

LINGUODIDACTIC ANALYSIS OF LANGUAGE LEARNING STRATEGIES IN CHILDREN AND ADULTS

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Abstract. *This article discusses linguodidactic methods and their analysis, focusing mainly on strategic methods that have shown high effectiveness in children's and adults' foreign language learning. In addition, it provides broader information on the similarities and differences in their learning processes.*

Keywords: *linguodidactics, methods, kinesthetic, cognitive, metacognitive, contextual learning.*

INTRODUCTION.

In our rapidly developing era, multilingualism continues to serve as a means of elevating human identity and remains a bridge between different societies, cultures, and traditions. Therefore, language learning and teaching have become increasingly relevant today, placing responsibilities on many philologists to simplify and accelerate the language acquisition process. This process should be described not only as a result of globalization but also as a key to politeness, economic, social, and cultural success. Indeed, learning a new language is like opening a new page in a person's life. If these pages increase, they may eventually form a whole book, and one day society itself may become an entire library. This implies that we should expect not harm, but good deeds and wise advice from such individuals. In short, language learning is one of the main foundations of development.

As interest in language learning continues to grow daily, language teaching methodology is also evolving, adapting strategies for teaching languages to both children and adults in accordance with their cognitive, age, and psychological characteristics.

For this reason, the term linguodidactics has become widely used in recent years. One may ask: What exactly is linguodidactics? And why is it necessary?

Linguodidactics is a field of study that deals with the theory and practice of teaching languages. Its task is to determine how languages should be taught, which methods are most effective for certain age groups, and to thoroughly examine the process of language acquisition in individuals. Within the scope of this topic, linguodidactics also studies the differences in how children and adults learn languages. According to this field, the age gap necessitates changes in teaching methods because cognitive thinking, life experience, and fundamental knowledge vary significantly between these two groups. These differences help reveal not only the gap between children and adults but also the development of more refined and proven teaching strategies.

Currently, many teachers attempt to use the same teaching methods for learners of different age groups. In such situations, complex grammar and strategies based on cognitive reasoning may confuse younger learners, while highly simplified, communicative, game-based teaching programs may be too easy for adults and even cause boredom or loss of motivation. Such methodological misalignment clearly reduces language learning effectiveness.

Because of this, many expressed the need for this article. Therefore, the purpose of this research is to identify and construct teaching methodologies appropriate for both children and adults. Only then can we determine which set of methods or linguodidactic approaches are more effective for each age group, as well as identify their similarities and differences from psycholinguistic and linguodidactic perspectives.

So, which linguodidactic strategies are suitable for children? In fact, the language learning process for children should be similar to a game or adapted to conditions of free communication. Such an environment

enables children to maintain interest longer, learn more effectively, and remember material better. Below are several strategic language-learning principles suitable for children:

Naturalness and friendliness: Children should learn the language not through grammar rules, but through enjoyable activities such as songs and poems, games, story reading and listening, or role-play. This allows them to absorb new words and phrases effortlessly and without pressure or boredom—even without conscious cognitive effort.

Imitation and repetition: Children quickly remember the words and phrases they hear from adults. If you repeat a word several times in various situations in front of them, they will use it the next time in the appropriate context. Children are more observant than we imagine—hence the common saying, “A child imitates what they see at home.” Therefore, acting as a “living dictionary” in front of children has a strong positive impact on their language learning.

Kinesthetic approach: This method includes learning through movement, dramatization, and activities involving manual work (such as drawing or making objects).

Contextual learning: Using words and phrases in specific real-life situations—such as saying “Bless you” instead of the equivalent in their native language when someone sneezes—serves as a visual cue and teaches children how to behave in similar situations.

What about adult methodology? What principles does it include? As is known, adults have already formed fundamental knowledge, and they learn languages for specific purposes—studying abroad, working overseas, and so on. Therefore, they have clear motivations and goals. Because of this, adults are first asked about their purpose for learning the language, and vocabulary and grammar relevant to that purpose are taught in greater depth. The following approaches are considered effective:

Cognitive and systematic approach: Adult learners study grammar rules, analyze them, and begin applying grammatical units logically and systematically.

Metacognitive strategies: Adults clearly understand what they are learning and are capable of planning, monitoring, and evaluating their work. These skills help them answer questions such as “Which method works better for me?” or “Where did I make the most mistakes?” Like a reflective mirror, all errors become visible, but this error identification is only possible through cognitive thinking—which is why this method is unsuitable for children.

Connecting with prior knowledge and experience: This method helps adults who already possess strong knowledge of their native language learn a second language more quickly through comparison. Learning a new language may open broader opportunities for them—such as discovering new lifestyles and acquiring new life skills.

There are both similarities and differences in the way these two age groups learn. Their learning objectives may be similar, but their ways of processing information differ. For example, motivation may be equally strong for both groups—children learn through play, while adults learn through planning and structure. Repetition is essential for both groups, though approached differently. Continuous communication is also crucial for both, as it prevents forgetting the language. With children, this method involves encouraging speech regardless of mistakes. For adults, communication becomes more serious—they must analyze correct and incorrect structures and try to avoid errors as much as possible.

In conclusion, children have faster language acquisition abilities, and this process occurs quickly, effectively, and easily for them. Although it may be more challenging and require more effort for adults, language learning opens far more opportunities than they expect.

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