

## THE GOALS AND OBJECTIVES OF TEACHING ENGLISH IN PRIMARY GRADES

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**Abstract:** Opinions were expressed about the goals and tasks of teaching English in primary grades.

**School Keywords:** authentic material, discourse, communicative competence, linguistic competence, sociolinguistic competence, pragmatic competence, types of speech activities, practical purpose, educational purpose, developmental purpose.

Every state, 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. Therefore, in order to bring up a healthy and well-rounded generation in our 30 republics, great works are being carried out in order to fundamentally update and reform 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 opportunities and boundaries of the young generation to receive, convey and interact with new and useful 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 as a subject 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 education school course is listening and reading, that is, getting information by listening and reading in a foreign language. The intermediate practical goal is interpreted in different ways:

In grade 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;

In grades V-VI, among the types of speech activities, 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 need:

a) age-related psychological characteristics of English language learners, mother tongue, interests, abilities to learn English;

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 based on the information about the programmatic requirements for students' English language knowledge, skills and abilities.

Subjective needs of students:

a) relationship to 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) that 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 specific tasks. 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 activities, the main part of the study time is devoted to their study, that is, most of the exercises are performed in these types of speech activities.

The practical goal is achieved by acquiring linguistic, sociolinguistic and pragmatic competencies. Competence (ability, quality), as you know, 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 this goal 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 - greeting and saying goodbye directly in a foreign language, 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- during the communication, to be able to relate to each other within the framework of etiquette, to be able to interpret their behavior, the information obtained from the audio text and graphic texts acquires an 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 opinion of the interlocutor, student, teacher, announcer, etc. and develops his personality by expressing his 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 life of the student, 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.

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 English language teaching at all levels of education in our country is to form communicative competence in English for students to work in everyday, scientific and professional spheres in a multicultural world. Based on the experience gained in developed democratic countries and the rapidly changing requirements of our time, English is taught in our country on the basis of an integrative approach aimed at communicative activity, individual-oriented acquisition of competence.

That is, teaching English in primary grades:

- in the words of our First President, to "fully open up opportunities for students to easily enter 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 English;

- to create conditions for communicative and psychological adaptation of students to the world of a new language from an early age, to eliminate psychological barriers that prevent the use of English as a means of communication;

- to interest students in English language learning activities and to form in them the inclination to acquire communicative competence in English;

State educational standards of the continuous education system of the Republic of Uzbekistan.

- formation of basic basic skills of oral (listening and speaking) and written (reading and writing) communication in English within the scope of students' speech capabilities and needs;

- 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 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 increase 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;

- aimed at such goals as creating a solid foundation for the student's pronunciation without an accent and the ability 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 to achieve the goal:

- two types of knowledge for the student, i.e., algorithmic rules related to the language (phonetics, graphics and orthography, lexicon, grammar) necessary for participation in the speech process, and information that will be useful throughout the student's life. is given;

- the student 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.

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