FOREIGN LANGUAGE AS A GOAL AND MEANS IN TEACHING

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Abstract. The dual role of a language as both the ultimate goal of teaching and the tool for gaining more knowledge is a key idea in modern teaching methods. This paper looks at how learning a language as a goal—working on speaking skills and language skill—and using a foreign language as a tool—using it to learn other things—are connected. The paper uses the ideas of J.J. Jalalov, N.D. Galskova and I.M. Tukhtasinov to show how combining these two ideas helps students learn language completely.

Annotatsiya. Chet tilining ham o'qitishning pirovard maqsadi, ham yangi bilimlarni egallash vositasi sifatidagi ikki yo'qlama roli zamonaviy ta'lim metodikasining asosiy g'oyasidir. Ushbu maqolada tilni maqsad sifatida o'rganish va undan boshqa fanlarni o'rganishda vosita sifatida foydalanishning o'zaro bog'liqligi ko'rib chiqiladi. J.J. Jalalov, N.D. Galskova va I.M. Tuxtasinovlarning g'oyalari asosida ushbu ikki yondashuvning birgalikda qo'llanilishi talabalarning tilni mukammal egallashiga xizmat qilishi ko'rsatib berilgan.

Аннотация. Двойственная роль иностранного языка как конечной цели обучения и инструмента получения знаний является ключевой идеей современной методики преподавания. В данной статье рассматривается взаимосвязь изучения языка как цели и использования его как средства для освоения других дисциплин. На основе трудов Ж.Ж. Джалалова, Н.Д. Гальсковой и И.М. Тухтасинова показано, как интеграция этих двух подходов способствует комплексному овладению языком.

Keywords: Foreign language teaching, goal of instruction, means of instruction, communicative competence, J.J. Jalalov, N.D. Galskova, I.M. Tukhtasinov, CLIL.

Kalit so'zlar: Chet tilini o'qitish, ta'lim maqsadi, ta'lim vositasi, kommunikativ kompetensiya, J.J. Jalalov, N.D. Galskova, I.M. Tuxtasinov, CLIL.

Ключевые слова: Обучение иностранным языкам, цель обучения, средство обучения, коммуникативная компетенция, Ж.Ж. Джалалов, Н.Д. Гальскова, И.М. Тухтасинов, CLIL.

1. Introduction

In today's teaching a foreign language is not a list of grammar rules to remember. It works as a system that plays two important roles: it is both the goal and the tool for learning talking and growing professionally.

If a language is looked at as a goal teachers focus on getting the sounds, words and rules right. If the language is used as a tool it fades into the background. Becomes a helper for learning new ideas solving work problems and talking with people from other cultures. Studying the work of well-known scholars like J.J. Jalalov, N.D. Galskova and I.M. Tukhtasinov shows how these two ways can work together well in the classroom.

2. Foreign Language as a Goal in Teaching

Seeing a language as a goal means that learning the language itself is the main result that teachers want students to achieve. J.J. Jalalov says that the real aim of foreign language teaching is to build speaking and listening skills in the foreign language.

According to Galskova and Gez (2004) this goal encapsulates four developmental pillars:

1. **Practical (Communicative) Goal:** Building speaking, listening, reading and writing skills for everyday use.
2. **Educational (Cognitive) Goal:** Expanding the student's view of the world and making thinking by comparing the foreign language with their own language.
3. **Upbringing (Cultural) Goal:** Growing empathy for cultures and respect for differences through books and culture.
4. **Developmental Goal:** Improving memory, focus and creative ability.

In university courses these practical goals follow rules such as the CEFR, which help students move from basic to advanced levels (B1/B2 to C1/C2). Tukhtasinov says that setting language goals is important for making skilled professionals.

3. Foreign Language as a Means in Teaching

Using a language as a tool changes the focus from studying the language itself to using it for real work. N.D. Galskova says the language is a way to share culture and a tool for learning. When students read books look at documents or study science papers in English they learn new ideas without only looking at grammar.

In education (ESP and EAP) Tukhtasinov (2023) points out that the language operates across three major operational axes:

5. **A Means of Professional Communication:** Helping students talk in school and work with people from other countries.
6. **A Means of Knowledge Retrieval:** Giving students access to worldwide research and teaching books.

7. **A Means of Intercultural Mediation:** Preparing students for translating and working with people from cultures.

A clear example is Content and Language Integrated Learning (CLIL) where school subjects are taught in the foreign language.

4. Dialectical Unity and Pedagogical Synthesis

The goal and the tool are not fixed ideas; they are always connected. A short lesson goal, like learning a words quickly turns into a tool that lets students do bigger tasks like debating or writing essays. Effective language education requires balancing both sides: avoid extremes of grammar drills that treat language only as a goal or content study without linguistic support that ignores foundational goals. Recognize language as the objective of communicative competence and use language actively as a tool for professional discovery. Educators prepare students for success in a world.

5. References

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