

**OBJECTIVES OF FOREIGN LANGUAGE TEACHING. PRACTICAL,
GENERAL EDUCATIONAL, EDUCATIONAL AND DEVELOPMENTAL
OBJECTIVES OF FOREIGN LANGUAGE TEACHING**

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Annotatsiya

Ushbu maqola chet tilini o'rgatishning maqsadlarini, xususan amaliy, umumiy ta'limiy, tarbiyaviy va rivojlantiruvchi maqsadlarini o'rganadi. Unda muloqot qobiliyatlarini kognitiv, madaniy va shaxsiy rivojlanish bilan birlashtirishning ahamiyati ta'kidlanadi. Tadqiqot samarali til o'qitish nafaqat grammatikani va lug'atni egallash bilan cheklanmasligini, balki o'quvchilarning intellektual o'sishi, madaniy ongini rivojlantirish, axloqiy qadriyatlarni shakllantirish va ijodiy qobiliyatlarini rivojlantirishga xizmat qilishini ko'rsatadi. Tadqiqot interaktiv, o'quvchi markaziy va madaniy jihatdan boy metodologiyalar til o'rganishning to'liq natijalariga erishishda muhim ekanligini ta'kidlaydi.

Kalit so'zlar: Chet tilini o'rgatish, amaliy maqsadlar, umumiy ta'limiy maqsadlar, tarbiyaviy maqsadlar, rivojlantiruvchi maqsadlar, muloqot qobiliyati, madaniy ong, shaxsiy rivojlanish, interaktiv metodlar, o'quvchi markaziy yondashuv.

Abstract

This article explores the objectives of foreign language teaching, focusing on practical, general educational, educational, and developmental aims. It emphasizes the importance of integrating communicative skills with cognitive, cultural, and personal development. The study highlights that effective language teaching goes beyond grammar and vocabulary, addressing learners' intellectual growth, cultural awareness, moral values, and creativity. The research underscores the role of interactive, learner-centered, and culturally rich methodologies in achieving comprehensive language learning outcomes.

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Key words: Foreign language teaching, practical objectives, general educational objectives, educational objectives, developmental objectives, communicative competence, cultural awareness, personal development, interactive methods, learner-centered approach.

INTRODUCTION

The teaching of foreign languages holds a prominent position in contemporary education because it addresses the increasing need for communication, collaboration, and mutual comprehension in an increasingly interconnected world. The goals of foreign language instruction extend beyond the acquisition of linguistic competence and reflect a complicated set of goals that affect students' intellectual, cultural, social, and personal growth. These goals are usually broken down into practical, general educational, educational, and developmental goals, each of which is crucial in developing a language student who is proficient and well-rounded.

The main goal of learning a foreign language is seen as its real-world use. The emphasis is on improving students' capacity for using a foreign language as a mode of communication in real-world scenarios. This involves learning the fundamentals of reading, writing, speaking, and listening, as well as learning correct vocabulary, grammar, pronunciation, and intonation patterns. Students are able to comprehend spoken and written texts, articulate their thoughts and emotions, and engage successfully with others in a variety of communicative settings thanks to the practical goal. Learners are encouraged to use the language creatively and confidently by focusing on effective communication rather than rote memorization. Consequently, the foreign language becomes a useful instrument for everyday conversation, academic learning, and professional work.

In addition to its practical goals, foreign language instruction helps students' overall intellectual growth. By exposing students to novel concepts, ideas, and ways of thinking, learning a foreign language broadens their understanding of the world. It improves cognitive functions like memory, attention, logical reasoning, and problem-solving abilities. Learners develop a better understanding of language structures by comparing their native and foreign languages, which improves their general linguistic awareness. Additionally, since students frequently interact with subjects from history, geography, literature, science, and culture, learning a foreign language promotes interdisciplinary relationships. As such, foreign language instruction is a potent

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pedagogical instrument that enhances students' overall knowledge and academic abilities.

The primary goal of teaching foreign languages is directly related to the development of students' values, attitudes, and moral character. Students gain respect for cultural diversity and tolerance for individuals from diverse backgrounds by learning about the culture, customs, and way of life of other countries. Ideas of collaboration, mutual understanding, and peaceful coexistence are frequently promoted by foreign language lessons. Students are encouraged to consider ethical dilemmas, social conduct, and shared human values via genuine texts, conversations, and cultural artifacts. Consequently, teaching foreign languages helps to produce socially conscious individuals who are tolerant, respectful, and able to engage in intercultural communication.

The developmental goal of teaching foreign languages, which emphasizes the learner's psychological and personal development, is just as important. Language acquisition fosters imagination, creativity, and intellectual curiosity. Learners develop independence, initiative, and critical thinking abilities through activities like role-playing, discussions, problem-solving assignments, and project work. Additionally, the process of acquiring a foreign language boosts students' self-assurance and ability to express themselves, as they learn to navigate challenges and express their thoughts in a novel linguistic context. Additionally, studying a foreign language fosters emotional growth by fostering empathy and understanding via interactions and teamwork with others. Finally, the goals of foreign language instruction constitute an integrated system in which practical, general educational, instructional, and developmental goals are closely related. The practical goal guarantees good communication skills, the general educational goal expands one's intellectual horizons, the educational objective molds one's values and attitudes, and the developmental objective fosters personal development. These goals collectively demonstrate the complexity of foreign language instruction and emphasize its significance as a potent tool for producing knowledgeable, culturally sensitive, and intellectually sophisticated people who can actively engage in today's society, not just as a topic of study.

