



## CURRENT PROBLEMS OF LINGUODIDACTICS: DETERMINING THE GOALS AND OBJECTIVES OF LEARNING ENGLISH AS AN INSULT

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### ABSTRACT

*The authors of this article offer their own interpretation of the goals and objectives of teaching English based on the author's concept of mastering a foreign language as a process of forming bilingualism.*

**KEY WORDS:** *bilingualism, language command mechanism, goals and objectives of foreign language teaching.*

### АКТУАЛЬНЫЕ ПРОБЛЕМЫ ЛИНГВОДИДАКТИКИ: ОПРЕДЕЛЕНИЕ ЦЕЛЕЙ И ЗАДАЧ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

#### Аннотация:

*Авторы данной статье предлагает собственную трактовку целей и задач обучения английскому языку на основе авторской концепции овладения иностранным языком как процесса формирования билингвизма.*

**Ключевые слова:** *билингвизм, механизм владения языком, цели и задачи обучения иностранному языку.*

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The definition of goals is an important component of the training system, since the goals determine the content of training, that is, the subject of the system as an activity (what to teach in order to achieve the goal), methods and means of teaching (how and with what to teach in order to achieve the goal). The goal is defined as a need that is satisfied by the activity, as an object to which the activity is directed as an immediate result [1]. Practical goal is leading in teaching a foreign language. G.V. Rogova, in particular, understands it as the result of solving a large, all-encompassing task, which is to lead a

student from not knowing a foreign language to a certain proficiency in it [8].

But mastering a foreign language also affects the student's worldview, enriching him with new information about the language and, through the language, about the world around him and himself. Therefore, in addition to practical, it is also planned to achieve educational, general educational and developmental goals in teaching a foreign language (A.L. Berdichevsky, G.V. Rogova, A.A. Leontiev, etc.).

In the modern interpretation, the goal of teaching a foreign language is understood as the



development of the student's ability to intercultural interaction and to use the studied language as an instrument of this interaction. In such a formulation of the goal of teaching a foreign language, all its aspects are interconnectedly manifested: pragmatic, cognitive and pedagogical. The pragmatic aspect is associated with the formation of a student's communicative competence, the cognitive aspect is with the use of English as a foreign language as a tool for learning a different linguistic culture and, accordingly, as a means of developing intercultural competence and personality in general. The pedagogical aspect provides for the development of such qualities of a bicultural personality as independence, activity, empathy [3]. The learning goals are a multi-level system that consists of the final goals for the types of speech activity or competencies, the sub-goals of each year of study and the objectives of each specific lesson. Ultimate goals govern a hierarchy of intermediate goals and objectives that govern all elements of the learning system.

The goal is achieved by solving many problems. If the goal determines the strategy of learning, then the tasks are its tactics. Each task is posed taking into account the achievement of a common goal and is a stage on the path to achieving the general goal of training (G.V. Rogova, A.L. Berdichevsky, I.L. Bim, R.P. Milrud, etc.).

The practical purpose of teaching English can be summarized in different terms. Earlier, as a practical goal, the formation of students' ability to use a foreign language in various types of speech activity was put forward within the limits of the program requirements by stages of training (G.V. Rogova, A.A. Leontyev, M.A. Davydova, etc.). As A.A. Leontiev emphasizes, any training is the training of one or another activity. With regard to English as a foreign language, teaching an activity means teaching to correctly construct an act of this activity, that is, to form the actions and operations included in it and combine them into a single system. The main task of teaching here is to construct the necessary speech operations and "add up" the necessary speech actions from them. The practical goal of training, therefore, is to form students' communicative-speech skills and the underlying skills in all types of speech activity, which would ensure the satisfaction of their communicative needs [4]. It should be noted that mastering the translation activity, which is no less significant in the context of professional activity with a foreign language, in isolation from the communication environment natural for this language, as a rule, is not included in the practical goal of training.

Currently, the practical goal of teaching a foreign language is formulated in terms of competencies: linguistic, linguistic, cultural,

communicative and others (A.L. Berdichevsky, N.D. Galskova, I.L. Bim, Zh.L. Vitlin, etc.). Communicative competence is considered as a general concept that integrates a number of private competences, and presupposes the subject's ability "to intercultural interaction and to use the target language as an instrument of this interaction" [4, p. 6]. Communicative competence is understood as the formed ability of a person to act as a subject of the communicative activity of communication [5].

