



OBJECTIVES AND TASKS OF TEACHING A FOREIGN LANGUAGE IN THE PRIMARY EDUCATION

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Annotation: In the article was considered, the specifics of the development of speech skills and skills on the stages of the senior classes of modern secondary school. We reviewed the premature in the modern teaching methodology of a foreign language trend of teaching English, such as a competence approach (in particular, orientation for the formation of communicative, sociocultural, strategic competencies), the activation of psychological reserves of the individual, the introduction of modern technologies to the process of training.

Keywords: speech skills, primary education, goal, communicative, foreign language, training.

1. Introduction

The goals of training -are pre-planned result of pedagogical activity, achieved with the help of various methods, methods and tools. The leading component of the learning system formed under the influence of the learning environment and affects the choice of methods, funds, content, organizational forms of training. Obviously, the environment of the training includes many factors, therefore, the setting of the goals and the language of the trains, their age, personal needs; and practical conditions in the form of the number of hours of study in terms of the number of students in the classroom, availability or absence of technical tools for training, educational materials, the profile of the educational institution; And, of course, methodological trends in a specific time period and, as ILOd expressed. The methodology is allocated practical, general educational, educational, developing and strategic learning goals. General education – “implies the use of the study language for increasing the general culture of students, expanding their circular, increase of knowledge about the country of the study language, its culture, science, literature, art and - through the language of the general –“ about the world”. That is, studying a foreign language, a person is aware that for the expression of various relations, there are a variety of means, similar or other than their means of native language. Mastering the foreign language also facilitates the improvement of the culture of communication, techniques of mental labor (when working with a book,

reference literature, etc.), the development of the ability to logical conclusions and deductions.

The educational goal is related to the “development of all sides of the person: worldviews, thinking, memory, systems of moral and aesthetic views, character traits, the need for further self-education and education and is implemented in the process of working on the texts of different genres, conversations with students, watching movies, performances, exhibition of exactor operation. The developing goal implies the development of the language abilities of students, the culture of speech behavior, interest in learning the language, the properties of the individual, such as stable positive emotions, volley qualities, memory, and also general-purpose skills. Strategic, or global, the goal implies the formation of the features of the "secondary language person" at three levels: verbal-semantic (knowledge of the language system and skill to use in various situations of communication), cognitive (knowledge of concepts, ideas, representations that form “the picture of the world”) and pragmatic (the opportunity to realize goals, motives, interests, estimates in the process of speech activity). Detailed consideration of the formation of the “secondary language personality” is set out by I.I. Khaleva. We believe that the strategic, or global, the goal is to educate a secondary language personality is a kind of global ideal, to which we should strive both by the methodologist and teacher, and the student, but the final and complete implementation of this goal is immediately impossible in the “environment of other linguosoum”. A practical goal in a modern technique includes mastering the students in language as a means of communication and the formation of knowledge, skills and technical skills.

At each stage and in specific conditions, the above-mentioned objectives may be reflected in certain tasks. For example, the practical goal of learning can be implemented in the following tasks: subject, language, voice, sociable, socio-cultural, professional. Substantive tasks are related to training within the framework of the spheres, situations, the meanings and communicative intentions; Language - with syntactic, morphological, word-educational, lexical, grammatical and phonetic material; Speech - with the development of audit skills, speaking, reading, letters, translation; Common-plaque - implies the development of such skills, such as the ability to outlet the thoughts or formation of the skills of using TCO; Socio-cultural tasks are focused on the country’s aspect of the study; A professional aspect of the practical learning goal is related to innovative, regulatory, evaluation and contact-like tasks. Thus, the objectives of the training are the basic components of the learning system that are implemented in the tasks. The ultimate goal of mastering the foreign language is the formation of intercultural communicative professionally oriented competence, which includes a

number of interrelated and interdependent competencies in the form of knowledge, skills, competence in the form of ability to use in various situations of communication. Foreign languages, according to the education standard, are part of the educational area “Language and culture” and in the school course are a mandatory subject. In our opinion, the ultimate goal of mastering the foreign language in the form of the formation of intercultural communicative professionally oriented competence is too large and can not be fully implemented in school, even in senior classes, since school education is the main element in the educational process preparing for obtaining vocational training.