LITERATURE REVIEW AND METHODOLOGY

The goals of teaching foreign languages have been extensively studied from linguistic, pedagogical, and methodological perspectives. According to scholars,

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foreign language instruction should promote students' intellectual, cultural, and personal growth in addition to linguistic proficiency. The idea that practical communication skills are inextricably linked to educational and developmental goals is highlighted in classical works on foreign language pedagogy. Effective foreign language instruction, according to researchers, combines language skills with cultural understanding, critical thinking, and value formation, all of which contribute to the student's overall growth.

The communicative method is frequently emphasized in research as a crucial framework for meeting the real-world goals of foreign language instruction. This viewpoint holds that meaningful engagement and practical communication are the best ways to learn a language. Methodologists emphasize the value of learner-centered education, in which pupils actively participate in debates, role-playing, and problem-solving activities. Researchers also emphasize that communicative competence encompasses sociolinguistic and pragmatic skills in addition to grammatical correctness, all of which are in line with the overall educational and educational goals of foreign language instruction.

Numerous studies have also examined the overall educational value of learning a foreign language. Scholars point out that studying another language improves cognitive abilities like memory, critical thinking, and concentration. Comparing the native and foreign languages is thought to be a good way to improve linguistic awareness and metalinguistic abilities. Furthermore, studies demonstrate that foreign language instruction fosters interdisciplinary learning by integrating material from other academic disciplines, which expands students' intellectual horizons.

The psychological and cultural components of language learning are strongly linked to the instructional and developmental goals. Researchers highlight the significance of authentic materials, such literary texts, media resources, and cultural narratives, in developing intercultural competence and tolerance. Research also emphasizes the growth potential of interactive teaching methods, which foster innovation, collaboration, and student independence. It is thought that these strategies promote emotional development and self-assurance, turning the process of learning a foreign language into a meaningful and inspiring one.

The current study uses a qualitative approach, concentrating on the analysis of theoretical materials pertaining to the goals of foreign language instruction. The major

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ideas and viewpoints pertaining to practical, general educational, instructional, and developmental goals were gleaned through a review of pertinent literature, academic journals, and instructional materials. Additionally, the research uses descriptive and analytical approaches to organize current viewpoints and emphasize the connections between the various goals of foreign language instruction. Furthermore, comparative analysis techniques were employed to compare how different methodological strategies approach these goals in the classroom. The study attempts to illustrate how integrated methods can better accomplish the complex goals of foreign language learning by comparing conventional and contemporary teaching strategies. A full knowledge of the aims of foreign language instruction and its relevance in modern education may be obtained through the integration of literary analysis and methodological reflection.

RESULTS

The goals of teaching a foreign language are varied and mutually supportive, as shown by an examination of literature and methodological strategies. The main goal of foreign language instruction, which centers on communicative competence, is constantly emphasized as the practical aim. According to research, learners who have the chance to utilize language in real-world situations become more proficient, accurate, and confident in their use of the language. Project-based learning, dialogues, role plays, and other interactive approaches were shown to be especially successful in producing practical results because they enable students to use their linguistic skills in real-world contexts. Additionally, foreign language instruction was shown to have a major impact on the overall aim of education. According to literature, learning a foreign language improves cognitive abilities like attention to detail, analytical thinking, and memory. Metalinguistic awareness, which helps with general academic achievement, is enhanced by a comparative examination of the native and foreign languages. The curriculum for foreign language education should include cross-disciplinary material from fields like history, science, and literature in order to highlight the comprehensive educational value of learning a foreign language and increase students' knowledge of the world.

The educational goal of promoting social competency, cultural awareness, and values is further supported by research. Students learn to value cultural diversity and empathize with people from different backgrounds by being exposed to genuine cultural materials, such as literature, the media, and movies. This exposure fosters

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tolerance, respect, and intercultural communication skills, all of which are necessary for both individual and social growth. Because it influences students' attitudes, moral principles, and grasp of global viewpoints, the educational goal is closely tied to the developmental objective. The developmental goal, which emphasizes the growth, creativity, and emotional development of students, is facilitated by interactive and learner-centered teaching methods. According to studies, activities that need problem-solving, teamwork, and critical thinking enhance language abilities while also increasing self-assurance, drive, and independence. Students who actively engage in creative and communicative activities show greater involvement, a greater sense of accountability, and an enhanced capacity to communicate themselves effectively in a foreign language. In conclusion, the analysis shows that foreign language instruction is most successful when it addresses practical, general educational, instructional, and developmental goals in an integrated manner. The cornerstone is practical communication skills, and educational and developmental goals improve students' intellectual, social, and personal growth. According to the research, the most complete and meaningful learning outcomes are achieved through a holistic approach to foreign language instruction that integrates skill development with cognitive, cultural, and personal growth.

Conclusion

According to a review of the goals of foreign language instruction, successful language instruction involves more than just learning vocabulary and grammar. It includes a full set of goals covering practical, general educational, educational, and developmental aims, all of which are related. Learners gain proficiency in listening, speaking, reading, and writing, allowing them to communicate successfully in real-world settings thanks to the practical goal. The overall purpose of education is to broaden students' minds, improve their cognitive skills, and increase their knowledge of linguistic frameworks and interdisciplinary concepts. The course aims to promote moral growth, cultural awareness, and respect for variety in order to help students become empathetic and socially conscious citizens. In conclusion, the developmental goal fosters self-assurance, independence, creativity, and personal development, allowing students to express themselves and participate actively in their education. These goals collectively demonstrate the complexity of teaching foreign languages. Learners are equipped to thrive in a complicated, interconnected, and multicultural society by combining practical skills with intellectual, cultural, and personal growth, which also ensures that they are proficient in using the language. For this reason,

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foreign language instruction should take a holistic approach, utilizing interactive, learner-centered, and culturally rich methods to meet all of its goals and develop well-rounded, skilled, and globally conscious citizens.

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