ALTRALANG Journal
e-ISSN: 2710-8619 p-ISSN: 2710-7922
Volume 7 Issue 2 / December 2025 pp. 316-326

Didactics Science and Management of the Future of Language Education Making

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Received: 23/07/2023, **Accepted:** 04/12/2025, **Published:** 10/12/2025

ABSTRACT: *The development and modernization of education in our contemporary reality is an urgent requirement for any society because it represents a vital weight and an effective means on which societies depend for their growth and stability. Others such as: sociology, psychology, pedagogy, linguistics, languages, philosophy, literature, and history... All of these sciences employ and benefit from them in building its terms, concepts, and knowledge, and drawing its distinct boundaries that distinguish it from other scientific disciplines. In this educational scientific study, we seek to highlight the importance and role of educational science in managing the future industry of language education due to the fertile scientific knowledge that it provides to the educational and educational process at the same time, which can be invested in acquiring and communicating knowledge, and addressing educational contents and building the appropriate methodological structure as required by the learning system.*

KEYWORDS: Pedagogy, learning, education, educational science, linguistics, languages.

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Introduction

The explosion of knowledge and technology, and the encroachment of globalization that made the world a global village call for the utmost necessity to work on modernizing education curricula, developing its methods and solving its educational problems in general in light of the linguistic, psychological and social realities... In the field of "education" (Didactics), this constantly evolving and renewed science which is concerned with all aspects of the educational process and its components, including learners, teachers, educational materials, capabilities, procedures and methods produced by scientific and educational experience.

It is noticeable that research in the field of education is constantly evolving and renewed in order to surround the various problems that confront the learner and the teacher in the educational learning process... and to monitor the ways to achieve good interaction between the teacher and the learners through its focus on modern teaching methods and strategies. It also bet on the teacher as the main pole and the first and last target of the teaching process and the first responsible for the success or failure of each stage of knowledge. It also directed its attention towards the continuous development of teaching and assessment methods and the effective design of active learning strategies in the light of the results of the enclosed field research of educational problems in their natural environment. Therefore, education is based on continuous change and renewal of strategies, methods, and contents according to the requirements of the situation, the requirements of scientific research, and the needs of societies and learners. The research problem is based on probing the depths of educational science - looking and applying it - in specific research elements that summarize the importance of the research and its objectives are as follows:

1- Educational (Didactics) term and concept.

2- Didactics in terms of Theorizing and Application

3- the relationship of didactics with other fields of knowledge such as linguistics, all kinds of psychology, all kinds of sociology, pedagogy).

1. Didactics as a term and concept

Didactics has emerged in some scientific research centers - among Westerners - as a new specialization that works to criticize the teaching of educational materials that depend on teachers' talents, diligence and individual experiences to give them a scientific character. (Banani, 1991, p. 39). Didactic research has matured and leveled as an independent scientific discipline through rational, analytical scientific activity (Banani, 1991, pp. 39-44). Among the most important basic preoccupations of education: building curricula, preparing and evaluating educational curricula, and training qualified teachers to identify difficulties and develop effective solutions to them. (Banani, 1991, pp. 72-80). Jean-Claude Gagnon (J.C. Gagnon) defined it in a study he issued in 1973, entitled: La didactique discipline une'(d) educational as follows: «a dynamic and total problem that includes:

A- Reflection and reflection on the nature of the study material, as well as the nature and objectives of its teaching.

B- in preparation for its own hypotheses; based on the constantly renewed and diverse data of psychology, pedagogy, sociology...etc.

C- A theoretical and applied study of the pedagogical act related to its teaching (Banani, 1991, p. 39).

It has not yet been agreed in the Arab countries on a single translation of the term Didactics, and we find it in Algeria as "educational", in Tunisia as "educational", in Egypt as "teaching", in Jordan as "pedagogy", and in Iraq as "teaching". ..." (Baji et al., D.T., c. 2, p. 163).

The term "Didactics" came from the French dictionary: «Didactique: (grec didactikos) dont le but est d'instruire... poésie didactique: genre littéraire, genre poétique se propose d'enseigner un art, une technique ou une science… employé dans la langue des spécialistes…" (Bordas, 1994, p585-586)

The translation of the term "educational" is derived from the word Didactics), which means "the art of education", which is concerned with all aspects of the educational process and its components, including learners, teachers, educational materials, capabilities, procedures and methods. Education, then, is an educational thinking and research necessary to renew learning and teaching. It seeks to achieve a set of important goals, including:

- Laying the practical and field foundations that allow the effective application of an advanced educational system that is linked to the developments of society and the development and prosperity that result from it.
- Developing the teaching methods according to an educational strategy that seeks to ensure effective and useful learning that achieves the set goals. Clarify the teacher's vision with regard to pedagogical and professional preoccupations. Directing the teacher to acquire teaching skills and abilities through the work base that he finds in teaching.
- Keeping abreast of developments in the world of education, which makes the educational process in continuous development" (Al-Hussani, 2001, p. 433).

