

THE GOALS AND OBJECTIVES OF TEACHING ENGLISH IN PRIMARY GRADES

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Every country, every nation is strong not only with its land and natural resources, military power and production potential, but also, first of all, with its high culture and spirituality. That is why in 30 of our republics, in order to bring up a healthy and well-rounded generation, great work is being done on the fundamental renewal and reform of the education system.

The multicultural and multilingual "landscape" of Uzbekistan is an effective basis for the development of a person's language competence. English language education or, in the words of N. Galskova, "Linguistic and cultural education" further expands the possibilities and boundaries of the young generation to receive, convey and interact with new and useful information (information). On December 10, 2012, in the decision PQ-1875 "On measures to further improve the system of learning foreign languages", improving the system of training the young generation in foreign languages and specialists who can speak these languages fluently, the main goal is to create opportunities for them to widely use the achievements of world civilization and information resources, to develop international cooperation and communication.

The purpose of education can be defined as a socio-pedagogical and linguodidactic concept applied to English language teaching as follows: education in the form of a social order of society and the state to learn English, which is one of the subjects of general education. It is a means of defining the content, organizing the teaching process and determining the achievement of certain results in advance. Why is English taught at school? is a term-concept used as an answer to the question. In comprehensive schools, students are taught English for (1) practical purposes, (2) general educational purposes, (3) educational purposes, and (4) developmental purposes.

In order to achieve the practical goal of teaching English, the final practical goal of teaching English in the general school course is listening and reading, that is, getting information by listening and reading in a foreign language. The intermediate practical goal is interpreted differently: in class I, listening comprehension and speaking are practical goals; In II-IV classes, listening comprehension and speaking is a practical goal, a means of repeating and strengthening language material learned in reading and writing oral speech; Among the 31 types of speech activity in grades V-VI, listening comprehension, speaking and reading are intermediate practical goals, writing is a practical tool; In grades VII-IX, listening comprehension and reading are practical goals, speaking and writing are tools. It is known that any goal arises out of necessity.

In methodological literature, objective and subjective needs are distinguished based on educational conditions in the analysis of needs. Objective needs: a) age-related psychological characteristics of English language learners, mother tongue, interests, English language learning abilities; b) the levels of knowledge, skills and abilities that must be acquired from speech activities in English; d) based on the state and society's demand, i.e. the social order, it is determined on the basis of information about the programmatic requirements for students' English language knowledge, skills and abilities. Subjective needs of students: a) attitudes towards the English language and culture; b) English language learning methods and strategies; d) it is analyzed on the basis of information about the types of speech activities (speaking, listening comprehension, reading and writing) they are interested in learning. Educational goals are determined based on analytical data about objective and subjective needs. When determining educational goals, it is necessary to give priority to the communicative needs of students. A goal is a general direction in education, a plan for solving a specific task(s). A goal is a consciously planned outcome of teaching and learning English and its host culture. Educational goals are a social order - a task, focused on the formation and upbringing of a well-rounded person, which defines the English language teaching system by determining the content of education and the result to be achieved in accordance with it. The goals of teaching English as the main component of this system are determined based on the conditions of general education and the demands of society and the individual. The goal, in turn, determines the content, principles of English language teaching, as well as the methods and technologies arising from the characteristics of the teacher and students. In order to achieve the

practical goal of teaching English, special topics and language material are selected for the types of speech activity, the main part of the study time is devoted to their study, that is, most of the exercises are performed in this type(s) of speech activity. The practical goal is achieved by acquiring linguistic, sociolinguistic and pragmatic competencies. Competence (ability, quality), as it is known, consists of a set of knowledge, skills, qualifications and personal characteristics. Competence includes small concepts. Linguistic competence takes into account the use of linguistic phenomena in speech. Sociolinguistic competence involves the ability to express an opinion in accordance with the communication situation, purpose and tasks of the interlocutors. Pragmatic concept refers to the ability to control oneself in a communicative situation (for example, to ask repeatedly, to be able to get out of it when speech and linguistic complexity arises).

Discursive competence within pragmatic competence serves to ensure consistency in oral and written speech. The integral integrity (synthesis) of all the competencies formed in the realization of the practical goal is ensured. In the realization of the practical goal, the student is educated, brought up and his personality develops. In the realization of the general educational goal of English language teaching, it is envisaged to acquire useful life information and new simple information about the language through the studied language tool. Raising the general level of the student, gaining new information about the studied language and culture, improving communication culture, using mental work methods, and developing thinking qualities are achieved. In the implementation of this goal, mainly linguistic, strategic (compensatory), educational-cognitive, discursive qualities are improved. Among other subjects, English also contributes to general education as a compulsory subject. The object of general education is threefold: the phenomenon of language, its concept or simple rule, and most importantly, the content of discourse in English. The educational purpose of teaching English. The essence of these 33 goals is to provide students with ideological education, inculcate mental work skills, and increase their cognitive activity. The educational goal is mainly realized in two ways:

(1) directly in a foreign language, greeting, saying goodbye, knowing the names of objects and events, reciting poems and songs, playing games, etc., are very interesting tasks for students, especially in the first lessons;

(2) to be able to relate to each other within the framework of etiquette during communication, to be able to interpret their behavior, the

information obtained from audio text and graphic texts is of incomparable educational value.

