

GOALS AND OBJECTIVES OF TEACHING A FOREIGN LANGUAGE IN SECONDARY SCHOOL

Kobilov Zafarjon Zokirovich,
*candidate of historical sciences, associate professor of the
Khujand state university named after academician Bobojon Gafurov*

Nasimova Sohiba Yaxyayevna,
*assistant of Samarkand state medical university
department of languages*

Abstract. The practical goal of teaching a foreign language at school is to form the foundations of practical knowledge of foreign languages in students. Achieving the goals and solving the tasks set is carried out with the help of various teaching aids, acting in a certain, methodically determined system.

Keywords. English, foreign language, secondary school.

O'RTA MAKTABDA CHET TILINI O'QITISHNING MAQSAD VA VAZIFALARI

Kobilov Zafarjon Zokirovich,
*akademik Bobojon G'afurov nomidagi Xo'jand davlat universiteti
dotsenti tarix fanlari nomzodi,*

Nasimova Sohiba Yaxyayevna,
Samarqand davlat tibbiyot universiteti Tillar kafedrası assistenti

Annotatsiya. Maktabda chet tilini o'qitishning amaliy maqsadi o'quvchilarda chet tillarini amaliy bilish asoslarini shakllantirishdir. Maqsadlarga erishish va vazifalarni hal qilish ma'lum, uslubiy jihatdan aniqlangan tizimda ishlaydigan turli xil o'quv vositalari yordamida amalga oshiriladi.

Kalit so'zlar/ Ingliz tili, chet tili, o'rta maktab.

ORTAOKULDA YABANCI DİL ÖĞRETİMİNİN AMAÇ VE HEDEFLERİ

Kobilov Zafarjon Zokiroviç
*akademisyen Bobojon Gafurov adına Hocand devlet üniversitesi
tarih bilimleri adayı, docent*

Nasimova Sohiba Yaxyayevna
*Semerkand Devlet Tıp Üniversitesi Asistanı
Diller Bölümü*

Özet. Okulda yabancı dil öğretiminin pratik amacı, öğrenciler arasında yabancı dillerin pratik bilgisinin temellerini oluşturmaktır. Hedeflere ulaşmak ve belirlenen görevlerin çözümü, belirli, metodik olarak şartlandırılmış bir sistemde faaliyet gösteren çeşitli eğitim araçları kullanılarak gerçekleştirilir.

Anahtar kelimeler. İngilizce, yabancı dil, lise.

ЦЕЛИ И ЗАДАЧИ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В СРЕДНЕЙ ШКОЛЕ

Кобилев Зафарджон Зокирович

*кандидат исторических наук, Худжандского государственного
университета имени академика Бободжона Гафурова*

Насимова Сохиба Яхьяевна

*ассистент кафедры языков Самаркандского государственного
медицинского университета*

Аннотация. Практической целью обучения иностранному языку в школе является формирование у учащихся основ практических знаний иностранных языков. Достижение целей и решение поставленных задач осуществляется с помощью различных средств обучения, действующих в определенной, методически обусловленной системе.

Ключевые слова. Английский язык, иностранный язык, средняя школа.

O'RTA MAKTABDA CHET TILINI O'QITISHNING MAQSAD VA VAZIFALARI

Kobilov Zafarjon Zokirovich,

*tarix fanlari nomzodi, akademik Bobojon G'afurov nomidagi
Xo'jand davlat universiteti tojik xalqi tarixi kafedrasida dotsenti*

Nasimova Sohiba Yaxyayevna,

Samarqand davlat tibbiyot universiteti Tillar kafedrasida assistenti

Annotatsiya. Maktabda chet tilini o'qitishning amaliy maqsadi o'quvchilarda chet tillarini amaliy bilish asoslarini shakllantirishdir. Maqsadlarga erishish va vazifalarni hal qilish ma'lum, uslubiy jihatdan aniqlangan tizimda ishlaydigan turli xil o'quv vositalari yordamida amalga oshiriladi.

Kalit so'zlar. Ingliz tili, chet tili, o'rta maktab.

The purpose of teaching a foreign language at school is the most important methodological and socio-pedagogical category, which largely determines the content and methods of teaching. Under the means of education is understood all that material (technical and non-technical) that assists in the organization and conduct of the educational process. Among the main methodological categories identified above, teaching aids occupy a very significant place. Representing a complex subsystem, each of the teaching aids has its own special structure and special function and therefore needs to be considered separately. Let's start with the classification of teaching aids. An analysis of methodological literature, textbooks, teaching aids makes it possible to classify teaching aids in at least four aspects: 1. First, according to their role in the educational process: into basic and auxiliary. 2. Secondly, the addressee: for the teacher and for the students. 3. Thirdly, through the communication channel: auditory (sound), visual, visual-auditory. 4. Fourth, on the use of technology, technical and non-technical.

