



**«ԻՆՏԵՐԱԿՏԻՎ ԿՐԹՈՒԹՅԱՆ
ԶԱՐԳԱՅՈՒՄ»
ՀԻՄՆԱԴՐԱՄ**



**ՀԵՐԹԱԿԱՆ ԱՏԵՍՏԱՎՈՐՄԱՆ ԵՆԹԱԿԱ
ՈՒՍՈՒՑԻՉՆԵՐԻ ՎԵՐԱՊԱՏՐԱՍՏՄԱՆ
ԴԱՍԸՆԹԱՑ 2022**

ՀԵՏԱԶՈՏԱԿԱՆ ԱՇԽԱՏԱՆՔ

**ԹԵՄԱ «Օտար լեզու» առարկայի առանձնահատկությունները և ուսուցման
նպատակները**

ԱՌԱՐԿԱԱնգլերեն լեզու

ՀԵՂԻՆԱԿ Հարությունյան Նելլի

ՄԱՐԶ Կոտայք

ՈՒՍՈՒՄՆԱԿԱՆ ՀԱՍՏԱՏՈՒԹՅՈՒՆ Հրազդանի N2 հիմնական դպրոց

Plan

Introduction.....	pg3
Chapter I	
The Aims of Foreign Language Teaching.....	pg7
Chapter II	
Subject-Specific Objectives of Foreign Language	
Teaching.....	pg10
Chapter III	
The Content of Foreign Language Teaching.....	pg13
a) Teaching Reading Skills	
b) Teaching Speaking Skills	
c) Teaching Writing Skills	
d) Teaching Vocabulary	
ANALYSIS OF THE VI AND VII FORM TEXT-BOOKS	
Conclusion.....	pg24
Bibliography.....	pg26

Ներածություն

Լեզուների ուսուցման մեթոդաբանությունը բնութագրվել է տարբեր ձևերով. Քիչ թե շատ դասական ձևակերպումը հուշում է, որ մեթոդաբանությունը կապում է տեսությունն ու պրակտիկան: Մեթոդաբանության շրջանակներում հաճախ տարբերակվում է մեթոդների և մոտեցումների միջև, որոնցում մեթոդները համարվում են ֆիքսված ուսուցման համակարգեր՝ սահմանված տեխնիկայով և պրակտիկայով, իսկ մոտեցումները լեզվի ուսուցման փիլիսոփայություններ են, որոնք կարող են մեկնաբանվել և կիրառվել տարբեր ձևերով դասարանում:

Լեզվի ուսուցումը որպես մասնագիտություն ի հայտ եկավ անցյալ դարում: Իրականում ո՞րն է տարիքի և լեզվու սովորելու հարաբերությունը: Կան բազմաթիվ առասպելներ և թյուրըմբռնումներ տարբեր տարիքի լեզու սովորողների հարաբերական կարողությունների կամ անկարողությունների մասին: Արդյո՞ք երեխաները ավելի արագ են սովորում լեզուն: Արդյո՞ք մեծահասակների համար անհնար է սահունության հասնել: Մի խոսքով՝ ոչ: Այս և այլ ընդհանուր համոզմունքները պարզապես ճշմարիտ չեն: Երեխաները պարտադիր չէ, որ ավելի արագ սովորեն, քան մեծերը, և իրականում մեծահասակները կարող են ավելի արդյունավետ սովորել: Ավելին, ժամանակի ընթացքում լեզվական կարողությունների կամ լեզու սովորելու կարողության կորուստ չի լինում: Տարիքը չի հանդիսանում խոչընդոտ լեզվի ուսուցման համար, և, ըստ ամենայնի, երկրորդ (երրորդ և այլ) լեզուն սովորելը իրականում ակտիվ է պահում տարիքով ավելի բարձր լեզու սովորողի միտքը: Բոլոր տարիքի մարդիկ կարող են հասնել հաջողության լեզուներ սովորելով:

