

# THE PURPOSE OF TEACHING A FOREIGN LANGUAGE IN INSTITUTIONS OF HIGHER EDUCATION NOT SPECIALIZING IN LANGUAGES

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**Abstract:** The goals of foreign language education are determined based on the demands of society, social orders, conditions, and policies. The goals of foreign language teaching depend on the progress and development of society. Teaching a foreign language in higher education institutions has its own goals, and all trainers who teach foreign languages must define them in advance.

**Keywords:** non-philological educational institutions, action strategy, international standards, linguistic information, extra-linguistic information.

One of the urgent issues of the present time is to educate the young generation through the teaching of foreign languages in the spirit of love and loyalty to the Motherland, national pride, high morals and spirituality, pride in our ancient and rich heritage, and national and universal values.

Fundamental reforms in the world education system promote the problems of creating the necessary conditions for students to learn foreign languages perfectly, to be able to express themselves in all fields knowing a foreign language and to develop their oral and written speech in a foreign language.

Organizations such as UNESCO, UNICEF, the Association of European Universities, European Network for Quality Assurance of Higher Education deal with the issues of students' ability to think in a foreign language, develop their intellectual activity, and evaluate their readiness growth.

The development of this issue in general trends is of great importance in modernity and the formation of foreign language skills in the young generation, and serves to increase the creative abilities of students in connection with the problems of modern education.

In reforming the education system of our republic, coordination with educational programs based on foreign experiences and meeting international standards became the basis for improving the higher pedagogical education system.

Under the conditions of Uzbekistan, taking into account our national mentality and traditions, the fundamental reform of the quality of education on the basis of foreign experiences is the need of the hour.

In this regard, in the Strategy of Actions on five priority areas of development of the Republic of Uzbekistan in 2017-2021, in our country "Increasing the quality and efficiency of higher education institutions, scientific research and stimulating innovative activities, creating effective mechanisms for implementing scientific and innovative achievements", increasing the quality level of personnel training, creating the necessary conditions for training qualified specialists based on international standards.

Each higher education institution should establish close cooperation relations with the world's leading scientific and educational institutions and develop students' creative abilities, effectively use interactive methods in working with young audiences, be able to provide them with quality education in a foreign language, higher bringing the level of education to an exemplary level and fundamentally improving it was defined as the main tasks.

Therefore, foreign language classes are being held as a means of developing future employees for the higher education system of our republic and locating information required for scientific purposes, in order to read original literature in the specialty, in order to form the ability to participate in oral communication in a foreign language.

Every citizen of the independent Republic of Uzbekistan should be able to read authentic copies of foreign-language literature relevant to his line of work, comprehend what they have read, and use what they have learned to further their career. He should also be able to freely discuss the subject with the interlocutor in a foreign language.

After all, the current globalized era demands that people study foreign languages. The education of foreign languages is given great consideration in our nation, which just gained independence. Numerous foreign language teachers have received training, all necessary conditions have been established for personnel to advance their skills both domestically and abroad, multimedia textbooks in English, German, and French, as well as electronic resources for learning English, have been prepared, and the establishment of language rooms in contemporary educational institutions is unmistakable evidence of these accomplishments.

The primary objective is to create the conditions for the growth of international cooperation and communication, the accomplishments of world civilization, and the use of global information resources by young people.

This is done by teaching the next generation foreign languages and improving the training of professionals who can speak these languages fluently.

The famous German scientist Y.V. As von Goethe said: "He who does not know foreign languages does not know his own."

For this reason, not only foreign language specialists but also all future personnel studying in universities that do not specialize in languages, learning foreign languages and freely exchanging ideas in them is one of the most important tasks.

There is a proverb in our people: "He who knows the language knows". In fact, a person who knows a foreign language will have many opportunities and advantages.

Today, one of the main requirements for personnel is an excellent knowledge of foreign languages.

It is important to ensure the priority of the educational system in the processes of training specialists in all fields, including the introduction of new technology-mechanisms for teaching foreign languages.

After all, communication, spiritual and other communication between peoples is manifested through language.

In the world, research is being carried out in the following priority directions on teaching foreign languages to students of higher education institutions that do not

specialize in languages: improvement of pedagogical mechanisms of teaching foreign languages to students based on the requirements of the European CEFR; teaching content, educational technologies, strengthening the objectivity of control, organizing independent education in the auditorium and outside the auditorium.