thus; "Education" is that specialty that covers all scientific approaches to science education and is a point of synthesis between many sciences, the most important of which are linguistics, psychology, educational sciences and sociology... (Fares and Al-Sharni, 2003, p. 23). One of the most important topics that can be the basic preoccupations of education, and the specialist in this field should discuss it. A according to Claude Begin - in an article entitled: La didactique et ses principales préoccupations) (Banani, 1991, p. 39) in sensitizing teachers about the different problems of education, making them know some of the goals of education and some means of achieving them, facilitating education, and developing mental skills such as the skill of mental arithmetic, solving some problems, deductive reasoning..., and searching for the minimum level of education. Enriching the educational environment by addressing and understanding knowledge, especially since this era in which we live is the era of knowledge, and there is no place in it for those without knowledge. Teaching materials, organizing the teaching and learning process, and research also in building curricula and developing educational programs, without forgetting in all this research the evaluation, its methods and types, and its importance in the educational process.

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3. Didactics between Theory and Application

In the past, didactics was used to stop at the doors of classes (sections) and not enter them to see closely what is being taught in them, and how is it going? Today, however, it is not satisfied with remote theorizing in laboratories, but rather it breaks into departments to describe, analyze and explain the pedagogical act as it is (in the classroom). Didactics is not just a technique or methodology, nor is it a theoretical science that is constantly developing within universities and scientific research institutions only, but it is also an applied science that takes into account practitioners of pedagogical action. (Sari, 2002, pp. 200-207) The first level:

- It is the one that precedes the pedagogical thinking, and in which the contents and contents of education are formed.

- The second level: follows the pedagogical act, in which an in-depth analysis of real educational situations and an accurate interpretation of what happened in them.

One of the manifestations of science in this new specialization is the reliance on field investigations and the facts proven by scientists in the linguistic, psychological and social sciences..., based on an integrative vision of: the individual as a micro-structure and the institution of education and research as an institution in the middle, and society as a major structure and then the relationship that combines these elements. And if the teacher in the educational reality is the implementer of the designs, then the didactics is the engineer, who does not set programs and courses, does not specify the means and procedures, and does not control the goals and objectives except after a comprehensive and accurate dissection of the components of the educational act “the learner, goals, content, method, evaluation” and their relationship In the various institutions, “The Training Foundation and the Employment and Society Foundation” (Sari, 2002, p. 202).

3.1. Didactics and Educational and Objectives

Modern education rejects that the processes of education and training be a spontaneous phenomenon or a coincidence of various life experiences. Defining and controlling goals with precision is a relatively new interest through which education seeks to give practitioners of pedagogical action a greater ability to judge their work. Therefore, educational specialists believe that activity in the field of education and

continuous retraining should be organized according to self-imposing social, economic and philosophical needs. (Banani, 1991, pp. 5-6).

3.2. Didactics and learner

If the learner's job in traditional education is limited to doing two operations: acquiring knowledge and consuming ready-made courses, and then returning this knowledge when asked about it, then this is not the case in modern education; The role of the learner changes from a consumer to a producer, and an active contributor, given that he is the focus of attention and the essence of the educational process (Centre d'intérêt) from which it proceeds and to which it returns, so that it is not possible in modern education to determine the objectives, control the educational content, choose the method and select the auxiliary means only after determining Who are the sample learners? Younger or old? What is their level of knowledge, their previous knowledge of the subjects they are studying and the subject they will study again? What are their psychological and social peculiarities and their characteristics as a group of learners that includes them? What are the distinguishing characteristics of them as individuals? Answering these questions enables the learner to identify the learner's various motivations and motives towards learning, their attitude towards the material, his relationship to the environment, and his use of language (Al-Farbi, p. 7).

3.3. Didactics and the Teaching Content

It is customary for the owners of the traditional methods of choosing the "linguistic materials" to be chosen as follows:

A- In terms of quantity: the learner was presented with a huge collection of the language, its steady and abnormal (common and abandoned) without selection, planning or precise gradation.

B- In terms of quality: the learner was provided with a linguistic material that he does not need in most cases, as it is a material that is rarely used, and does not respond to the requirements of contemporary daily life.

In short, they tried to bring the written (which is the systolic level) to the operative, this is not possible because the second level must be distinguished With ease, spontaneity and lightness (Al-Haj Saleh, 1973, p. 46). but in modern education, the contents and linguistic contents are determined only on the basis of external and internal criteria related to the language (Al-Rajhi, 1996, pp. 61-77). As for the external criteria, they are related to the environment in which the learner learns and the general objectives of his education. These criteria are looking at the objectives, the level of the course, the time allotted for teaching and the quality of teaching, intensive or extended. As for the internal standards that relate to the language itself and not to the characteristics of the learners, they are:

1. Determining the linguistic type or level (functional language, scientific language, literary language, specialized language...).
2. Determining the functional linguistic balance (common vocabulary lists).
3. Determining the lists of basic structures (Al-Haj Saleh, 1981, p. 8).