Որոշ հետազոտողներ պնդում են, որ որքան շուտ երեխաները սկսեն սովորել երկրորդ լեզու, այնքան լավ: Այնուամենայնիվ, հետազոտությունները չեն հաստատում այս եզրակացությունը դպրոցական միջավայրում: Օրինակ, դպրոցական համատեքստում անգլերեն սովորող հայ երեխաներին ուսումնասիրելը եզրակացրեց, որ 5 տարի ծանոթանալուց հետո ավելի մեծ երեխաներն ավելի լավ են սովորում երկրորդ լեզուն: Նմանատիպ արդյունքներ են հայտնաբերվել եվրոպական այլ հետազոտություններում: Այս բացահայտումները կարող են արտացոլել լեզվի ուսուցման եղանակը, որն օգտագործվում է Եվրոպայում, որտեղ ավանդաբար շեշտը

դրվում է պաշտոնական քերականական վերլուծության վրա: Ավելի մեծ երեխաներն ավելի հմուտ են վարվում այս մոտեցմանը և, հետևաբար, կարող են ավելի լավ յուրացնել: Անգլերենը որպես օտար լեզու (TEFL) դասավանդելը, ինչպես ցանկացած այլ դասավանդման աշխատանք, ուղղված է ուսանողներին տեղեկատվությունը տեղեկատվական և հետաքրքիր ձևով փոխանցելուն: Ուսանողները անգլերեն են սովորում տարբեր պատճառներով.

- բարելավելու իրենց խոսակցական անգլերենը,
- բարելավելու իրենց անգլերենի մակարդակը դպրոցական քննություններին նախապատրաստվելիս,
- բարելավելու իրենց անգլերենը՝ անգլիախոս համալսարան ընդունվելու համար,
- կամ որպեսզի կարողանան անգլերենն օգտագործել իրենց աշխատանքում:

Հետևաբար, դասերի բովանդակությունը տարբեր կլինի: Կախված դպրոցից, աշակերտների կարողությունների մակարդակը նույնպես կարող է տարբեր լինել: Յուրաքանչյուր դասի նպատակն է խրախուսել ուսանողներին շփվել միմյանց հետ՝ օգտագործելով իրենց սովորած կառուցվածքներն ու բառապաշարը, ինչպես նաև բարելավել լեզվական չորս հիմնական հմտությունները՝ լսել, խոսել, կարդալ և գրել: Ուսուցիչները կօգտագործեն դասընթացի գրքերի, այլ նյութերի և տեսալսողական տարբեր միջոցների լայն տեսականի: Հատկապես շեշտը պետք է դրվի երկխոսության և դերախաղի վրա, բայց պետք է օգտագործվեն նաև ավելի պաշտոնական վարժություններ, լեզվական խաղեր և գրականություն: Ուստի ուսուցիչը պետք է օգտագործի տարբեր մեթոդներ օտար լեզվի դասավանդման ժամանակ:

INTRODUCTION

Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology links theory and practice. Within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, and approaches are language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom.

Language teaching came into its own as a profession in the last century. What exactly is the relationship between age and language learning? There are numerous myths and misconceptions about the relative abilities or inabilities of language learners of different ages. Do children learn language faster? Is it impossible for adults to achieve fluency? In a word - no. These and other common beliefs are simply not true. Children do not necessarily learn faster than adults and, in fact, adults may learn more efficiently. Furthermore, there is no loss of language ability or language learning ability over time. Age is not a detriment to language learning, and by all accounts, learning a second (or third etc) language actually keeps the older language learners mind active. People of all ages can benefit from learning languages.¹

Some researchers argue that the earlier children begin to learn a second language, the better. However, research does not support this conclusion in school settings. For example, a study of Armenian children learning English in a school context concluded that, after 5 years of

1. ¹G.V. Rogova "Methods of Teaching English", 1975: 15

exposure, older children were better second language learners. Similar results have been found in other European studies. These findings may reflect the mode of language instruction used in Europe, where emphasis has traditionally been placed on formal grammatical analysis. Older children are more skilled in dealing with this approach and hence might do better. Teaching English as a foreign language (TEFL) is, like any other teaching job, all about conveying information to students in an informative and interesting manner. Students learn English for a variety of reasons: to improve their conversational English; to improve their standard of English in preparation for school exams; to improve their English to gain entry to an English speaking university; or in order to be able to use English in their job. Consequently, the content of the lessons will vary. Depending on the school, the level of ability of the students may vary too. The aim of each lesson is to encourage the students to communicate with each other using the structures and vocabulary they have learnt, and to improve the four basic language skills of listening, speaking, reading and writing. Teachers will use a wide range of course books, other materials and a variety of audio-visual aids. There is a lot of emphasis on dialogue and role-playing, but more formal exercises, language games and literature will also be used. So the teacher must use different kind of methods in teaching foreign language.

