

DEFINING THE TEACHING AIMS OF THE LESSON

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Abstract: Defining the teaching aims is the first step to prepare an effective lesson. When we set a clear aim, it is easier to make decisions about materials, procedures and the stages that should be present in the lesson. In order to teach English correctly and properly English teacher must know the aims and objectives of teaching English. Moreover, if we know the objectives of the lesson and the needs of our students, we can adopt the tasks offered by coursebook and provide appropriate language practice to our learners.

Key words: Education, aim, level, preparation, curriculum, according, communicative, competence.

The groups I teach are mainly non-philological education areas. The English language course in the first year includes 120 hours in the first semester (60 hours of practical, 60 hours of independent study), and 120 hours in the second semester (60 hours of practical, 60 hours of independent study). Hours of practical lessons 4 pairs (80 minutes per pair) are held in a week. Independent lessons are given special topics for them to do at home. In order for students to learn the language during these allocated hours, the following requirements are set in the curriculum.

Relevance of educational science and its role in higher professional education

In accordance with the "Requirements for the level of preparation of graduates of all stages of education in foreign languages" in the state education standard for foreign languages of the continuing education system, graduates of faculties of higher education institutions that do not specialize in foreign languages it is determined that they will acquire the B2 level in language.

Foreign language teaching is based on the principles of "Foreign language for special purposes" and communicative, integrative competence approaches based on the characteristics of specialization.

I. The purpose and task of educational science

The main goal of teaching a foreign language is to prepare future specialists who freely use a foreign language or several languages in their everyday life, scientific and professional activities. It is also aimed at developing communicative competence and logical thinking abilities of students in the activities of professional, scientific and domestic spheres in a multicultural world.

To achieve this goal, the following tasks are put forward:

- Gather knowledge, skills, competences and personal qualities that allow students to develop speaking activities aimed at specific educational goals by participants of speech (reading, writing, listening comprehension, speaking), language (lexical, grammar), communication (dialogue) represents the present.

Requirements for knowledge, skills and qualifications of students in science

According to "Requirements for the preparation level of graduates of all stages of education in foreign languages", graduates of the bachelor's degree of higher education institutions with no specialization in foreign languages must obtain B2 level in the foreign language studied at the end of

the 1st year of studies. a must According to it, graduating students should acquire the following communicative competences that provide B2 level.

Linguistic competence: Reading, Writing, Listening, Speaking

Language Competence: Lexical competence:

- ability to use professional vocabulary and terms;
- to be able to use the lexicon related to the topic in communicative situations;
- being able to understand and use international words.

Grammatical competence:

- ability to use complex grammatical and syntactic devices in communicative situations
- correct use of connecting words;
- it is required to analyze the texts related to the specialty in order to understand its content.

I think it is necessary to consider the sequence of subjects in the curriculum given to each educational institution and the materials related to it. All students admitted to the 1st course do not have the same level of language competence. I think there are too many differences in syllabus. Grammatical topics for each course are the same, but the sequence of these topics does not correspond to the students' language skills. When we test some groups in the first lessons, we know that some students have learned other foreign languages (German, French) instead of English.

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