THE PRIMARY GOALS OF TEACHING ENGLISH

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Annotation: The main purpose of teaching the English language is to develop students' ability to communicate effectively in English. It focuses on improving the four basic language skills: listening, speaking, reading, and writing. Teaching English also helps learners understand grammar, vocabulary, and pronunciation. In addition, it promotes intercultural awareness and prepares students for global communication in education, business, science, and technology. Modern English teaching methods emphasize communicative competence, practical language use, and the integration of innovative technologies in the learning process.

Keywords: English language teaching, learning objectives, communicative competence, listening skills, speaking skills, reading skills, writing skills, language learning, modern teaching methods, intercultural communication.

Public education in our independent Republic is experiencing a unique period of development. In recent stages of the education system's evolution, various new methods of teaching English have been widely applied. One of the key features of the communicative approach to teaching foreign languages is its systematic treatment of the structural, functional, and social aspects of language. In the late 20th century, English language teaching methods changed dramatically and continue to become more diverse. Until now, the main focus during the teaching process has been on grammar, vocabulary building, reading, and literary translation. Teaching based on this principle requires significant time and great effort. In the traditional teaching style, tasks are typically monotonous: reading a text, translating it, memorizing new words, retelling it, and completing exercises based on the text.

Occasionally then a dictation or essay is written, and additionally a little on phonetic problems was addressed. Language teaching is always in two aspects - practical and comparative, theoretical developed. Teacher ethics was a modern requirement even during Aristotle's time must be in harmony with, strongly connected with the audience emphasized. This attitude is for both speakers and actors, of course, it doesn't require explanation that it's also very important for teachers. To the teacher relative requirements are significantly higher in the educational process today. It can be said with certainty that traditional teaching required the teacher to be the absolute ruler of the audience. However, to date, in the education system, in particular, foreign languages It is evident that the student occupies a central place in education. The teacher's role in the organization and management of students' learning activities teaching activity, all types of speech activity during the lesson. Now the teacher is the supervisor, leader, guide in relation to the student, balance in the real realization of the relationship between the textbook and the student performs the function of the generating person. This means that the teacher's reduces their position in the audience, that is, their status, and precisely their work increases even more. In such a situation, the maximum number of participants in the group mutual communication is ensured and the lesson is interesting,

effective. Based on the above, the language below about some traditional and some modern teaching methods we would like to present some considerations. From existing teaching methods relatively widespread are the fundamental method, foreign language teaching classical method, communicative method, indication of intensive methods is possible.

In particular, the fundamental method is the oldest and most traditional method in language teaching. Accordingly, language teaching deeply covers all theoretical aspects of the subject. This on the basis of the method, language learning is mastered in relation to the native language and phonetic, lexical, and grammatical information is scientifically and theoretically broad. This method is used in higher educational institutions specializing in foreign languages. It is widely used in Uzbekistan and requires a long time. The classical method of teaching a foreign language was formed over a long period of time, it is characterized by its special purpose for learners of different ages. In this case, correct pronunciation errors based on various instructions and facts. Development, formation of grammatical knowledge, as well as attention is paid to the formation of the communication process.

However, in recent years, among the most popular methods of teaching foreign languages, the communicative method has taken the leading position in statisticians' rankings and calculations. This method has proven itself in America and Europe. Continuing to gain worldwide popularity, the communicative methodology has also been introduced into the leading language universities of our republic. The methodology is based on combining two main approaches to teaching foreign languages: traditional and modern.

As the name suggests, communication plays an important role in interaction. The main goal of this technique is to overcome the language barrier. Most importantly, it helps a person overcome the fear of a foreign language and the fear of speaking it, while simultaneously developing other language skills such as speaking and writing, reading, listening, and others.

It should be noted that grammar is learned during the process of speaking and communicating in a foreign language. According to this principle, students first memorize language formulas and expressions, and only afterwards analyze the grammatical mistakes found in the memorized expressions. The very name indicates that communication practice occupies a special place in communicative methodology.