Materials and methods

The material and method of research as for the practical learning goal on the educational stage of the senior classes of the school under consideration by the educational stage, during the past periods of development of the technique, scientists suggested different approaches to its understanding. In particular, RK Minyar-Belarus DVG Rogov also believed that the last base for the last "documentation" should be created in senior classes, but in such an approach, in our opinion, there is no emphasis on the preparation of trained to communicate. The closest to us and adequate modern conditions is the position of G.V. Kolshusky, what the training focus should be the preparation of the student to perform the “role of the communicator”. Thus, training at the school as a whole, and in high schools in particular, focused on the formation of communicative, sociocultural, linguistic competencies and the implementation of general education, developing, strategic and practical learning goals.

The sphere of communication is an area of communication, including in its composition different situations, communication themes and language material to implement its content. The description of the spheres of communication from the methodological point of view was first proposed by VL. Slipkin, which allocated eight spheres of communication: socio-day, family, professional-labor, social and cultural, social activities, administrative and legal, entertainment, massage and entertainment. In the classes of foreign languages in high school, training is currently under way: in the following areas: socio-environment, social and cultural and educational. The theme of communication, which is the subject of presentation, images and discussions in classes in foreign language, implements the content of specific spheres of communication. Themes can be oriented to the culture of the country of the study language, to the culture of their own country, and may not be oriented to a particular culture, that is, there are can be international. For example, in the topic “School Life” in the educational and labor sphere, subjects and attitude towards them are studied. Within the framework of

individual spheres and the communication there is a communication situation. By definition A.A. Leontieva, the situation is a set of speech conditions that are given to us the necessary, and sufficient to ensure that the student properly implement the speech action in accordance with the communicative task of the communicating task.

Discussion

Skills give the basis for the development of communicative skills that are presented by the abundance of auditing, speaking, reading, letters. Speech skill is a mechanical, automated use of language material in speech, while the ability has a creative character, since communication conditions are always diverse, and every time you manage certainty language and speech skills for communication. Thus, the techniques of teaching by skill skills and skills will be different. For the ability, such qualities are characterized as awareness, independence, productivity, dynamism. By doing actions due to any ability, the student is aware of the purpose of the action and way to achieve with the support of knowledge and skills. Independence means the ability to transfer one type of activity to another. Productivity implies as a reproduction of the lessons in the course of the acts of the action, and the variability of the use of unsolved knowledge and skills. Dynamism means the mobility and flexibility of the use of the Eye, depending on specific conditions and tasks. I.L. Bim disgests the skills in five types of speech activities: auditing, moving, reading, letter, translation. In our study, we focus our attention on auditing, speaking, reading, letter. The development of auditing ability is aimed at understanding the content, communicative intention, emotional and expressive features of speech speaking. When playing on the early of authentic text (radio news and radio news, weather forecast, the student should be able to allocate its main thought.

The ability of speaking imitates the ability to achieve the purpose of communication, organizing its speech in the form of a dialogue and monologue using different types of speech message (description, reasoning, message) in the channel of different spheres and the meanwhoping and various stylistic means. The student should correctly use the shape of speech etiquette, put a logical stress, accurately in tune the phrase. The development of reading the aim is aimed at understanding the content of any authentic text from various spheres of communication, with the help of different types of reading: viewing, studying, educational, search . As for the letter, the student should be able to create their own texts of different genres (plan, thesis, abstract, summary, abstract, statement, presentation, composition), using decencies, narrative, reasoning, evidence.

When performing speech activities at the practice phase, the attention of students is focused mainly on the content of the statement, as it is implied that its design is already automated thanks to the acquired knowledge and formed by the speech skills. At the practical stage of the lesson for the use of the learned material in various situations of communication and mastering by communicative skills, the modern technique offers a number of diverse receptions, one of which is a role-playing game. But do not forget that the teacher can include in the structure of the lesson and variable components. Moreover, it is obvious that the structure of the lesson, which is fully devoted to the innovative training techniques such as lesson-dramatic or lesson that implements the project, of course differs from the above-described scheme. It is worth taking into account that the role-playing game is used by a variety of directions and its vectors of a lot of: the formation of aspects of speech activity - that is, phonetic, lexical, grammatical skills;

Results

Improvement of the skills of speech activities (listening, speaking, writing, reading) and different competencies. For example, to develop the audit of the audience there is a three-step task Character Role-Play:

1) During the view of authentic video, each student is given a character for study

2) the video is turned off, the students play their characters by memory (non-reflected)

3) the students voicing their characters when playing video without sounding, we focused our research on the mechanisms for the development of dialogical speech using the role-playing game as a speech exercise and the process of phased development of dialogical skills for carrying out multicomponent games, that is, for the final training of the material passed over the course. According to the definition of S.V. Chatelova, a dialogical speech is a “process of speech impact of two or more communication participants”, or “the process of joint reactivity” .