This is based on linguistic criteria represented in the formal and functional criteria (al-Haj Saleh, 1981, pp. 46-53). And the other psychological, represented in the ability to learn (Learniability) and the ability to teach (Teachability) (Al-Rajhi, 1996, pp. 69-70), then distribute these contents. A regular distribution at the different levels, according to the time allocated to them and the number of lessons, so that they are gradual harmoniously from one lesson to another.

3.4. Didactics and Method

Experts in education emphasize that an objective and well-thought-out selection of teaching content, both in terms of quantity and quality, does not guarantee good education for a particular subject; it is necessary but not sufficient. (Besse & Galisson, 1980, p. 129). Scientific selection is an important and necessary step, but it remains meaningless if it is not effectively supported. The most effective teaching method for a teacher is one that he extracts from his personal formulation, selection, and review of the content. Understanding various theoretical situations is essential for the teacher to deliver effective education. This understanding forms the basis that enables him to choose carefully from the many theoretical variations. (Douglas, 1994, p. 34).

The ability to make precise choice and control it; It requires a new paradigm of teachers, some called L'enseignent chercheur (Besse & Galisson, 1980, pp. 131-133), who keeps going back and forth between theory and practice, teaching, evaluating, modifying, adding, omitting, discovering. And it is constantly renewed... The question that the educationalist is looking at - with regard to the teacher - is: What are the objective conditions that help the emergence of this type of teacher?

3.5. Didactics and Evaluation

In the light of traditional education, evaluation was a conclusion and synonymous with exams (as if it were a punishment) that came at the end of the educational stage, so the distribution of learners to a people was built upon it, or their transfer from one class to another. Rather, it is a process that precedes, continues with and follows the pedagogical act (i.e. before, during and after formation) This type of evaluation is called formative evaluation by specialists, and it is the finest type of evaluation that is carried out after each unit, axis, or small segment of education in order to ensure the progress of the teaching and learning process. Means and calendar.

4. Educational relationships with other scientific knowledge

Education overlaps with several other scientific disciplines to a degree that it is sometimes difficult to differentiate between them. General, phonetics, and general psychology, especially those related to learning theories, and other sciences that were concerned with the socio-cultural field, such as economics, history, geography, and ancient sciences such as literature and philosophy... It was by virtue of the development that I knew it was an important resource for work, and the rest of the other sciences found in it what they wanted, since it studies the material - and the learner - and methods" (Al-Farbi, p. 8). Therefore; The researcher in education finds himself compelled to search in other sciences that have a relationship and mutual benefits between them and education, including:

4.1. Linguistics

The teaching of languages has made great use of linguistics from the succession of its schools and theories. The linguistic schools and their theories that emerged from them educationally provided the possibility of thinking and reflecting on the linguistic material, its structures and the curricula that govern it, based on what was presented by F. Saussure in the Le structuralisme school. L. Bloomfield in L'école distributionnelle school, N. Chomsky's L'école générative transformationnelle school, and what the English school presented with Firth then it developed thanks to his student Michael Halliday and Dell Hymes. Several concepts emerged from all of these schools, which had a great impact on teaching languages. The most important of these concepts is the concept of order in Saussure; in his opinion, language is a tight system that consists of levels of analysis: the phonetic, morphological, grammatical, lexical and semantic levels. “Therefore, defining these buildings and their units and the various relationships that link them together would help in the treatment of the studied linguistic materials, a specific pedagogical treatment in which the gradualness of The simple to the complex, which helps to consolidate the information presented in the minds of the learners, and to facilitate the process of invoking it by them...” (Saleh bin Omar, 1998, p. 16).

The descriptive vision of language, which was established in an independent curriculum by Saussure, did not stop its influence only in education, but extended to include methods of analyzing literary texts (Ebrer, 2004, p. 296). Perhaps the best investment of the concept of structure in teaching languages is represented in exercises and structures, which depend on the concepts of contrast (l’opposition), l’analogie, and contraste in understanding language and realizing its connotations.

Among the manifestations of influence is also that the spoken language has been reconsidered, and it has become of importance in description and study, and it is a new view, which was not before when historical and comparative studies that focused on written texts of great writers prevailed, that the spoken language is characterized by activity and vitality, from that the child does not begin to learn the written language until after he has learned the spoken language.

