

## Goals and Tasks of Teaching Foreign Languages

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**Abstract:** In this article is discussed the goals set in foreign language teaching and the circumstances that should be paid attention to in their implementation. The process of teaching foreign language skills to students with different abilities is discussed.

**Keywords:** foreign language, goal, education, student, process

Currently, the increasing attention to teaching foreign languages puts demands on every pedagogue, such as teaching students to think in a new way, to approach their work creatively. Naturally, this in itself requires the teacher to work a lot on himself and learn the subject based on the student's psychology. This process does not just happen. Before continuing studies in higher education, the "foundation" of English language learning is created.

The analysis of many literatures and scientific studies shows that the first obstacle that arises is the possibility of different learning of students, learning of information at different levels at the same time, and different character and temperament of learning students (physical and psychological condition). Researchers emphasize that high potential is necessary for successful teaching results.

In some cases, students face many difficulties in understanding the essence of a given topic before mastering it. In order to find a solution to the mentioned situations, it is necessary not to forget that high potential should be or be formed for the result to be successful in teaching, according to the opinion of researchers on the development of speaking skills. It is not without benefit to provide the students' communicative abilities, the quality of their speech and the correctness of their speech with clear, clear, impressive, logical, interesting arguments through the possibility of using interactive teaching methods in foreign language acquisition. In the works of the European scientist Woodward-Kron, attention is mainly focused on those who study the English language in the main direction.[1]. He eliminated the shortcomings, made the language more specific and based on the difficulties of a certain group, using the personal lexicon and connecting it with the situations in the professional process, and showed the importance of culture. This model has long served as a generalization of language learning abilities and needs. In the work of Angelo and Cross, the teacher's experience in the classroom success in the higher education process and their role and importance in this, the training in many cases is only molded and the teacher is outside this scope. In addition, it was shown to student how to cover the basis of the taught topic, how to connect it to the process and integrate it with the search for a solution to new problematic situations.[4].

The central problem of organizing foreign language education in higher educational institutions is the issue of determining the appropriate educational content. On the one hand, the goal is determined by the objective needs of the majority, represents the social order, on the other hand, it provides the content of education and its organization. The process of teaching a foreign language in higher education is also a process of improving previously acquired knowledge. It is a difficult task to control the mastering process of each student studying in a group, and at the same time, thorough mastering of the given topic is important. This increases the demand for comprehensive

study of the individual. Thus, at the same time, the teacher should turn the student into the central, main figure of the educational process.

The perfect transfer of knowledge depends on the effective generalization, improvement and optimization of training. As T.Karshieva noted, "Optimization is the search and selection of an easy, convenient method, way, method, system, principle, tool, exercises suitable for the situation, conditions, students of higher education institutions and their chosen fields, where a foreign language is taught. knowledge implies application. Optimization is specific for different types of family educational institutions, because the hours of classes are different, and the characteristics of the mother tongue of the students also have different effects. The current period is communicative competence, the ability to give information in a foreign language (by speaking, expressing thoughts in writing) and receiving information (by reading, listening and understanding) further development of competences and skills, education requires.[2].

If you look at opportunities from the point of view of continuing education, foreign language training can provide students with skills and knowledge that will help them to further expand their foreign language skills or to learn one or more foreign languages later. If foreign language teaching takes place in a social context, it can help students understand the complexity of personal interactions; it serves to prepare them to work more effectively in social communication not only in a foreign language, but also in their mother tongue. The following are examples of situations in which a student includes practical processes in everyday life while acquiring language skills in English classes:

- language prediction; situations related to personal actions.
- to establish and support students in social relations, including business provide support;
- understanding the meaning and/or relevant details of written or spoken texts.

Formation of teaching in higher education institutions on the basis of various strategies is important. At the same time, alternative methodological solutions, generally abandoning the old methods of teaching, make it possible to achieve effective results through new innovative methods. The central problem of organizing foreign language education in higher educational institutions is the issue of determining the appropriate educational content.

The higher the intended final level of language proficiency, the more steps are required to achieve the result, and the number of steps may be greater.

Specific goals and tasks of each stage of education, requirements for the level of language knowledge, mandatory minimum content of language teaching, and educational programs, methods, and principles considered acceptable for this particular stage are used.

At the same time, the educational stage is characterized by a certain openness to the goals, tasks and the content of education in general. This openness means that the learning objectives and content at each level provide a foundation for learning at subsequent levels. This ensures the continuity of education and the gradual increase in the level of knowledge of the language achieved.

Despite the fact that the training phase is limited to a certain period of time, it should be provided with necessary and sufficient information and resources to achieve the educational goals.

In the organization of the teaching process, at the initial stage of learning, the communication in the class is built in the form of a dialogue between the teacher and the student, between the student and the student, the communication is strengthened and gradually becomes more complicated through

the newly learned phrases and new words. In this process, it is more effective to move from the bottom to the top.

In our opinion, learning a foreign language also has a beneficial effect on the culture of communication in the native language. Thus, the formation of speech skills in a foreign language helps students to develop all types of speech activity at all levels: Students learn to plan speech behavior by connecting the goals of each action with the expressed content and available language tools. This helps to develop and improve skills and abilities for intercultural interaction.

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