The needs of society, as well as social norms, circumstances, and regulations, are used to determine the objectives of teaching a foreign language. The objectives of teaching foreign languages are influenced by the growth and development of society.

All foreign language teachers should outline their objectives in advance because teaching a foreign language in higher education has its own set of objectives.

After all, according to scientists O'. Hoshimov and I. Yakubov in their book "Methodology of English Language Teaching," "the goals of foreign language teaching determine the content, means, methods, and principles of teaching".

The objectives for teaching a foreign language are established using They can be classified into two groups based on the objectives and duties of teaching English in higher education institutions:

1. Institutions that develop experts in English as a foreign language include universities and faculties.

2. Institutions that offer foreign language education but do not train English specialists.

The objectives of teaching English in these 2 categories differ, and in the higher educational institutions of the first group, English is taught in detail and in its whole, both theoretically and practically, thanks to the training of English language specialists.

A comprehensive goal of the English language is envisioned in the second group of educational institutions, i.e., those that are not philological.

The goal is to teach the student to get a general education in English and to use English in his specialty in the future. He is taught to read and translate texts by learning the words related to his specialty, partially communicating by profession.

Teaching foreign languages in higher education institutions involves:

1) practical or communicative; 2) providing general education; 3) education; 4) uses the acquired skills and abilities for other purposes, i.e. setting development goals. General educational, educational and developmental goals occur in the implementation of the communicative goal. Let's take a closer look at these 4 goals:

1. Communicative (practical) goal: Through this goal, students will be able to acquire English language skills. Students should be able to independently use lexical and grammatical pronunciation materials in speech. English speaking, reading, and writing skills are formed.

2. General educational purpose: Through this purpose, to further develop students' thinking, to receive and give information from the English language, to gain a deeper understanding of the English language, new knowledge about the English language, and the history and literature of the people of the country where the language is being studied.

It is meant to broaden the worldview of students at the expense of understanding and obtaining information about culture. The development of understanding, thinking, and worldview of students is done through a foreign language or in English.

3. Educational purpose: This purpose envisages providing international, moral and aesthetic education and attitude to work in the foreign language - English class. Of course, this is done by analyzing the topic of English speech and the content of English texts through English language materials.

4. Developmental goal: This goal defines the guidelines for getting to know students and students personally. It develops language fact analysis, generalization, independent conclusion, listening, speech, and movement skills. It teaches by imagining, creating a speech situation, having a logical connection in speech, being able to think independently, to understand the meaning of words, to work independently with a dictionary, manuals, and to participate in optional activities. , develops independent preparation for extracurricular activities, their implementation.

The above four goals are always complementary and interrelated. These four goals should be implemented through the English language materials taught, reviewed, and speaking activities in each lesson.

Currently, language materials for foreign languages (English, German, French) have been selected for the higher education institution. Properly selected content will greatly help in achieving the goal. The selection of content is guided by and guided by the learning objective. When selecting content, along with language materials, speech samples are also selected.

They are the basis for teaching speech. When choosing the content, teaching and methodical organization of teaching are taken into account. The content of education is related to the conditions of education. The purpose of teaching a foreign language also affects the size of the teaching content.

In the current period, it is intended to fundamentally change foreign language teaching. It has the following 3 requirements.

1. Increasing the scientific level of foreign language teaching and its practical direction;
2. To strengthen the educational side of the foreign language subject;
3. Independent acquisition of a foreign language subject.

Recently, optimization is also widely used. Optimization is the ability to search for and choose and apply the easy, convenient method, way, method, system, principle, tool, and exercises suitable for the situation, conditions, students of higher education institutions, and their chosen fields, where a foreign language is being taught. Optimization is specific for different types of family educational institutions, because the hours of classes are different, and the characteristics of the mother tongue of the students also have different effects.

The current period is the development of communicative competence, the ability to give information in a foreign language (by speaking, expressing thoughts in writing) and to receive information (by reading, listening, and understanding) requires to be carried out.

In conclusion, it is very necessary to teach a foreign language in higher education institutions that do not specialize in languages, because the importance of a foreign language in preparing students to be mature in all aspects is great.

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