The basic teaching aids included in the educational and methodological complex constitute the minimum of funds that is necessary for the implementation of the educational process at the modern level and the achievement of the goals of the educational subject «foreign language». Let's consider each of the main means included in the educational and methodological complex. The program is a state document that should guide the teacher in his work in a particular class. The teacher's book is the second important teaching tool. It is the book for the teacher that reveals the essence (content) of the work on the educational and methodological complex as a whole. The book

for the teacher is the main scientific and methodological manual containing a description of the organization of the educational process and methodological recommendations on the use of certain teaching methods. Textbook - is the main teaching aid that contains material designed to master the student in various types of speech activity. The textbook is the main, direct means of teaching. Book for reading - in the second year of study, another tool is connected - a book for reading (or texts for reading inside the textbook), which is at the disposal of the student and helps him in mastering reading in English. To develop this complex skill, home reading is a must. Reading additional texts on various topics makes it possible to carry out practical, educational, educational and winding goals.

Auxiliary means of teaching foreign languages should be understood as all materials, tools of the educational process. Based on their general didactic capabilities, it is advisable to divide all auxiliary tools into two large groups:

1. Traditional (non-technical learning tools)
2. Modern (technical teaching aids)

Among the traditional means used in teaching a foreign language, there is no such material that would be sent only through the auditory channel of information. As for the educational activity of the teacher, as you know, his speech comes to the student through two perceptions at the same time, since the students, listening to the teacher, observe his articulation, facial expressions, gestures, and advancements [2, 78].

Describing the system of technical teaching aids, it is clear that another element, a technical device, is introduced into the structure of the concept of «learning aid», with the help of which it is possible to demonstrate information, oral or written speech itself, on the appropriate media. With the help of the latter, objects of the material world are either described, or speech works are supposed in speech situations for the purpose of transmitting and then receiving information.

The terms that denote each group of technical teaching aids, endowed with more or less common characteristics, are indicated. Thus, in the methodological plan, a foreign language teacher uses three technical means in his work: a phonogram, a photogram and a video phonogram.

A phonogram is an auxiliary learning tool demonstrated with the help of a sound technical apparatus and directing educational speech information through the auditory canal to the individual's sensory system.

A photogram should be called an auxiliary learning tool that is demonstrated using a projection apparatus and directs speech information through the visual channel of the individual's sensory system.

A video phonogram is an educational aid that is demonstrated with the help of a sound lighting device and directs speech information simultaneously through the visual and auditory channels of the individual's sensory system.

Both the main and auxiliary teaching aids are concentrated in the English room, the role of which can hardly be overestimated in organizing and conducting the educational process with schoolchildren during and after school hours. Indeed, there is now an English room in almost every school, and lessons are held in it. The classroom can and should become a center for learning a foreign language, where conditions are created for expanding the possibilities of using sound recordings of a language laboratory, sets of educational visual aids, filmstrips, transparencies, film fragments and others outside of school hours. The student comes to the English room: - listen to the sound recording, - talk with the announcer, - perform the training exercises of the language practice, which are intended for independent work - talk with a friend on the basis of the listened or read dialogue - sample, changing roles - practice with the help of the announcer in expressive reading a coherent text that can be used to build your own statement on the situation - build a coherent statement yourself using a picture, a series of pictures like those used in the lesson. - look at transparencies, a filmstrip and, therefore, listen to the sound accompaniment to them, try to remember what they say, mentally reproduce, and then talk about them. In the English classroom, students can do work beyond what is provided by the program. For example: read books in English

that are understandable, listen to a song, a fairy tale, look at transparencies, filmstrips, carefully familiarize yourself with the exposition in the office. Independent work of schoolchildren in the English classroom outside school hours, organized by the teacher with the involvement of students, will contribute to their successful solution [4, 125].

What is a learning tool? - teaching aids in the process of teaching foreign languages takes a very important place. For foreign language teachers, the main ones are various material resources that should be in the classrooms of a foreign language. If in foreign language classrooms everything is equipped with various teaching aids, then it is necessary to develop its correct use, it is necessary to indicate specific teaching aids. In some cases, from the experience of leading teachers, it is necessary to use and develop self-made manuals, systems. In order for training to be based on the basic modern requirements for the organization and conduct of the educational process, each teacher must have the main teaching aids, which are indicated by class. It is the responsibility of the teacher not only to know them and have them, but also to keep them in working condition so that they can always be used in the classroom, and outside of school hours and during extracurricular activities. Due to the fact that a foreign language is the most difficult in comparison with other languages, therefore, it is necessary to use all types of means of instruction, compulsory and scientific. Types, means of training, they are very wide, so they always need to be expanded. In the process of teaching a foreign language, the textbook is the main means of learning. An important learning factor for students is the textbook, and in turn it is also the core of the educational methodological process. It is necessary during training to know the psychological theory of the assimilation of materials and their use. For efficiency, it is necessary and necessary to take into account the program of teaching a foreign language.

