



GOALS AND TASKS OF ENGLISH LANGUAGE TEACHING

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Abstract.

In this scientific article, the goals and objectives of teaching foreign languages (English) in the educational system were discussed on the basis of scientific approaches. Information about the role of the English language in the process of development of our society was also presented.

Key words: foreign languages, English language, goals and objectives, methodology, science, higher educational institutions, educational system.

INTRODUCTION

It is known that in order to enjoy the rich scientific and technical achievements of the nations of the world, it is necessary to learn foreign languages, because scientific and technical information (*information*) is acquired through language. Currently, no one denies the place of foreign language subject in the training of specialists, and it is known to everyone that knowledge of a foreign language is an integral part of the general culture of a specialist graduating from a higher and secondary special educational institution.

In realizing the practical purpose of English language education, i.e. in giving and receiving information through the medium of language, students acquire knowledge, skills and competences related to language, acquire field information from specialized subjects and, as a result, they mature. Reading professional texts in English has a positive effect on the further enrichment of students' programming knowledge, including the thorough mastering of professional terms.

In order to further promote the English language, concepts and many scientific works have been created in the field of English language teaching theory and methodology, and they, in turn, are the theoretical foundations of English language teaching in the secondary school and higher education system. is used as State educational standards for foreign languages, including English, Regulations on secondary and higher education, programs, monographs, study guides were published in these educational institutions. These are of great importance for the effectiveness of education.

Learning and teaching English in non-philological higher educational institutions has its own characteristics and requires the use of special teaching methods. The teaching methodology is a holistic system, consisting of such components as educational conditions, goals, content, methods, and tools. It is known that any goal arises out of necessity.

A goal is a general direction in education, a plan for solving certain tasks. Practical, general educational, educational and developmental goals are recognized in foreign language teaching. Vocational (professional) goals are also set in educational institutions specializing in foreign languages.

The purpose of teaching English is to form the skills of using the studied language as a means of exchange of ideas, to increase students' cognitive activity, and to develop their speech

and professional skills. All goals are interrelated and require each other in the educational process.

The meaning of the practical goal can be understood from its name: it is intended to use the studied language in the student's activity (practice). Despite the fact that the term learning a language for practical purposes has been given different definitions and descriptions in the methodology of foreign language teaching, among teachers there are also misconceptions about learning a language for practical purposes, such as understanding oral speech or speaking activities. Such an understanding is considered one of the wrong interpretations, and it is appropriate to emphasize that giving/receiving information is carried out not only in oral speech (*speaking, listening comprehension*), but also through written speech (*reading, writing*).

Methodist scholars do not have the same opinion on the existing interpretations of the practical purpose of the methodology of foreign language teaching, that is, they interpret the practical purpose in different ways in different conditions. A group of foreign language teaching methodologists accepted the term practical goal in the sense of mastering the language at an insufficient professional level, depending on the requirement of the specialty or the interest of the language learner, which allows to learn it more thoroughly later. At the same time, knowledge of a foreign language at a non-professional level, learning the main types of speech activity, according to another point of view, knowing all types of speech activity or conducting oral and written communication in a foreign language are discussed within the framework of practical goals.

Another group of Methodist-scientists recognized the practical goal of expressing thoughts in a foreign language orally and in writing and understanding the thoughts of others. There are those who care about this concept as teaching the culture of the people whose language is being studied. (the culture of the people whose language is being studied) requires the formation of speech skills that ensure the acquisition of information.

In the English language program, as a practical goal, it is necessary for students to know the following:

1. *Reading and understanding of sectoral, socio-political and scientific-popular literature on the chosen specialty.*
2. *Ability to communicate in English orally and in writing within the framework of the program requirement.*

The final practical goal of teaching English to students is the formation of speech skills and competencies such as reading, oral speech (speaking and listening comprehension) and writing. In short, learning English for practical purposes means getting the necessary information and conveying it to others using this language. The acquired information serves to increase the level of knowledge of students, educate and develop them. The practical purpose is to serve as the basis and conditions for education, upbringing and development of the student's personality through communication in English. At the end of the education, the student will be able to understand (listening or reading) the learned English speech and express his/her opinion in this language (speak and write).

Teaching as a type of activity is interpreted as follows in pedagogy:

- *formation of certain knowledge, skills and qualifications in students;*
- *forming certain thoughts, worldviews and beliefs in them;*
- *to make students become educated, cultured, well-rounded people at a certain level;*
- *is to develop their skills related to a specific profession.*



Valuable opinions have been expressed in many studies on the general educational purpose of the foreign language subject. There are two types of students learning English for general educational purposes -

- (1) *new knowledge and information about the language,*
- (2) *absorb life and professional information obtained through language.*

The first type is aimed at acquiring language-related information, which includes rules and concepts for interpreting English language material (vocabulary, grammar and pronunciation). Units and new events used in the process of learning English are interesting for students and enrich their language experience.