Ideally, communicative competence provides for the appropriation of a foreign language to the extent of its perception by the subject as "my ability". However, this ideal goal is difficult to achieve, therefore, a specific goal of training is more often put forward - learning to communicate in certain regulated and expanding situations according to the program on topics provided for and not provided for by the program, provided with foreign language means (I.L. Bim, N.D. Galskova, I. A. A. Zimnyaya, R. P. Milrud, J. L. Vitlin and others). For this, the levels of development of communicative competence are determined [2].

The objectives of this article do not include the analysis of all points of view on the problem of determining the goals of teaching English as a foreign language. The above opinions indicate that teaching a foreign language is interpreted in the same way as teaching other subjects. However, while studying other academic disciplines, the student comprehends them within his own, monolingual picture of the world, he does not need to form concepts that are absent in his native culture. The English language has a fundamental difference: in order to master it, the subject must go beyond the limits of his own picture of the world and master a whole range of new concepts and concepts, that is, become bicultural. Otherwise, his understanding of the English language will be limited to the conceptual picture of his native culture, and there will be no penetration into the meanings of another culture.

Nevertheless, in linguodidactics, the goals and objectives of teaching a foreign language are usually considered without regard to the formation of bilingualism. Exceptions are studies carried out within the framework of the theory of linguistic consciousness (P.Ya. Galperin, O. Ya. Kabanova, T.A. Abramkina, E.V. Maruga, etc.) and secondary linguistic personality (I.I. Khaleeva, K. Khitrik, L.M. Orbodoeva, V.P. Fedorova and others). These approaches are directly related to the problems of the formation of bilingualism, although they do not use the corresponding terminology.

The goals of learning English as a foreign language can be defined in different ways, depending on what is at the forefront. From the perspective of the language learner, the ultimate goal is to be able to say, write, understand and translate what is needed.



In productive types of speech activity, a foreign language must serve the needs of self-expression of a person as a subject of communication. The student must be able to express his thoughts in English, building norm-like foreign language statements on the basis of his criteria of correctness (sense of language).

In receptive types of speech activity, the subject must be able to extract the information he needs from a written or sounding text in a foreign language. In addition, the student must be able to correctly comprehend foreign language statements (include them in the context of the foreign language, not the Russian-language picture of the world), notice the differences between the foreign language ways of expression and those adopted in the native language, and be aware of their lack of understanding. In the latter case, there is always a temptation to comprehend a foreign language statement in the context of the native culture.

Finally, in the real conditions of professional activity, there is a constant need for translation into the native language and vice versa. In this case, we are not talking about the activities of a professional translator. Translation, which is carried out spontaneously in the context of professional activity, usually serves as a means of understanding information and conveying it to others. Since there is a real need for skills of this kind among people who speak a foreign language and are not professional translators, the formation of translation skills, in our opinion, should also be included in the list of goals for learning a foreign language.

Proceeding from this, it is possible to determine the goals of teaching a foreign language in terms of the skills that should be formed in a subject studying Russian.

But any person who learns English is already a linguistic person who speaks his native language. The native language, being the bearer of a certain picture of the world, sets the format not only for communication, but also for the perception of the surrounding reality. The English language studied by the subject reflects a different picture of the world. Knowledge of a foreign language becomes possible with a corresponding change in the student's personality, which, comprehending the peculiarities of the foreign language picture of the world, becomes bilingual and bicultural. Therefore, proficiency in English cannot be reduced to a certain amount of knowledge, skills and abilities (competencies). Mastering a second language is a process of gradual transformation of the subject of educational and speech activity from a monolingual to a bilingual. It follows that it is advisable to formulate the goals of teaching a foreign language in accordance with the laws of the formation of artificial bilingualism, that

is, such a form of bilingualism, the formation of which is the result of specially organized training.