Dialogue differs such features as multilateral (or double-sided - depending on the number of participants in the dialogue) Initiative, contrast of communicating, revelation of the replica, accounting of speech and non-minor communication, the situation, the presence of a plan of content and a plan of expression, emotional collapse (neutrality, moderate emotionality, increased emotionality). In the course of training the dialogical form of communication, the task of the teacher is to develop such dialogical skills as:

1) the ability to replicate (ability to exchange replicas in the dialogue and polyoleg);

2) the ability to conduct its strategic line in communication in consent with the speech interactions of the interlocutors or contrary to their intensities;

3) the ability to take into account new speech partners;

4) Ability to predict the behavior of the interlocutors, an outcome of a particular situation. E.N. Solovov also notes such skills as:

5) to use various introductory structures and clinic expressions;

6) Express consent or disagreement, doubt, pleasure, displeasure, request, polite failure (implement various speech functions)

7) skill to ask questions of various types.

Moreover, E.N. Solovo lists such private skills asking questions as:

8) skill with the help of the issue to simulate the necessary answer to the interlocutor (change the character of the communication)

9) the ability to formulate in conversation during the conversation is a meaningful issue

10) it is logical to plan a series of questions in the event that the interlocutor is a nutspower

Conclusion

In the context of learning, a foreign language in the general school is achieved by the level of ownership of a dialogical speech, which, on a number of parameters, is differentiated for the initial, basic, medium base and middle profile education. For example, in 10-11 classes of non-core linguistic level, the learning process is focused on improving the ability to participate in the dial-ups of the recovery, dialogue of dispersions, dislodging, the discharge of action, dialogues of information, dialogues of mixed type, and on the development of the ability to participate in the conversation / discussion, to request the information request, express their opinion on the topic discussed. The volume of the dialogical implies 7 replicas. In the methodical literature, two methods of development of the skills of the dialogical speech are described: inductive and deductive, or “bottom-up” and “top-down”. Inductive (“bottom-up” / analytical method).

The method is based on the theory that the logical assimilation of the individual replicas of the dialogue leads to the ability to build links and independently participate in speech communication. This training model includes the following steps: work, explanation, fixation, development. Deductive (top-down” / synthetic) method, on the contrary, implies the path from the dialogue to the individual replicas and the independent deceleration of the content at the expense of the guide mechanism on the context and the supports for already existing knowledge. The stages of the Limit impose an appearance, fixation, development.

Language exercises learning dual-speech can be represented by the following wording:

- 1) Give an automated / brief response to question
- 2) Complete the sentences by an example
- 3) Agree or do not agree with the statement
- 4) Describe the subject / phenomenon by several phrases
- 5) Insert the missed words in the text
- 6) Select in the previous text the sentences that transmit its meaning.

Choose your choice. Once again, we note that language exercises are aimed at fixing a phonetic, lexical, grammatical material in oral speech and its automation. Speech exercises for prepared dialogical speech can be such tasks as:

- 1) *Answer the questions*
- 2) *Make a dialogue on the theme followed*
- 3) *Add or change dialog*
- 4) *Play the dialog along the roles, etc.*

Examples of speech exercises for unprepared dual-speech:

- 1) *Answer the questions to the text and comment on the answer*
- 2) *Take part in the discussion of the question*
- 3) *Make a dialogue on a new one for you:*
- 4) *Transform the monological text into the dialogical, etc.*
- 5) *Play the role-playing game as we see, in the development of the skills of speaking, the speech exercise "Role Play" means an unprepared dual-speech.*

Accordingly, automation of dialogical actions through language and conditional speech exercises is the initial stage of using role-playing games. According to the view of S.F. Shatilova that skill develops in the process of approximately preparatory, stereotyping-situational; Varying-situational stages of training, the role-playing game is applicable at a variable-situ stage. It is also worth mentioning four levels of step-by-step mastering with a dialogical: speech by diagonal unity, microdiologists, thematic macro diasons, and in the end the free conversation (steam / group) based on supports. The more difficult the role play is like speech exercises for unprepared dual-speech speech, the higher the desired level of ownership of a dialogical speech

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