The communicative technique is aimed at developing speaking skills and abilities in a foreign language. It should also be emphasized that the application of this methodology directly influences the structure of the lesson. In the classroom, it is often necessary to use game situations, conduct group work, and develop tasks that require students to find and compare mistakes. Such activities usually encourage not only active memory work but also logical thinking, which allows the development of analytical and imaginative thinking skills, and motivates students to express their thoughts.

For conducting jigsaw-reading activity there is also some advice suggested by Berg and Robert Slavin, famous scholars and teachers of English language. Particularly, it is to study not only one text during the lesson but also to cover a large amount of material (for instance, several texts) at a time with the stipulation that it is concerned one topic. Moreover, during jigsaw reading activity some problems may appear. So, there is one precaution teachers should be aware of is that first when you start using jigsaw reading activity, it is suggested to begin with one easy text and only then gradually to get down to more complex ones. Both students and teachers should get used to fulfilling this task and have some practice beforehand. The reason

is that it is not so easy to conduct the whole activity perfectly well from the first time as there is a chance to get lost in the instructions. Another difficulty can happen regarding quicker-to perform students. This kind of students may become impatient with those who perceive information comparatively more slowly to them. The solution is to embody smarter students with the task to teach lower ones to summarize the text, to translate it or to search new vocabulary. Furthermore, high level students may check the accuracy of perceiving information from other groups. It can be a good chance for bright students to show their leadership skills. On the other side of this point, weaker students get the help of their group mates "ex-competitors" and passive learners simultaneously develop their reading, speaking, and critical thinking skills as well. Another dilemma which may arise is dealing with very active students who sometimes can be annoying. That type of students always tries to compete with others to show own results and command of knowledge. There exists some advice how to deal with this situation. Namely, a teacher may try to change the group leader several times during one activity. Moreover, group leaders may summarize the discussed part of the text among one jigsaw group. All in all, trying to predict all the problems described above and to prepare for the lesson properly gives teachers an opportunity to create positive, friendly atmosphere during the lesson. Plus to this, using jigsaw reading activity helps students to make their own attitude toward the target text and to develop critical thinking skill. To conclude, by working in mini jigsaw groups, students get good and friendly relationship with each other which has a quite positive affect on the process of perceiving studied material and in the whole the learning process itself.

The developmental goal of teaching a foreign language is consistent with the meaning of developmental education in didactics and represents the development of mental, emotional, and motivational aspects of the student's personality. The student receives intellectual and spiritual nourishment, tests his feelings in speech communication, and develops his personality by knowing the opinions of interlocutors and expressing his own opinion. Overcoming normal linguistic and speech difficulties in the educational process, including learning a foreign language, ensures the development of the student's thinking and feelings. The developmental goal is achieved only through speech acts. Its serious difference from the general educational goal is that education is conceptually connected with the acquisition of educational information, the content of information serves to form various competencies. Education, including learning a foreign language, occupies a special place in the development of a person. As a psychological, communicative, functional, and cultural phenomenon, language is very important for the process of knowledge, because it is a factor that leads from ignorance to knowledge. In a foreign language, the learner receives two types of knowledge, the first and the main one is the necessary algorithmic rules for participation in the speech process and useful information during the learner's life, which acquires social significance. Communicating in a foreign language means building skills in four main types of speech activity. Four types of speech activity: listening, speaking, reading, and writing skills are developed in an interconnected manner. This is done through exercises such as reading and writing, reading and listening, reading and speaking, listening and reading, listening and writing, listening and speaking.

Today, the development of modern information and communication technologies is creating the latest interactive resources for learning English, including new-generation computers, the Internet, television programs, newspapers, and magazines. It is very important

to apply all of the above in practice. This helps to stimulate students' interest in the history, culture, and traditions of the country whose language is being studied and assists in developing the skills that will be necessary in the future.

Education is an active interaction between the teacher and students, and it cannot be one-sided. The success of the learning process largely depends on the teacher. It is clear that every teacher is guided by their personal experience when choosing teaching methods. However, based on the results of experimental and practical work, it can be stated that the use of various techniques within communicative, inductive, and deductive methods yields positive results and undoubtedly helps to increase the effectiveness of teaching.

The author also attempts to follow a teaching methodology called the "blended" method. This approach makes it possible to achieve the intended goals and helps to obtain higher results

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