Chapter I

THE AIMS OF FOREIGN LANGUAGE TEACHING

Two decisions are fundamental in foreign language learning activities: why to learn and how to learn it. Without fairly clear views on these matters no learning activities can be planned and no organized learning can take place. Aims and objectives play a decisive role in practically all aspects of language teaching and learning. This is true of the content as well, as to what teaching activities to undertake, as to what amount of time to be investigated and so on. Aims and objectives will play a major role in solving each problem in regard to language teaching and learning.

The aims of foreign language teaching are threefold: practical, educational and cultural.²

Its practical aims are consequent on the basic function of language, which is, to serve as a means of communication.

International intercourse is realized directly, through the spoken language, or indirectly, through the written language, that is through printed, or hand or type-written texts. Therefore the school programmes set forth the following practical requirements: the instruction must be such as ensure that the graduates can observe on the foreign language on simple every day subjects, using the speech material dealt with in the course, can read and understand without a dictionary an easy text in the foreign language, and with the occasional help of a dictionary a text presenting moderate

2. ²G.V. Rogova "Methods of Teaching English", 1975: 80

difficulties, and can express in written form simple thoughts (write a short letter).

The educational aims of foreign language teaching in schools consist in calculating in the children through instruction in the foreign language the principles of morality.

As main components of the educational aims are the following

a) promoting the development and the enrichment of the learner as an individual, as a personality

b) the development of the learner as a social being, that is the development of the learner's intelligence and of his social sense, transmittance of knowledge and culture and contribution to the learner's professional qualifications. So the educational aim is to give pupils the fullest possible scope for fulfilling their potential as unique individuals in society.

The learners should be prepared for the assumption of responsibility, rights and duties in the state and in society, as well as in their own environment. All educational and training activities should be aimed at the overall personality of the learner.

Why do teachers do whatever they do with their pupils inside or outside of the classroom? They do this to help the learner to achieve the aims of education.

Of equal importance with the acquisition of knowledge and skills are character- building, the development of emotional and creative capacities, as well as the development of social, ethical and moral values and attitudes.

This is the cultural aim of foreign language teaching. The cultural aim mentioned in school programme of foreign languages implies the following tasks: widening the pupils' general outlook, developing their powers abstract thinking, cultivating their sense of beauty and their

appreciation of art. The reading of English texts acquainting the pupils with the life and culture of the English-speaking nations, and with their manner and customs, will contribute to the mental growth of the pupils.

Later the ability of reading English and American authors in the original and texts in the English language reflecting the culture of the countries where that language is spoken will likewise serve the pupils as a mean of attaining a higher general education level.

Reading good authors in the foreign language will develop in the children a feeling of beauty.

A widening of their philological outlook will result from the unconscious and conscious comparison of the foreign with the native language.

Chapter II

Subject-Specific Objectives of Foreign Language Teaching

Closely connected with the aims of foreign language teaching are some subject-specific objectives. Foreign language teaching and learning are subject-specific educational activities, and it is through these activities that general educational aims are to be achieved. Subject-specific teachers are supposed to teach their subject and to contribute to the achievement of general educational aims through their subject-specific teaching. So the achievement of general educational aims and demands integration of the general aims and subject-specific objectives.

The overtly stated aims of foreign language teaching and learning nowadays is the ability to communicate, to use the foreign language for purposes of communication, and it is considered to be the essential object of foreign language teaching. The concept of communication is, of course, not restricted to face-to face communication, but covers the full range of interactional activities. In fact, as we take into account the full range of these activities, foreign language teaching becomes more and more complex.

