



## Aims and principles of foreign language teaching

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### ABSTRACT

In this article about aims and principles of foreign language teaching teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course.

**Keywords:** Aims, practical aims, educational aims, cultural aims, activeness

### 1. INTRODUCTION

Aims are the primary most significant thought in any teaching. The teacher ought to understand precisely what his pupils are expected to realize in learning his subject, what changes he will create in his pupils at the top of the course, at the year term, month, week, and every specific lesson.

The aims of foreign teaching are threefold:

- **Practical**
- **Educational**
- **Cultural**

**Practical** - pupils acquire habits and skills in employing a foreign language;

**Educational** - they develop their mental skills and intelligence within the method of learning the foreign language;

**Cultural** -pupils extend their data of the globe during which they live.

**Practical aims** are ensuing on the essential perform of language, that is to function a method of communication. International intercourse is completed directly, through the spoken communication or indirectly, through the written communication, i.e. through written, or hand – or typed texts. The sensible aims in teaching a language are four in number: hearing, speaking, reading and writing. In foreign learning, all sorts of work should be in shut interrelationship, otherwise, it's not possible to master the language. However, attention ought to run in the main to apply in hearing, speaking, and reading, therefore pupils should come through grade in their data of the language, which is able to alter them to additional develop it at an institute or in their sensible work.

**Educational aims** - learning a second language is of nice instructional worth. Through a brand new language, we are able to gain an insight into the means during which words categorical thoughts, so come through larger clarity and exactitude in our own communications. Once learning an overseas language the pupil understands higher however language functions and this brings him to a larger awareness of the functioning of his own language. Since giant is connected with thinking through foreign language study we are able to develop the pupil's intellect. Teaching an overseas language helps the teacher develop the pupils' voluntary and involuntary memory, his originative skills, and can power. Teaching an overseas language contributes to the linguistic education of the pupil, the latter extends his data of teaching reading, graphics, structural, and linguistics aspects of language through contrastive analysis of language phenomena.

**Cultural aims** - the cultural aims mentioned within the faculty programs of foreign the language implies the subsequent tasks widening the pupil's general and humanistic discipline outlook developing their powers of abstract thinking, cultivating their sense of beauty and their appreciation of art. The reading of texts (English) is acquainting the pupils' with the life and culture of the English - speaking

Volume 2, Issue V, Oct-Nov 2019 |209





nations, and with their manners and customs, can contribute to the mental growth of the pupils. Later the flexibility to browse English and Yank authors within the original and texts in the West Germanic language reflective the culture of the countries wherever that language is spoken can likewise serve the pupils as a method of accomplishing the next general instructional level. Foreign teaching ought to promote pupils' general instructional and cultural growth by increasing their data regarding foreign countries and by acquainting them with progressive traditions of the individuals whose language the pupil gains a deeper insight into the character and functioning of the language as a social development. Foreign language teaching should promote pupils' general educational and cultural growth by increasing their knowledge about foreign countries and by acquainting them with progressive traditions of the people whose language the pupil gains a deeper insight into the nature and functioning of language of language as a social phenomenon.

#### **Principles of foreign language teaching**

Principle is defined as a guide to action, in our case as a guide to teaching. Methods of teaching foreign language are based on the fundamental principles of pedagogy. The seven didactic principles (consciousness, activity, visuality, consecutiveness, systematicness, accessibility, and durability) are interdependent and mutually complementary. In each subject those principles are applied specifically. For instance, the principle of visuality is differently realized in the teaching of mathematics, geography and foreign languages. Different visual aids are used in teaching different subjects, and the purposes of their use vary.

**Scientific approach** in foreign language teaching implies careful determination of what and how to teach to achieve the aims set by the syllabus. There are 3 aims mainly; the leading role belongs to the practical aim.

One of the main methodological principles is the principle of practical or communicative approach. It means pupils should be involved in oral and written communication throughout the whole course of learning the foreign language. This principle is realized in modern teaching aids and teaching materials now in use in schools. Pupils are taught to use the target language as a means of communication for listening comprehension, speaking, and reading.

**The principle of accessibility.** In teaching of every subject including a foreign language, the principle of accessibility is realized through conformity with the following requirements:

1. The subject-matter of the instruction must correspond to the age and mental powers of the learners; be either too difficult, nor too easy or too childish for them.
2. be rightly closed, i.e. be neither overabundant, nor scarce; this refers to the whole course as provided for in the program, to each lesson, and each home-assignment; in terms of time relations this means that the rate of progress of the instruction must be neither too rapid nor too slow;
3. Be properly graded; each stage should be prepared by, and follow logically from, the preceding stages, without gaps or missing links in the previous instruction.
4. be so presented that the pupils have to grapple only with one difficulty at a time; graduation of difficulties is also an indispensable condition of accessibility.

For example, new grammar material should be introduced on familiar lexical material lest the pupils should be confronted simultaneously with two sets of difficulties.

**The Principle of Durability** stands somewhat apart from the other didactic principles in so far as it determines the nature not of the teaching, but of the assimilation of the instruction.

To be exact, it (durability) means the ability of a pupil to keep in his memory linguistic and language material he learns of ready access, i.e. the pupil can use units of language semantic-patterns whenever he needs them for oral or written communication. The durability is ensured: by vivid presentation of the material, when pupils are involved in the act of presentation, their thinking and senses are at

work; by constant revision or drill pupils reproduce the material, and review it throughout the course, their auditory, visual, kinesthetic and motor analyzers are at work;

By the use of the material on the part of the learners for communicative needs: pupils and read texts with various assignments to get information through hearing and reading, they carry on conversation within the topics and material covered;

By systematic control;

By constant supervision of pupils' habits and skills on the part of the teacher. Under these conditions pupils keep the material in their memory because it is constantly reviewed by them and revised by the teacher.

### **The Principle of Conscious approach.**

Consciousness as a principle of didactics, or in one of the two main senses of this word, (сознательность, сознание) is knowledge, and understanding by the learner (pupils) of what he or she is doing. Pupils understand both the form and the content of the material they are to learn, and they are aware of how they should treat the material while performing various exercises which aim at developing habits and skills in using it. Such an approach to language learning usually contrasts with "mechanical" learning through repetitive drill.

**A conscious approach to foreign language teaching** implies the use of the learner's native language (mother tongue). Comparison contributes to the thorough understanding of the material studied, since it causes the learner to observe and analyze the linguistic phenomena. These may be compared with other phenomena of the mother tongue, or with their counterparts in the foreign language.

### **The Principle of activity (Activeness)**

Activeness is essentially dependent upon interest. we all know that the chief psychological issue naturally learning interest is connectedness to self. so as to awaken or stimulate the pupils' interest within the West Germanic language, the teacher can tell them at the terribly initial lesson regarding the manifold potentialities that open out before every of them at the results of learning that language. The learner ought to feel a requirement to find out the topic and have necessary stipulations created for satisfaction of this need; the most sources of activity are motivation, desire, and interest in reading the first attention-grabbing and helpful books written in English; corresponding with English

**The principle of individualisation** in foreign teaching is of nice importance since this subject is a necessary one within the info in out faculties therefore every pupil ought to habits and skills the syllabys sets. but some individuals in an exceedingly category learn faster than others. The teacher ought to access the progress of every individual within the category and realize the manner hoe to manage the schoolroom activity in order that the slowest learners don't seem to be depressed by being left behind and therefore the fastest and most ready learners don't seem to be annoyed by being control back.

## **2. CONCLUSION**

In conclusion it should be said that to apply the principle of individual approach in foreign language teaching the teacher should be familiar with the class, with its individuals.

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