

EDUCATIONAL AIM OF TEACHING FOREIGN LANGUAGES

Scientific supervisor: Axmedov Hasan Uzairovich

Sharipovaa Nodira Shavkatovna

Tashkent region Chirchik State Pedagogical University

Faculty of Tourism Foreign language and

literature - English, student of group 21/4

Abstract

This article details why we learn and teach foreign language. The basic goal of learning a foreign language is **to acquire the communicative competence**, while the development and improvement of such competence is to some extent dependent of efficient and scientific teaching approach

Key words: significant, ensure, prevention, psychological , didactic, factor, principle of consciousness, communication, aim, cultural and intercultural.

Introduction

It is a common knowledge that there are lots of languages in the world, and some of them fall into the category of international languages or languages of wider communication groups, such as English; French, German, Spanish, Russian, Italian and Arabic. All these languages are the official languages of the UN.

English language is very important nowadays. More and more people need English to attend universities and colleges, because now we have an opportunity to get higher education abroad. New ideas in science and medicine happen so quickly that it is impossible to translate everything into different languages. Most articles are published in English. English is the language of international communication in many areas of life: trade, air and sea transport, tourism and sport. Ukraine is establishing closer economic, political, scientific, and cultural relations with various peoples of the world. International relations are extended and strengthened through the exchange of scientific, technical, and cultural information. In this situation foreign language teaching is a matter of state significance.

“**Communicative language teaching**” has become part of the familiar landscape of language teaching in the last three or four decades. It interpreted differently in some countries with a help of various teachers, but this concept which most probably is familiar to the foreign language teachers who participated in our study. It betrays a focus on communication skills and on language competence, in contrast to a concern foreign cultural skills and competence. In this chapter we explore the ways in which teachers define the objectives of foreign language education. We inquire into the extent to which their conceptions of communicative language teaching incorporate

culture teaching, and to what extent culture teaching is defined in terms of intercultural communicative competence rather than in terms of a traditional culture teaching approach. Such a foreign culture teaching approach aims to familiar learners with the facts and figures regarding the foreign country primarily associated with the foreign language they are learning, but pays little, if any, attention to reflection on one's own cultural identity, on cultural differences or on how cultures relate to and affect each other. Neither does it include an element of autonomous exploration of cultures. Rather, the foreign culture approach mainly aims to present 'the truth' about a particular country, which learners are to accept and acquire.

In modern society, language is used in two ways: directly or orally, and indirectly or in written form. Thus, we distinguish oral language and written language. Direct communication implies a speaker and a hearer, indirect communication implies a writer and a reader. Hence the practical aims in teaching a foreign language are four in number: hearing, speaking, reading, and writing.

Aims are the first and most important consideration in any teaching. Hence the teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the end of the year, term, month, week, and each particular lesson, he should know the aims and objectives of foreign language teaching. The changes the teacher must bring about in his pupils may be threefold: practical—pupils acquire habits and skills in using a foreign language; educational— they develop their mental abilities and intelligence in the process of learning the foreign language; cultural— pupils extend their knowledge of the world in which they live. Therefore there are three aims, at least, which should be achieved in foreign language teaching: practical, educational, and cultural.

Practical aims, the foreign language as a subject differs from other subjects of the school curriculum. Whereas the teaching, for instance, of history is mostly connected with the imparting of historical laws and facts which pupils are to learn and the teaching of the mother tongue leads to the mastery of the language as a system (which is already used for exchanging thoughts and feelings) so that pupils will be able to use it more effectively in oral and written language, the teaching of a foreign language should result in the pupil's gaining one more code for receiving and conveying information; that is, in acquiring a second language for the same purpose as the native language: to use it as a means of communication.

The nature of the language should also be taken into consideration in determining the aims of language teaching. Learning a living language implies using the language of sounds that is, speaking. Scientific research gives a more profound insight into the problem. It is not so much the ability to speak that is meant here but rather the oral

treatment; in other words, the language of sounds, not of graphic signs (which is usually the case when a dead language is studied) should serve as basic means of teaching.

The length of the course, the frequency of the lessons, the size of groups should also be taken into consideration in adopting practical aims. The amount of time for language learning is one of the most decisive factors in mastering and maintaining language proficiency since learners need practice. The more time is available for pupils' practice in the target language, the better results can be achieved. Moreover, for the formation of speech habits frequency of lessons is a more essential condition than the length of the course. It is not necessary to prove (it has already been proved) that intensive courses are more effective than extensive ones, for example, six periods a week for three years are more effective for language learning than three periods a week for six years.

In foreign language learning all forms of work must be in close interrelation, otherwise it is impossible to master the language. However, attention should be given mainly to practice in hearing, speaking, and reading. Thus pupils must achieve a level in their knowledge of the language which will enable them to further develop it at an institute or in their practical work. The achievement of practical aims in foreign language teaching makes possible the achievement of educational and cultural aims.

