



THE PECULIARITIES OF THE ENGLISH LANGUAGE TEACHING IN BEGINNING, MID AND ADVANCED LEVELS.

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Annotatsiya: *Ushbu maqolada ingliz tilini boshlang'ich, o'rta va yuqori bosqichlarda o'qitishning xususiyatlari tavsiflanadi, shuningdek, ingliz tilini o'qitishning asosiy maqsad va vazifalari o'rganib chiqiladi.*

Аннотация: *В данной статье рассказывается об особенностях преподавания английского языка на начальном, среднем и продвинутом уровнях также, рассматриваются основные цели и задачи преподавания английского языка.*

Annotation: *This article talks about the features of teaching english at the beginner, intermediate and advanced levels, and also considers the main goals and objectives of teaching English language.*

Kalit so'zlar: *o'qish va yozish maqsadlari, texnikasi, o'quvchiga qaratilgan ish*

Ключевые слова: *чтение и письмо, цели, техники, личностно-ориентированная работа*

Keywords: *reading and writing goals, techniques, learner-centered work*

Nowadays the English language is taught as a compulsory subject in all institutions in Uzbekistan. Teaching and learning English has some specific peculiarities and is required a special teaching program and methodology. Studying of scientific-methodological sources, analyzing of current curriculums and texts-books show that the English language plays a great role for students in being a high qualified specialist. But at present the level of teaching and learning the English language doesn't correspond to modern requirements. It is important to notice that the cause of such negative result-English teachers don't have enough professional skills and modern requirements aren't taken into account in current curriculums, text-books and methodological appliances, modern pedagogical technologies aren't used in teaching foreign languages as well. Present research work is devoted to the problems of Techniques for Teaching English Writing.

The main goals and aims of the English Language Teaching

Practical aims. The foreign language as a school subject differs from other subjects of the school curriculum. Whereas the teaching, for instance, of history is



mostly connected with the imparting of historical laws and facts which pupils are to learn and the teaching of the mother tongue leads to the mastery of the language as a system (which is already used for exchanging thoughts and feelings) so that pupils will be able to use it more effectively in oral and written language, the teaching of a foreign language should result in the pupil's gaining one more code for receiving and conveying information; that is, in acquiring a second language for the same purpose as the native language: to use it as a means of communication. In this connection we should like to quote G. Perren. "Whatever a new language is being taught as a curricular extra or as an essential medium for education it will be learned by the young child only if it obviously makes possible some purposeful activity other than language learning. If it does not do this, attempts to teach it may be largely a waste of time."

In modern society language is used in two ways: directly or orally, and indirectly or in written form. Thus we distinguish oral language and written language. Direct communication implies a speaker and a hearer, indirect communication implies a writer and a reader. Hence the practical aims in teaching a foreign language are four in number: hearing, speaking, reading, and writing. When adopting the practical aims for a secondary school course the following factors are usually taken into consideration: the economic and political conditions of society, the requirements of the state; the general goals of secondary school education; the nature of the subject, and the conditions for instruction. Uzbekistan is establishing closer economic, political, scientific, and cultural relations with various peoples of the world. International relations are extended and strengthened through the exchange of delegations as well as scientific, technical, and cultural information. The people of Uzbekistan wants to know what is going on in the world in all spheres of human activity: science, engineering, culture, politics, etc. They also want to acquaint other peoples with their life and achievements. In this situation foreign language teaching is a matter of state significance. The Council of Ministers of Uzbekistan in its decision "On Improving Foreign Language Learning" has obliged educational boards to ensure that school-leavers master a foreign language as a means of communication in its two forms — oral and written, therefore, proficiency in speaking and reading are the desired skills. They are both of great importance, since oral language, though opportunities for conversation are rare for most of the school-leavers, creates favourable conditions for language learning. Besides, practical aims as they are understood here, correspond to the idea of secondary school education — to provide pupils with the fundamentals of the subject. Hearing, speaking, reading, and writing within carefully selected linguistic material will constitute the fundamentals of the language.

The nature of the language should also be taken into consideration in determining the aims of language teaching. Learning a living language implies using the language of sounds, that is, speaking. Scientific research gives a more profound insight into the problem. It is not so much the ability to speak that is meant here but rather the oral treatment; in other words, the language of sounds, not of graphic signs



(which is usually the case when a dead language is studied) should serve as basic means of teaching.