The educational value of extracurricular activities is also unlimited. Developmental purpose of teaching English. It is consistent with the meaning of developmental education in didactics and represents the development of mental, emotional and motivational aspects of the student's personality. The student can be intellectually and spiritually nourished, tests his feelings in speech communication, learns the opinions of interlocutors (students, teachers, announcers, etc.) and expresses his own opinion. Overcoming normal linguistic and speech difficulties in the educational process, including learning English, ensures the development of the student's thinking and feelings. The developmental goal is achieved only through speech acts. Its serious difference from the general educational goal is that education is conceptually connected with the acquisition of educational information, the content of information serves to form various competencies. Education, including learning English, occupies a special place in the development of a person.

As a psychological, communicative, functional and cultural phenomenon, language is very important for the process of knowledge, because it is a factor that leads from ignorance to knowledge. In English, the student acquires two types of knowledge, the first and the main one is the necessary algorithmic rules for participation in the speech process and useful information during the student's life, which acquires social significance. Intercultural communication serves to inculcate the characteristics and customs of the mentality of another nation. In this way, he learns not to advertise the lifestyle of others, but to look at the world in a new way through the eyes of an English speaker and, as a result, to deeply feel his own culture. Universal and national values will be combined. ³⁴ The quality and effectiveness of any education depends on the level of accuracy in defining the goal. Practical (primary), general educational, educational and developmental goals are recognized in teaching English. The main goal of teaching English at all levels of education in our country is to form communicative competence in English for students to work in everyday, scientific and professional fields in a multicultural world.

Based on the experience gained in developed democratic countries and the rapidly changing requirements of the present, English is taught in our country on the basis of an integrative approach aimed at communicative activity, individual-oriented acquisition of competence. In other words, English language teaching in elementary grades: - to give

students, in the words of our First President, "full access to the wonderful world of foreign languages" and provide education and upbringing at the level of international standards; - formation of a well-rounded personality, development of the student's speech and language skills, as well as psychological aspects such as attention, perception, memory; - forming a positive attitude to learning English in students, instilling in them self-confidence, enjoyment and pride in learning English⁶; - creating conditions for communicative and psychological adaptation of students to the world of a new language from an early age, eliminating psychological barriers that prevent the use of English as a means of communication⁷; - to interest students in English language learning activities and to form in them the inclination to acquire communicative competence in English;⁵ State educational standards of the continuous education system of the Republic of Uzbekistan. - Public education. - No. 4. - 2013. - P. 4-32. 6 Flanagan T. Final Report on the Modern Languages in Primary Schools Initiative. - Dublin. Consultative Management Committee, 2012. - 70 p. 7 shchukin A.N. Obuchenie inostrannymyazykam. Theory and practice. - M.: Filomatis, 2006. - 480. - S. 82. 35 - formation of the initial simple skills of oral (listening and speaking) and written (reading and writing) communication in English within the framework of their speech capabilities and needs⁸; - to familiarize students with the colorfulness of language and culture, to form in them the character of sincere and tolerant attitude towards different cultures; - introducing students to the world of their peers in the country(s) where the language is being studied, examples of folklore and literature, and teaching them to understand and respect universal human values from childhood; - to make students enjoy the cultural heritage created by the master of the studied language; - formation of students' initial ideas about the behavior, character, moral standards, customs, customs and traditions of the people of the country whose language is being studied; - to improve the previously acquired social, cultural, linguistic and emotional experience of the student in the process of acquiring the skills and abilities of listening and reading, expressing thoughts orally and in writing; - it is aimed at such goals as creating a solid foundation for forming the student's pronunciation without an accent and the skills to express his thoughts in a foreign language at a level close to natural speech.

English language teaching in elementary grades is a cooperative activity of the teacher and the student, striving from the goal to the result. In primary education, the following tasks are performed in order to achieve the result from the goal: - algorithmic rules and social importance of the

language (phonetics, graphics and orthography, lexicon, grammar) necessary for the student to participate in the speech process. information that will be useful throughout the student's life will be given; 8 Passov E.I. Tseli obucheniya inostrannomu yazyku: uchebnoe posobie.– Voronezh: NOU "Interlingua", 2002. – №6. - S.3-6. 9 Lightbown P.S., Spada N. How languages are learned. - L.: Oxford University Press, 2006. - P. 190. 36 - the reader is taught to look at the world scene in a new way through the eyes of an English speaker and, as a result, to feel the harmony of universal and national values; - four types of speech activities through exercises such as reading and writing, reading and listening, reading and speaking, listening and reading, listening and writing, listening and speaking: listening comprehension, speaking, reading and writing skills are interlinked. The Law of the Republic of Uzbekistan "On Education" and the "National Program of Personnel Training" are all conditions for the priority of human interests, their growing needs and interests, and the full realization of their capabilities in accordance with the requirements of the times. - was adopted in order to create conditions, strengthen democratic values in the minds of the growing generation, to form a mature and independent thinking person who has his own opinion, his views and a firm civic (citizen) position.

The state policy in the field of personnel training envisages the formation of a well-rounded person - a citizen through the continuous education system, which is inextricably linked with the intellectual, spiritual and moral education of a person¹⁰. Today, educational programs and textbooks for grades 1-4, taking into account the psychophysiological characteristics of children of this age, are being critically revised based on the concept of person-oriented education and the competence approach. With the Decision of the President of the Republic of Uzbekistan dated December 10, 2012 "On measures to further improve the system of learning foreign languages" and the Decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 124 dated May 8, 2013, each State educational standards of the continuous education system, which provide specific criteria for the level of knowledge of foreign languages at the educational stage, were approved, and starting from the 2013/2014 academic year, foreign languages are taught in the republic, mainly 10 National Personnel Training Program of the Republic of Uzbekistan. - T.: Sharq, 1997. - 42 p. 37 English language learning was gradually introduced from the first classes of general education schools.

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