Educational aims. Learning a foreign language is of great educational value. Through a new language we can gain an insight into the way in which words express thoughts, and so achieve greater clarity and precision in our own communications. Even at the most elementary level learning a foreign language teaches the cognizance of meaning, furnishes a term of comparison that gives us an insight into the quality of language. When learning a foreign language the pupil understands better how language functions and this brings him to a greater awareness of the functioning of his own language.

Since language is connected with thinking, through foreign language study we can develop the pupil's intellect. Teaching a foreign language helps the teacher develop the pupils' voluntary and involuntary memory, his imaginative abilities, and will power. Indeed, in learning a new language the pupil should memorize words, idioms, sentence patterns, structures, and keep them in long-term memory ready to be used whenever he needs them in listening, speaking, reading, and writing. Teaching a foreign language under conditions when this is the only foreign language environment, is practically impossible without appealing to pupils' imagination. The lack of real communication forces the teacher to create imaginary situations for pupils, to speak about making each pupil determine his language behavior as if he were in such situations.

Teaching a foreign language contributes to the linguistic education of the pupil, the latter extends his knowledge of phonic, graphic, structural, and semantic aspects of

language through contrastive analysis of language phenomena. In teaching a foreign language the teacher is called upon to inculcate in pupils the scientific outlook, to prepare the young people for an active participation in production and other types of useful activities.

Teachers of foreign languages make their contribution to the education of pupils, to their ideological education. Their role in the upbringing of the younger generation cannot be overestimated.

Cultural aims. Learning a foreign language makes the pupil acquainted with the life, customs and traditions of the people whose language he studies through visual material (such as post cards with the views of towns, countryside, and people; filmstrips, for example, "Great Britain", "What Tourists Can See in London", "Disney Land" films) and reading material dealing with the countries where the target language is spoken. Foreign language teaching should promote pupils' general educational and cultural growth by increasing their knowledge about foreign countries, and by acquainting them with progressive traditions of the people whose language they study. Through learning a foreign language the pupil gains a deeper insight into the nature and functioning of language as a social phenomenon.

It should be said that practical, educational, and cultural aims are intimately related and form an inseparable unity. The leading role belongs to practical aims, for the others can only be achieved through the practical command of the foreign language. But to achieve any aim it is necessary to remember about the Methods of teaching. Methods of foreign language teaching is understood as a body of scientifically tested theory concerning the teaching of foreign languages in educational institutions. It covers three main problems as: content of teaching, i. e. what to teach to attain the aims; methods and techniques of teaching, i. e. how to teach a foreign language to attain the aims in the most effective way to meet modern requirements

References

1. <https://www.degruyter.com/document/doi/10.21832/9781853598456-004/html>
2. foreign language teachers and intercultural competence (page 19)
3. <https://www.degruyter.com/document/doi/10.21832/9781853598456/html>
4. <https://www.google.com/search?q=educational+aim+of+teaching+foreign+languages&oq=Educational+aim+of+teaching+foreign+language&aqs=chrome.1.69i57j0i512.2749j0j7&sourceid=chrome&ie=UTF-8>
5. <http://www.rusnauka.com/10. ENXXIV 2007/Philologia/21702.doc.htm>
6. Helen A. Kalinovskaya, Helen V. Ivashchenko
Donbass State Technical University, Chair of English Language
«Филологические науки» Методика преподавания языка и литературы

7. Mamadaminovich M. D. THE TEACHING FEATURES OF LISTENING //Web of Scientist: International Scientific Research Journal. – 2021. – Т. 2. – №. 05. – С. 842-846.
8. Shamsiddinova I. D. Discourse As A Linguistic Aspect For Communication //ТАЪЛИМ ВА РИВОЖЛАНИШ ТАҲЛИЛИ ОНЛАЙН ИЛМИЙ ЖУРНАЛИ. – 2021. – Т. 1. – №. 5. – С. 214-217
9. Haas E., Gort M. Demanding more: Legal standards and best practices for English language learners //Bilingual Research Journal. – 2009. – Т. 32. – №. 2. – С. 115-135.
10. Ибрагимова Д. Ш. Интегрированные уроки как средство развития познавательной активности младших школьников //Международный студенческий научный вестник. –2017. –№. 2. –С. 75-75.
11. Kahramonova, M. D. (2021). Innovative Teaching Methods. International Journal on Orange Technologies, 3(7), 35-37. <https://doi.org/10.31149/ijot.v3i7.2063>
12. Мамараимов Д. М. Сходные фразеологические единицы и их передача при переводе //Учёный XXI века. – 2016. – №. 5-3 (18). – С. 62-65.
13. Kahramonova, M.D. 2021. Language in Philosophy. International Journal on Integrated Education. 4, 7 (Jul. 2021), 108-111. DOI: <https://doi.org/10.31149/ijie.v4i7.2062>.
14. <file:///C:/Users/User/Downloads/68.pdf>