Literature:

1. Alimdjanoval, Dilbar Negmatovna, Umida Muxammadjonovna Burgutova, and Gulirano Vahobjonovna Berdieva. "Psychological and pedagogical problems of activating the learning process." *Involta Scientific Journal* 2.1 (2023): 158-160.
2. Алимджанова Д. Анализ авторских педагогических технологий в Узбекистане //Conference Proceedings: Fostering Your Research Spirit. – 2024. – С. 560-562.
4. Алимджанова, Дилбар, et al. "Авторские педагогические технологии при обучении иностранному языку (Российские)." *Conference Proceedings: Fostering Your Research Spirit*. 2024.
5. Азмиева, Эльзара, Дилбар Алимджанова, and Гулирано Бердиева. "Использование скороговорок (малых фольклорные жанры) как часть игровой технологии в формировании звукового произношения у школьников с нарушением речи." *Conference Proceedings: Fostering Your Research Spirit*. 2024.
6. Anichkov A.E., Saakyan V.N. *Methods of teaching English in secondary school*. –M., 1966.
7. Artemov V.A. *Psychology of teaching a foreign language*. - M., 1969.
8. Gez N.I., Lyakhovitsky M.V., Mirolubov A.A. *Methods of teaching foreign languages in high school*. – M., 1982.
9. Begmatova, D., and D. Alimjanova. "AUTHOR'S PEDAGOGICAL TECHNOLOGIES IN MEDICAL UNIVERSITIES." *Science and innovation* 3.B9 (2024): 14-17.
10. Negmatovna, A. D. (2021). Improving the pedagogical conditions for the introduction of copyright technologies (on the example of the subject of pedagogy). *World Bulletin of Social Sciences*, 4(11), 17-22.
11. Negmatovna, A. D., Vakhobzhonovich, D. B., Muhammadjonovna, B. U., & Vakhobjonovna, B. G. (2024). Environmental education for schools students.
12. Кыдыкбаева У. и др. Сравнительный анализ авторских педагогических технологий в преподавании медицины иностранным студентам в Узбекистане и Киргизистане //Conference Proceedings: Fostering Your Research Spirit. – 2024. – С. 475-477.
13. Rogova G.V. *Methods of teaching English*. L., 1995

14. Rogova G.V. Goals and objectives of teaching foreign languages in secondary school. - M., 1974.
15. Rogova G.V., Rabinovich F.M., Sakharova T.E. Methods of teaching foreign languages in high school. - Moscow: Enlightenment, 1991
16. Khonbuvi, Khakimova, and Turaev Sherali. "Social Health And Healthy Lifestyle." *Web of Medicine: Journal of Medicine, Practice and Nursing* 3.1 (2025): 91-100.
17. Tolibjonova, Z. B., & Nasimova, S. Y. (2025). Language diversification in ancient period. *American Journal of Language, Literacy and Learning in STEM Education*, 3(1), 343-345.
18. Divyanshi, P., & Nasimova, S. Y. (2025). Health and Well Being of the Population in the Context of Sustainable Development. *International Journal of Alternative and Contemporary Therapy*, 3(2), 48-52.
19. Shodikulova, A. Z. (2021). Cognitive Interpretation Of The Phenomenon Of Metonymy. *Scientific reports of Bukhara State University*, 5(1), 136-146.
20. Shodikulova, A. Z. (2021). Cognitive Interpretation Of The Phenomenon Of Metonymy. *Scientific reports of Bukhara State University*, 5(1), 136-146.
21. Yorova, S. K., & Garima, A. (2023). Advantage And Disadvantage Of Distance Learning Format In A Medical University. In *Современные подходы психиатрии, психотерапии и клинической психологии к диагностике и коррекции патологии человека* (pp. 99-101).
22. Ёрова, С. К., & Гарима, А. (2023). Коммуникативная компетентность медика в специальной (практической) сфере. Ташкентский государственный Стоматологический институт Ташкентская медицинская академия Самаркандский государственный медицинский университет.
23. Айтмуратова, П. Г., & Нормаматов, А. У. (2024). История латинского языка и его роль в медицине. *Multidisciplinary Journal of Science and Technology*, 4(3), 584-589.
24. Bakhodirovna, E. M., & Amina, S. (2023, November). Degrees of adjectives. Grammar categories. In *International conference on multidisciplinary science* (Vol. 1, No. 5, pp. 230-233).
25. Bakhodirovna, E. M. (2024). Structural And Functional Features Of Phraseological Units In The Texts Of Works Of Art (English And Uzbek Authors). *Eurasian Journal of Academic Research*, 4(2-1), 111-117.