Goals of Teaching Foreign Languages

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Abstract: In this article, the question of why a foreign language is taught in higher education can be answered that a foreign language is studied for practical, educational, educational and developmental purposes. A foreign language is studied for 4 purposes.

Introduction

It is a mistake to think of practice as speaking or speaking. Practical mastery of a foreign language is to understand the speech of others and to be able to express one's thoughts in a foreign language. The ultimate goal of learning a foreign language in a practical way in the secondary education course is to read and get information.

In the initial stages, oral speech is studied as a goal. At the same time, reading and composition are also studied, but they are considered as tools. For example, speaking is a private medium in the first period of foreign language teaching, and reading takes its place in higher classes. Writing as a type of speech activity is a tool for teaching foreign language in all classes. Learning a foreign language creates the basis and conditions for solving educational and educational goals. Learning a foreign language for practical purposes means getting the necessary information using this language and conveying it to others. Students get to know the culture, art, history, literature, customs, and traditions of the studied language. They enjoy the communicative function of the language as a treasure of national culture. At the initial stages of language learning, more attention is paid to mastering lexical, grammatical, and pronunciation units in the process of oral speech. At the advanced stage, collecting information from audio text in a foreign language increases students' desire to learn vital news.

Main part: So, when a student of higher education learns a language for general educational purposes, he receives educational information of two different contents.

General education takes place in the process of practical knowledge of a foreign language.

Educational purpose of foreign language teaching.

One of the four goals of foreign language teaching is education. The educational goal is realized in two ways. First, it is observed that the students are educated directly in the process of learning a foreign language. For example, from the first days of September, students try to speak the learned language by listening to it and understanding it. At the beginning of the first lessons, students are very interested in greeting, saying goodbye, learning the names of things and events around them, singing poems and songs, playing games, and getting information about the studied nation and country.

The second methodical method of realizing the educational goal in teaching a foreign language is the use of educational aspects in the material of this language. For example, during oral communication

in a foreign language, looking at the interlocutor with respect, telling poems and dialogues, leads the student to culture.

The educational goal is also realized in extracurricular activities, group work, educational activities organized in the foreign language classroom.

The developmental goal of teaching a foreign language is a newly accepted scientific category in the methodology of teaching a foreign language. The concept of "developing goal" begins to express the development of the intellectual, emotional and motivational side of the student's personality. In the practical acquisition of a foreign language, sacred and complex pedagogical measures are implemented, such as teaching, educating, helping the person to achieve all-round perfection.

Psychologists admit that if students are taught to overcome difficulties during education, their thinking will develop quickly. The development of a person is not only related to the development of thinking, but also to the development of his feelings. The social activity of a person is determined according to the level of formation of skills and qualifications in the activities of the students. In the science of linguistics, learning skills and competencies are classified into 4 categories: organizational,intellectual, informational and communication skills and competencies.

In the teaching of a foreign language, organizational learning skills and competencies are formed with the help of educational-methodical tools. This process requires the following methods proven by school experience: it is recommended to work together with a teacher and a student, a teacher and a class, and a student with a student. it is important to train with the help of language, to hear and hear their voices, to study at home and to develop the skills and abilities to do homework.

Nowadays, the introduction of computers has started to be effective in self-control. In the process of speech activity, for example, answering questions to understand the text read and listened to, expressing one's attitude to the received information, forms mental skills and competencies. The formation of information skills and competences often occurs during the period of reading and receiving information. Reading textbooks and reading books, additional literature at a higher level, press materials is considered a new, useful and interesting source of information.

Conclusion

In addition to receiving information, students are engaged in interesting activities such as searching for answers to questions about the text, using a dictionary, and using grammatical information. These learning activities help to acquire reading information skills and competencies.

The fourth category of learning skills and abilities is related to communication. Types of speech activities: speaking, listening and understanding, reading and engaging with the body - this means communication in the words of psycholinguistics, that is, communication. Students' activity is achieved by forming organizational, mental, informational and communication skills and competencies mentioned above. The practical, educational, educational and developmental goals of teaching foreign languages are created as a system.

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