The length of the course, the frequency of the lessons, the size of groups should also be taken into consideration in adopting practical aims. The amount of time for language learning is one of the most decisive factors in mastering and maintaining language proficiency since learners need practice. The more time is available for pupils' practice in the target language, the better results can be achieved. Moreover, for the formation of speech habits frequency of lessons is a more essential condition than the length of the course. It is not necessary to prove {it has already been proved} that intensive courses are more effective than extensive ones, for example, six periods a week for three years are more effective for language learning than three periods a week for six years. In our secondary schools, however, we cannot afford an intensive course because school curriculum includes a lot of essential subjects and the foreign language is one of many which should be taught. The time which can be allotted to foreign language learning is distributed throughout the six years with the following frequency of lessons: V - 4; VI-VII - 3; VIII-X- 2 periods a week. As to the size of groups, large forms are divided into two groups for foreign language lessons so that a group should not exceed 20-25 pupils. Proceeding from these considerations the school syllabus emphasizes reading and speaking as the chief practical aims of language teaching. Writing is restricted to teaching the ability to compose simple letters on everyday topics. Thus the-syllabus sets out to teach pupils to carry on a conversation, in a foreign language and to read texts with complete comprehension.

The syllabus for the nine-year school concentrates on the development of speech proficiency. Pupils should be able:

(1) to give a short talk and carry on a conversation on the topics included in the programme;

(2) to read without a dictionary texts containing familiar grammar material and no more than 4—6 unfamiliar words (per 100 words) the meaning of which, as a rule, should be clear from the context or due to familiar word-building elements.

The syllabus for the academic lyceums and professional colleges require that the leavers should:

(1) read and understand a foreign text both with and without a dictionary;

(2) understand oral language and speak within the topics and material required by the syllabus;

(3) write a letter.

In foreign language learning all forms of work must be in close interrelation, otherwise it is impossible to master the language. However, attention should be given mainly to practice in hearing, speaking, and reading. Thus pupils must achieve a level in their knowledge of the language which will enable them to further develop it at an institute or in their practical work.



At the present time, however, foreign language teaching in school does not quite meet the demands of our society, better results are desirable. In this connection we should welcome to investigate the aims of foreign language teaching to be able to establish what can really be achieved under school conditions. In conclusion it should be said that the achievement of practical aims in foreign language teaching makes possible the achievement of educational and cultural aims.

Educational aims. Learning a second language is of great educational value. Through a new language we can gain an insight into the way in which words express thoughts, and so achieve greater clarity and precision in our own communications. Even at the most elementary level learning a second language teaches the cognizance of meaning, furnishes a term of comparison that gives us an insight into the quality of language. When learning a foreign language the pupil understands better how language functions and this brings him to a greater awareness of the functioning of his own language. Since language is connected with thinking, through foreign language study we can develop the pupil's intellect. Teaching a foreign language helps the teacher develop the pupils' voluntary and involuntary memory, his imaginative abilities, and will power. Indeed, in learning a new language the pupil should memorize words, idioms, sentence patterns, structures, and keep them in long-term memory ready to be used whenever he needs them in auding, speaking, reading, and writing. Teaching a foreign language under conditions when this is the only foreign language environment, is practically impossible without appealing to pupils' imagination. The lack of real communication forces the teacher to create imaginary situations for pupils, to speak about making each pupil determine his language behaviour as if he were in such situations.

Teaching a foreign language contributes to the linguistic education of the pupil, the latter extends his knowledge of phonic, graphic, structural, and semantic aspects of language as it is through contrastive analysis of language phenomena.

Cultural aims. Learning a foreign language makes the pupil acquainted with the life, customs and traditions of the people whose language he studies through visual material (such as post cards with the views of towns, countryside, and people, filmstrips and reading material dealing with the countries where the target language, is spoken. 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 they study. Through learning a second language the pupil gains a deeper insight into the nature and functioning of language as a social phenomenon.

In conclusion it should be said that practical, educational, and cultural aims are intimately related and form an inseparable unity. The leading role belongs to practical aims, for the others can only be achieved through the practical command of the foreign language.



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