The second type of information, life and professional information, is reflected in English texts. They are the surroundings of the student, our homeland Uzbekistan (*Geographical position of Uzbekistan, Independence of Uzbekistan, History of Uzbekistan, Administrative subdivision of the Republic of Uzbekistan, etc.*), the country(s) where the language is being studied (Great Britain, Political system of the USA, Parliament of Great Britain, Holidays of the USA and Great Britain, etc.) and we can observe that it is given in field texts in the college direction. Reading the above texts, firstly, enriches the general knowledge of the students with new information such as culture, art, history, literature, customs, traditions of these countries, and secondly, the specialized texts in English reading has a positive effect on enriching students' professional knowledge.

It is known that in the English language education of a higher educational institution, texts on socio-economic, artistic, political, cultural, educational and industry topics are given for reading, and the information obtained from them is used by the student. It is required to be directly relevant and useful for education. In addition, in teaching English, the educational target language is realized by studying the speech culture, ethics, and lifestyle of the nation(s) being studied.

There is another professional goal in the teaching methodology, which is implemented in specialized educational institutions. Today, this goal is interpreted differently by researchers. In our opinion, it seems necessary to explain the concepts of "*specialization*", "*profession*" and "*vocational orientation*" first.

Specialization (expertise) means having special theoretical knowledge, skills and competence in a specific field, for example, in the field of English language specialization. As the concept of profession, it is meant to use the English language in practice in a certain activity. Foreign language specialists are trained only in higher educational institutions related to this field. In such educational institutions, students have to study certain theoretical and practical subjects of this language in order to acquire a specialization in English. In non-philological higher educational institutions, all general educational and professional (general professional and special) subjects in the curriculum add the appropriate share to acquire a certain specialty. Having students read specialized field texts in English enriches students' general knowledge, including having a positive effect on their thorough mastering of field terms related to the profession. So, the English language helps students to develop their skills in a specific professional field.

The essence of professional orientation of education is to form the professional qualities of a person, to create favorable conditions for the formation of future professional qualifications. This is definitely within the scope of a professional goal. In the English language education of non-philological higher educational institutions, due attention is paid to the

education of students, and by achieving the above goals, the personality and professional skills of future junior specialists are formed, which means that the developmental goal is achieved.

The developmental goal is determined by the expansion of students' worldview in the process of learning English. Learning English increases students' logical thinking (**thinking, understanding, analysis, generalization**), develops independent work skills. The developmental goal is manifested in the development of the skills of analyzing language materials, summarizing, drawing conclusions, and independently understanding the meaning of words. Therefore, raising the level of students in English language teaching from the bottom to the top, intellectually developing, improving the content, and ensuring that they grow intellectually is the first task that is expected from the realization of this goal. The second task is to improve students' feelings in learning English, to improve their perception and understanding of external influences with the help of senses and analyzers. Thirdly, the development goal requires strengthening the internal drive (**motivation**) to work and study.

The developmental goal is realized through speech acts. Its difference from the general educational goal is that the practical application of the acquired information or information content and the skills of its acquisition are included in the scope of the developing goal. Education is the basis of intellectual development. The goals of English language teaching have their own characteristics in high school and non-philological higher education. In the process of learning English, based on the goals and tasks set for the subject, the student's communicative competence (**ability**) is formed, that is, the skills of learning the language as a means of spoken communication are formed. Speech competence consists of linguistic (language knowledge), social and cultural knowledge (social and cultural knowledge), speech skills and skills. Linguistic knowledge requires knowledge of linguistic rules, comprehensive acquisition of lexical, grammatical, and pronunciation phenomena, as a result of perceiving and understanding the speech object (**texts given for reading and listening comprehension**) and the ability to freely create a speech product (**speech and writing**).

In conclusion, we can say that the current state of foreign language (English) teaching in higher educational institutions, the interpretation of the concept of educational conditions, and the linguistic and didactic analysis of teaching goals have been presented. The term linguodidactic refers to the concepts of where, to whom and for how long English language is taught. When defined using linguo-didactic terms, the personality characteristics of the language learner (age, general level, language experience, number of students in the class (group), the type of educational institution and foreign language in the curriculum) allocated class hours are included in the analysis.

A goal is a general direction in education, a plan for solving a specific task. Practical (communicative), general educational, educational, developmental and professional goals are recognized in the methodology of foreign language teaching. These goals apply to all educational institutions. However, they were interpreted in a unique way for non-philological universities. Students of this educational institution acquire the basic general education knowledge in order to become mature members of the society while learning English. characteristics are developed.

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