



THE PURPOSE AND MEANS OF TEACHING A FOREIGN LANGUAGE

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Annotation

It is general known that the world is home to many languages, some of which are classified as international languages or languages of broader communication groups, such as English, French, German, Spanish, Russian, Italian, Arabic, and so on. Nowadays, the English language is extremely vital. Because we now have the chance to pursue higher education abroad, an increasing number of people require English to attend universities and colleges. Science and medicine produce new concepts at such a rapid pace that it is hard to translate everything into multiple languages. The goal and methods of teaching a foreign language are discussed in this article.

Keywords: Purpose, means of teaching, foreign language, communication, languages, methods.

Introduction

In many aspects of life, including trade, air and sea transportation, tourism, and sport, English is the language of international communication. Ukraine is strengthening economic, political, scientific, and cultural ties with people all around the world. International relations are extended and strengthened through the exchange of scientific, technical, and cultural information. Foreign language instruction is a matter of state importance in this situation. Language is employed in modern culture in two ways: directly or orally, and indirectly or in writing. As a result, we distinguish between spoken and written language. Direct communication entails a speaker and a hearer, indirect communication implies a writer and a reader. As a result, there are four practical goals in teaching a foreign language: listening, speaking, reading, and writing.

As is well known, in psychology, the goal is defined as a purposeful way of anticipating the future outcome of action. This justifies defining the aim in regard to teaching foreign languages as a result of intentionally planned language and culture instruction and learning. In this respect, this category defines the evolution and operation of language instruction, as well as its content and methods of mastery.

Teaching's purpose is a crucial socio-pedagogical and methodological category. As a result, a reference to it is made, taking into account all of the aspects that influence





language instruction in general. This socio-pedagogical essence goal necessitates that it be considered, first, in the context of the social order of society and the state in relation to language education of its citizens, and, second, in light of a comprehensive concept adopted in a society at a specific stage of its development and education system development. The determinism of many aspects of the aims of teaching foreign languages leads to the conclusion that this category has a social-methodological link. On the one hand, the purpose is driven by the society's and state's objective needs, which express their social order; on the other hand, it governs the entire language education system, defining its content, organization, and outcomes.

The first and most crucial factor in any instruction is the goals. As a result, the teacher must understand exactly what his students are expected to achieve in learning his subject, what changes he can effect in his students at the end of the course, at the end of the year, term, month, week, and each individual lesson, as well as 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.

Aims that are practical. The study of a foreign language differs from the study of other courses in the school curriculum. Whereas the teaching of history, for example, is primarily concerned with imparting historical laws and facts to pupils, and the teaching of the mother tongue leads to mastery of the language as a system (which is already used for exchanging thoughts and feelings) so that pupils can use it more effectively in oral and written language, the teaching of a foreign language should result in the pupil gaining yet another code for receiving information.

When identifying the goals of language teaching, the character of the language should also be considered. Learning a living language necessitates the use of a sound-based language, i.e., speaking. Scientific research provides a more in-depth understanding of the issue. It is the oral therapy, not the capacity to talk, that is meant here; in other words, the language of sounds, not graphic signs (as is normally the case when a dead language is studied), should serve as the primary means of instruction.

When setting realistic goals, consider the length of the course, the frequency of the lessons, and the size of the groups. Because learners require practice, the length of time spent studying a language is one of the most important aspects in attaining and



maintaining language fluency. The more time available for students to practice the target language, the better the results. Furthermore, the frequency of lessons is a more important prerequisite for the acquisition of speech habits than the length of the course. It is not essential to demonstrate (it has already been demonstrated) that intensive courses are more effective than extended courses; for example, six periods per week for three years is more beneficial for language learning than three periods per week for three years.

All sorts of labor in foreign language acquisition must be closely interrelated; else, mastering the language will be impossible. Practice in hearing, speaking, and reading, on the other hand, should be prioritized. As a result, students must attain a degree of proficiency in the language that will allow them to continue develop it at an institute or in their practical work. The attainment of practical goals in foreign language teaching makes educational and cultural goals attainable.

Aims of education learning a foreign language is extremely beneficial to one's education. We can acquire insight into the way words communicate concepts by learning a new language, and thereby improve the clarity and precision of our own communications. Learning a foreign language, even at the most basic level, teaches the comprehension of meaning and provides a term of comparison that allows us to assess the quality of language. When a student learns a foreign language, he gains a better understanding of how language works, which helps him become more conscious of how his own language works.

We can increase a student's intelligence through foreign language education because language is linked to thinking. Teaching a foreign language aids the teacher in the development of the students' voluntary and involuntary memory, as well as their inventive abilities and willpower. Indeed, when learning a new language, a student should absorb words, idioms, sentence patterns, and structures and store them in long-term memory so that he may utilize them whenever he needs them in speaking, reading, or writing. It is practically impossible to teach a foreign language in a situation where it is the only foreign language environment without appealing to the imagination of the students. Due to a lack of real communication, the teacher is forced to invent fictitious settings for the students, speaking about each student determining his own linguistic behavior as if he were in such situations.

Through contrastive study of language events, teaching a foreign language adds to the linguistic education of the child, who expands his understanding of phonic, graphic, structural, and semantic components of language. When teaching a foreign language, the teacher is expected to instill a scientific mindset in students and prepare them for active participation in manufacturing and other forms of helpful activities. Teachers



of foreign languages contribute to their students' educational and ideological development. It is impossible to exaggerate their importance in the upbringing of the younger generation.

Objectives in terms of culture Through visual material (such as post cards with views of towns, countryside, and people; filmstrips, such as "Great Britain," "What Tourists Can See in London," and "Disney Land" films) and reading material dealing with the countries where the target language is spoken, the student becomes acquainted with the life, customs, and traditions of the people whose language he studies. Various language instruction should boost students' overall educational and cultural development by expanding their awareness of foreign nations and introducing them to the progressive traditions of the people whose language they are studying. The student obtains a better understanding of the nature and role of language as a social phenomenon by learning a foreign language.

Conclusion

It is important to note that practical, educational, and cultural goals are all intertwined and constitute an inseparable whole. The major role belongs to practical goals, while the others can only be realized through the use of a foreign language in a practical manner. However, it is vital to recall the instructional methods in order to attain any goal. The term "methods of foreign language teaching" refers to a collection of empirically validated theories about how to teach foreign languages in educational settings. It addresses three key issues: teaching content, i.e. what to teach to achieve the goals; teaching methods and procedures, i.e. how to teach a foreign language to achieve the goals in the most efficient way possible to meet modern criteria.

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