Since the second language is learned by a person who is confident in his native language, such bilingualism is inevitably mixed. This means that the two languages in the mind of the subject have a common semantic basis, that is, the subject's system of meanings and meanings can be expressed by means of either of the two languages. In the process of learning a foreign language, subordinate bilingualism is the first to form, in which the native language occupies a dominant position. This means that the comprehension of all information about the studied language is carried out in the conceptual field of the native language, and the generation and perception of foreign language statements is carried out as a translation from or into the native language.

As he improves in the studied language, the subject moves to the stage of coordinated bilingualism. This means that the action of internal translation, which is necessary for the production and perception of foreign language utterances, takes on a reduced automated form, and a feeling of direct production of utterances in a foreign language appears. However, the native language retains a dominant position as an instrument of cognition, that is, the comprehension of new information still occurs in the conceptual field of the native language. Finally, the highest stage in the development of bilingualism, necessary for the implementation of professional activities with a foreign language, is balanced bilingualism, when both languages occupy more or less equal positions in the consciousness of the subject and he acquires the ability to comprehend the phenomena of a foreign language and culture in their native field of meanings, without resorting to explanations in the native language [9].

Thus, the ultimate goal of teaching English from the point of view of the formation of bilingualism is to achieve the stage of balanced mixed bilingualism, which is optimal for the implementation of professional activities with a foreign language. Achievement of this stage presupposes the formation of an additional holistic mechanism of language proficiency in the student, which is responsible for the production and perception of statements in a foreign language.

The formulation of particular goals and objectives of training will be determined by the specifics of the content and functions of each of the blocks of the language proficiency mechanism. According to our hypothesis, the mechanism of language proficiency includes three blocks: the image of the language, the block of internal recoding, the block of implementation [9]. The formation of the Implementation Unit for a foreign language will be determined by the achievement of two goals: the formation of articulation and intonation skills and the



accumulation of words, as well as a certain pool of syntaxemes [6], which provide the possibility of further formations by analogy in accordance with the laws of the target language. For the Block of Internal Recoding, the main goal of training will be the formation of programs for constructing an utterance in a foreign language and a mechanism for switching from language to language. For the block "Image of language" such a goal is to form an adequate image of the studied language, based on understanding the differences between the pictures of the world and the systems of the native and studied languages.

It follows from this that the main task of the teacher is to present the studied language to the student, on the one hand, as a system of meanings, reflecting the image of the world of the people speaking it, as opposed to the image of the world represented by the native language, and on the other hand, as a working model, the assimilation of which will provide generation and perception of utterances in this language. The second main task of training is to ensure the assimilation of this model, that is, to form a system of actions for the generation and perception of speech in a foreign language.

When determining the intermediate goals of teaching a foreign language, it is also necessary to take into account the patterns of the formation and development of bilingualism. At the stage of subordinate bilingualism, mastering a foreign language occurs by establishing correspondences between the ways of expressing thoughts in the native and target languages. The generation of foreign language statements is carried out through translation from the native language, this is an objective fact that is recognized by all researchers. This means that the main goal of teaching a foreign language at the stage of subordinate bilingualism should be the formation of an action for recoding content from a native language into a foreign language, which will give the student the opportunity to correctly express their thoughts by means of a foreign language. At the first stage of the formation of bilingualism, recoding not only forms the basis of productive speech in the target language. With its help, the processes of understanding foreign language texts are optimized, which at this stage are also comprehended with the help of the native language. Automating and minimizing the transcoding action lays the foundations for a language-to-language switching mechanism in a bilingual language system.

In addition, at the beginning of its formation, the action of recoding is actually a translation from a native language into a foreign one. Therefore, teaching this action is, in fact, the formation of initial translation skills.

In contrast to the accepted practice, it should be specially noted that at this stage it is useless to use a foreign language to explain to students the rules of this language. As already mentioned, they are not yet able to understand them in the field of meanings of the language being studied. They will inevitably translate explanations into their native language, and the quality of assimilation will largely be determined by the quality of the translation. Therefore, it is imperative to present and explain the phenomena of the English language in the students' native language.

Thus, the introduction of the theory of bilingualism as a basis for considering the patterns of mastering the English language necessitates a complete revision of the goals and objectives of learning.

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