Teaching languages has also benefited from linguistics in its phonetic aspect in correcting the pronunciation of learners, especially in learning foreign languages, in addition to the fact that most linguistic schools have taken the sentence as its basic unit in the study of language, in addition to the formation of the basic language balances that speakers of the language need it in most of their lives and fulfill their needs (Saleh bin Omar, 1998, p. 17).

Among the most important linguistic concepts that had a wide impact on language teaching is the concept of “the linguistic faculty” (La compétence linguistique), and it corresponds to the concept of “la performance”, which are two basic concepts in the transformative generative school which enables the individual to accomplish the language after that, meaning that the achievement is an investment for the queen. What Chomsky brought in this context is very important in teaching languages, but it remains insufficient in the view of the owners of the English school called New Firthian in relation to FURTH, the author of the case context theory in the early forties. For this reason, Dale Hymes added another term: “la compétence communicative,” as it constitutes a topic of great importance in both Arab and Western studies, and many books and several universities theses have been written on this (Ebrer, 2004, p. 298). The

informative faculty is: “The ability to use language in various rhetorical situations for various purposes” (Al-Haj Saleh, , d.t, p. 10).

In this way, it goes beyond the linguistic faculty, which means the ability to properly synthesize the phonetic, lexical, grammatical and textual models of the language system. The Tablighi queen does not mean knowledge of the phonetic, morphological and grammatical system only; rather, it goes beyond knowing the criteria and rules of employment, and the speakers’ ability to do so. It does not include linguistic elements and structures alone, but also includes their social rules, knowledge of their contexts and how to use them according to the requirements of their conditions (Hymes, 1984, p. 124). The phenomena that he observes and explains in his research, and an opportunity to present conceptions, plans, and methodological proceduresin order to teach and learn languages on two levels; Conceptual or theoretical level, and methodological or applied level.

4.2. Psychology of all kinds (general psychology, educational psychology and linguistic psychology)

Psychology of all kinds constitutes a theoretical background for many theories and approaches (les approches) that form a field of interest for the researcher in teaching languages; The theories that develop language use mechanisms are based on a background of knowledge related to the psychology of behavior, which considers the manifestations of observed behavior in speech as a starting point for its studies, and responses to various stimuli. Learning is a process of interaction between the knowing self and the subject of knowledge. Psychology answers many questions related to the educational and learning life and provides valuable information about language needs and motivations towards learning and strategies, and tries to answer questions such as: How does the student receive a speech? What are the most important difficulties and obstacles it faces? And what are the overall relationships between learning a language, and between elements such as: personality, memory, perception and understanding (Al-Farbi, p. 9).

4.3. Sociology of all kinds (general sociology, educational sociology, linguistic sociology and cultural sociology

If teachings have benefited from the harvest of psychology, they have also benefited from another harvest no less important than the first, which is the harvest of sociology; Because language is a social phenomenon first and foremost, it plays a crucial role in communication between individuals and various social institutions. Therefore, sociology answers many questions related to education, such as the different linguistic uses, who uses it and with whom? And how does he use it? What are the social rules governing this? What are the linguistic uses that can be invested in the educational institution? What are the linguistic and non-linguistic situations, the patterns of oral and written communication, what movements, gestures, and non-linguistic reporting systems perform, and their relationship to teaching methods, and what are the cultural and civilizational manifestations of a particular linguistic community, such as bilingualism, pluralism..., and the value systems, customs, traditions and norms expressed in linguistic content. A course for learners at a particular study stage.

5.4. Pedagogy

Education and pedagogy share the paths of acquiring and communicating knowledge, but education deals with the contents of knowledge in particular, while pedagogy is concerned with the relationships

between learners and teachers (Dohlai, 1997, p. 181), This is about that, as there are those who see that teaching languages is an extension of pedagogy, a product and a new birth for it (Banani, 1991, p. 45). What is important in all of this is that the teaching of languages and pedagogy exchange benefits, as do linguistics, psychology and sociology, teaching and methods of evaluating teaching and learning.

Conclusion

It is clear to us that education is an integrated management science - theory and application - in shaping the future of language education. what are we studying? How do we study? The first question relates to the study material in terms of its quantity and quality, in view of its lexicon, its significance, its meaning and its sounds, and an inventory of buildings or linguistic forms and concepts that are in line with the needs of learners, and answers this question of applied linguistics, which is a specialty that greatly overlaps with educational. As for the second question, it is answered by the science of the language teaching method, which is closely related to education, from determining the quality of learners, their needs and tendencies, and then transforming or translating these needs and tendencies into linguistic templates and concepts, and then adapting them to respond to the learners, goals and available educational means. Thus, many topics are put on the table in educational research, as the specialist can be interested in several interests that are not confined to the material alone, but extend to include everything related to the educational process in its various dimensions and paths in coherence, consistency and harmony between its various components that make up the learning and education system.

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