout due to lack of support and innovation.

Recommendations:

- Implement modular, ongoing training programs focusing on linguodidactic innovations.

- Foster communities of practice for peer collaboration and support.

- Introduce mentoring systems for novice teachers.

Digital technologies offer vast potential for enhancing language learning through multimedia input, real-time feedback, and learner autonomy. However, integrating these tools into linguodidactic practice remains inconsistent and often superficial.

Barriers include:

- Lack of digital literacy among teachers.

- Limited access to resources and infrastructure.

- Pedagogical uncertainty about best practices for digital tool use.

Example Tools:

- Learning management systems (e.g., Moodle, Google Classroom).

- Mobile apps (e.g., Duolingo, Quizlet).
- AI-assisted platforms (e.g., ChatGPT, Grammarly).

Pedagogical Guidelines Needed:
- Ensuring technology aligns with didactic goals.
- Blending digital content with interactive classroom strategies.
- Training teachers to evaluate and adapt digital tools effectively.

Traditional forms of language assessment, such as standardized grammar tests, are increasingly criticized for their inability to reflect true communicative competence. These methods often assess isolated linguistic knowledge rather than integrated language use in meaningful contexts.

In conclusion,linguodidactics, while rich in theoretical development, continues to face critical challenges that impact its effectiveness in real-world educational settings. The gap between theory and practice, neglect of learner individuality, insufficient teacher training, poor integration of technology, and outdated assessment models all contribute to the field's limitations.To address these issues, a multifaceted approach is required. This includes reforming teacher education, developing learner-centered curricula, adopting evidence-based technologies, and rethinking assessment practices. With targeted improvements in these areas, linguodidactics can better fulfill its mission of fostering meaningful and effective language learning across diverse contexts.

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