



GOALS OF TEACHING A FOREIGN LANGUAGE

Mustaeva Guldora Salokhiddinovna,
Tashkent State Transport University

ABSTRACT

In the article, the practical, educational, educational and developmental goals of a foreign language. Educational goals, social orders, tasks, and the goals of forming and educating a fully developed individual have been widely discussed in methodical literature.

KEYWORDS

foreign language,
methodology, goal, result,
educational, educational.

INTRODUCTION

Any goal arises out of necessity. The concept of goal means a planned result, an imagined consequence. To the question of why a foreign language is taught at school, the answer can be answered that they learn a foreign language for practical, educational, educational and developmental purposes. Educational goals are a social order - a task, and are focused on the formation and education of a well-developed individual. The goals of foreign language education have been widely discussed in methodological literature. By the second half of the sixties of the last century, the terms of practical, educational and educational goals were interpreted in accordance with the requirements of the time. In the 1980s, the term developmental goal appeared in addition to all three names. An in-depth analysis of this concept-term was made by one of the prolific Methodists, prof. Made by Galina Vladimirovna Rogova. Thus, a foreign language is taught for four purposes. The first - practical goal - the priority, the term "practical" methodology has caused more than one association among teachers and evokes concepts of different sizes and shapes. There are also misconceptions such as conducting the practice as "oral speech" or "speaking". There is also a correct general definition of learning a foreign language, understanding the speech of others and expressing one's own opinion. The ultimate goal of learning a foreign language in a practical way in the secondary education course is to get information by reading. Graduates of schools, lyceums and colleges, with the ultimate goal of learning a speech activity in a foreign language. The intermediate goal is different. Speaking can be learned for intermediate purposes from the types of speech activities at the educational stage or in separate classes. E.g. in the initial period, they learn oral speech as a goal. At the same time, reading and writing are also learned, but they are considered tools. Now there is a need to define the conflict of terms - "goal" and "means". Since speech is a means of communication, learning it (speech is a set of types of speech activity) is part of the general practical goal of education. A type of speech activity represents a specific practical goal at the level of final or intermediate goal. E.g. speaking is studied in the first period of foreign language teaching as a private intermediate, leading practical purpose, in the upper classes it is taken

over by reading. In all classes, listening comprehension is studied with a special practical purpose. Writing as a type of speaking activity is a tool of foreign language teaching in all classes. The meaning of the term Vositau is "assistant in mastering other types of speech activity". E.g. after the speaking or reading exercise, the language material they are learning is reinforced and repeated in writing. The term goal in foreign language methodology can be explained as follows. In order for the type of speech activity to receive the status of a goal, first of all, it must have its own educational content (speech topic, speech skills, language material), secondly, the language material must be studied in this type of speech activity, and thirdly, it must be the main part of time and effort is spent, and finally, fourthly, most of the exercises must be done in this type of speech activity. E.g. speaking is taught on the basis of a special topic and language material in the first stage, and reading has exactly such a position in the upper grades. Speaking topics and lexical-grammatical material of the elementary period are repeated and strengthened in reading and writing. The recommended methodological criteria are sufficient for the interpretation of the practical purpose. When teaching the type of speech activity, if the four methodological criteria are not observed, it will lose its goal level and take its place as an educational tool. A foreign language article can be given as an example. The grammatical phenomenon of the article is studied in the following order in the types of speech activities: listening comprehension-» speaking-» writing-» reading. The first and second of them (listening and speaking) are the specific goal of education, and the other two (writing and reading) are educational tools. An ancient question arises: why is language material mastered in all types of speech activity? The problem is that the more the learner participates in the acquisition of any phenomenon in objective reality, including foreign language units, the stronger his dynamic stereotype will be. Understanding the purpose of education helps to learn the general direction (strategy) of teaching. The goal is during the lesson and independent work k.

In conclusion, it should be noted that acquiring a foreign language (achieving a practical goal) serves as a basis and condition for solving educational and educational goals. In short, learning a foreign language for practical purposes means getting the necessary information using this language and conveying it to others. The obtained information (information) serves to increase the level of knowledge of students (educational goal) and to educate the students.

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