SETTING GOALS ACCORDING TO STUDENTS' TRUE LANGUAGE NEEDS

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Abstract. Teaching a foreign language process has become not only more intensive, but also significantly more successful. One of them is the tendency to strengthen the communicative orientation of the educational process. This trend was not born today or yesterday: making the learning process closer to the communication process by its nature has been undertaken for a long time. As the scientific research of methodologists and the practical search for teachers improving, it became clear that we were dealing not only with a stable trend, but also with an innovative teaching method based on latest curriculum.

Keywords: language process, communicative orientation, innovative teaching method, setting goals, language needs, goal-focused approach,

INTRODUCTION.

The role and influence of English in today are gaining a higher speed in the world as well as in Uzbekistan. The main factors for this phenomenon include expanding communication with the world after gaining the independence and increasing speed and scope of information exchange in the global village. The dominant position in the internet space by the language of the published content is firmly held by English, which is a strong motivation to learn English for those who wish to promote their global competences. As it was mentioned since the declaration of independence the importance of the English language has been increasing in all aspects of Uzbek people's life. Currently, in the Republic of Uzbekistan great attention is given to the radical reorganization of the educational system that will give an opportunity to raise it to the level of modern standards.

In order to realize the aims and tasks put forward by the Law of the Republic of Uzbekistan "On Education" (1997) and the "National Programme of Personnel

Training" (1997) the complex system of reorganizing the structure and the content of personnel training, proceeding from perspectives of the social, economic development of the society, contemporary achievements of science, culture, technique and technology are being created in the country. Besides On December 10, 2012 The first President of the Republic of Uzbekistan Islam Karimov signed a decree "On measures to further improve foreign language learning system".

There has always been a constant problem of English language proficiency of all skills with the students who are learning English as a second language. Thus, English language teaching has been controlled seriously at all schools and universities by the Ministry of Education in Uzbekistan. In fact, we can witness a great deal of innovations which were implemented in order to improve the language proficiency of the students. For example, some educational places in the country are offering and even hiring foreign English-speaking teachers to help the local teachers teach English to their students effectively. Schools and universities are using published English textbooks to support the students' language comprehension.

METHODS AND METHODOLOGY.

This article is intended to empower language teachers to create principled framework and philosophy for own teaching. Here the framework is the one which will shape the varied activities of English language classroom into a coherent teaching and learning partnership between a teacher and students.

If we walk into a random English language teaching classroom on any day, the teacher in that class will tell us the topic of the lesson: Past participles, family vocabulary or WH- questions and answers. If that teacher were asked Why she or he was teaching that topic, however, there might be resistance. If pressed, a teacher might then answer that why question by saying something like:

"we already did _____, so we are up to this"

"this was next on the syllabus"

"we are supposed to cover that at this level"[1;102 p]

ANALYSIS AND DISCUSSIONS.

As this example demonstrates, teachers may sometimes be unable to state their reasons for teaching specific topics at given times other than in terms of course requirements. A goal-focused teacher would respond to the why questions referring to students' progress in meeting ongoing language goals: "They need Past participle, because next week we are going to work with passive voice" or "My students need to be able to answer the questions on the citizenship exam". Having specific languages goals for our students, therefore, means that we as teachers will always be able to answer the why questions. If we know why we are teaching something, then it is possible to make it transparent to our students.

A goal-focused approach includes specific language goals stated from the students' perspective. Goals or objectives are not the same as a lesson topic. If the lesson we are going to teach is teacher-described lesson, then its goals will probably be :"I'm going to cover past participles today, regular and irregular". If the lesson is student-focused, the goals will probably include that students will be able to form the past participles for target irregular verbs, form the past participles for regular verbs and pronounce them correctly.

The purpose of using goal setting with students is to help understand their role during the learning process. To frame this discussion, I want to use the letters in the word G.O.A.L. to define the importance of establishing goals with our students. [1; 103 p]

Growth. Without setting how goals, how will students know when they are learning and improving? We certainly cannot rely on grades to be a measure of growth. In fact, grades measure compliance more than student growth. Grades are teacher directed and involve no collaboration. On the other hand, goals should be collaborative decisions made by the teacher and the student and include various measurements of progress along the way. 1; 103 p]

Ownership. Through goal setting, students become owners of their learning. They are not able to be passive participants who await for the teacher to determine if they have mastered the learning objectives. When students own their learning,

they understand the standards that have been set, and through scaffolding and support from the teacher, they have a clear path on how to improve. Standards should be written in student-friendly language so that students can articulate exactly what is expected of them. Students should be given exemplars for self-evaluation and reflection, as well as a place to collect evidence that demonstrates their progress toward the learning standards. Lastly, when students are able to facilitate a student-centered conference about their progress, it gives them the opportunity to share their learning with their parents and teachers. [1; 104 p]

Awareness. Typically, student awareness toward progress occurs during progress or report card time. On most occasions when students receive graded work, they often look at the grade without little thought about the learning that occurred. Goal setting helps students to be more aware of the learning that they are expected to experience. This awareness helps students to be engaged in the learning process. Mastery-oriented goals give students the opportunity to focus on learning standards and their own growth. Without goals, student motivation and engagement decreases because students are not aware of what they should be learning and have no idea about their role in the learning process. [1; 104 p]

Learning. Learning cannot occur in the absence of feedback. Goal-setting with students must be accompanied with individualized, targeted feedback. Goals without feedback will not increase student achievement. Choosing a limited number of goals will help teachers focus on the most important needs of the student, and will help students focus on the most critical areas of their learning. Goals should be individualized for each student, and an entry point that is challenging but attainable for the student is a great starting place when it comes to setting goals. When students experience success, they are motivated to continue to push themselves.

Setting goals with students informs teacher practice, engages and motivates students during the learning process, and creates a partnership between the teacher, student, and parents.

Conclusion. It is obvious now that teaching of English in general and reading in particular is not an easy task. Reading itself is a complex activity which involves almost all sort of language activity such as pronunciation drill, vocabulary teaching, comprehension etc. If the class of reading is justified truly most of the language activity is successfully completed. Thus, it is important to think seriously about the teaching of reading. There is no denying the fact that the learners of reading in a bilingual context face greater amount of difficulties due to variety of reasons. If the teachers are able to make a diagnostic study and make error analysis the teaching/learning activity may be found to be somewhat easier for both-the learners and the teachers. The teachers have to look for a suitable strategy for fostering reading according to the nature and level of difficulties so that the process may be made easier and practically feasible for the ultimate achievement of the target.

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