So to form and develop communicative ability of the learner, the following components of communicative ability should be taken into consideration and developed:

- Communicative ability:
- a) linguistic competence
 - b) sociolinguistic competence
 - c) discourse competence
 - d) strategic competence
 - e) sociocultural competence

f) social competence

Optimal development of personality:

a) cognitive development

b) affective development

Linguistic competence is defined as the ability of a speaker-hearer to speak and understand language in a grammatically correct manner ^[1]. It is one of the two elements in Chomsky's performance/competence distinction. Linguistic competence is an area of study in the field of intercultural communication founded by the linguist Noam Chomsky. Linguistic competence is the use of grammatical rules of a language, whereas communicative competence is the use of social language rules. This broader knowledge to communicate successfully within the norms of a culture's language was introduced by the linguist Dell Hymes. Dell Hymes expanded on Noam Chomsky's view of linguistic competence by considering the social factors of a culture's language.

Sociolinguistic competence is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation.

Discourse competence is defined as the ability to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances.

Sociocultural competence is defined as involving knowledge of the sociocultural rules of language and of discourse.

Strategic competence is seen to refer to "the verbal and nonverbal communication strategies that may be called into action to

compensate for breakdowns in communication due to performance variables or due to insufficient competence”

Cognitive development is defined as thinking, problem solving, concept understanding, information processing and overall intelligence.

Chapter III

The Content of Foreign Language Teaching

The content of foreign language teaching or what to teach is one of the main problems methodology deals with.

The first component of "what to teach" is habits and skills which pupils should acquire while learning a foreign language. According to the aims of learning the subject they are: listening, comprehension, speaking, reading and writing. The level of habits and skills is determined by the syllabus for each form. Thus in school syllabus we can find some directions as to the level of skills that should be reached in each particular form and their development from form to form. For example the requirements for hearing and reading skills differ in the 9th and 10th forms. In the 9th form the pupils should be able to understand oral language on the basis of the material previously learned and within the topics covered while in the 10th form the material for hearing should include 1-2 unfamiliar words pupils to guess their meaning and to understand a text received by ear, based on the material learned. This is a new "qualitative step" for pupils in understanding oral language. It is in the 9th form that pupils should read at speed of 1000 signs per academic hour, in the 10th form - the speed of reading is 1300.

The second component of " what to teach" is language(textual) material, arranged in topics and serving as starting points for the development of oral language and written languages which allows the teacher to teach the practical educational and cultural aims set by syllabus.

For example in the junior stage (the 5th and 6th forms) pupils should speak and read about school, hometown, countryside, nature, physical training and sports.

The third component of the content of foreign language teaching is linguistic material, i.e. phonology, grammar and vocabulary, carefully selected for the purpose. The selection of linguistic material, the compiling of the so-called minimal, for instance, minimum vocabulary and minimum grammar, has always been one of the most important and difficult problems to be solved and although a great deal of work has been done in this respect we are still on the way to its solution.

A limited body linguistic material is required by pupils who have about 600 class hours at their disposal spread over six years (extensive course) and at the same time it must be large enough to serve as a sound basis for developing pupil's language skills.

The content of foreign language teaching involves³

- 1) language skills: listening, speaking, reading and writing
- 2) language(textual) material
- 3) linguistic material, vocabulary, grammar, phonological minimal.

³Общая методика обучения иностранным языкам в средней школе. И.В. Рахманова, А.А. Миролубова, В.С. Цетлин. М., 1967: 112

Teaching Listening Skills

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability. The importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classrooms, students always do more listening than speaking. Listening competence is universally “larger” than speaking competence. An interactive model of listening is comprehension. After the initial reception of sound, we human beings perform at least seven other major operations on that set of sound waves. In conversational settings, of course, immediately after the listening stage, further interaction takes place as the hearer becomes speaker in response of some kind.

Teaching Speaking Skills

In teaching speaking skills the teacher should take in to consideration the following tasks: to teach the pupils to understand the foreign language spoken and to teach them to speak the language.

But while developing their speaking skills some pupils confront some problems. The following factors make speaking difficult:

1. Clustering
2. Redundancy
3. Reduced forms
4. Performance variables
5. Colloquial language
6. Rate of delivery
7. Stress, rhythm and intonation
8. Interaction

But pupils can overcome these problems if they try to talk in that foreign language as much as possible. The more frequently they use it, the more skilled they will be in their speaking and they will not confront any problems connected with their oral speech.

Teachers and lecturers should help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

Teaching Reading Skills

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out with them. If we do not do these things then we only just scratch the surface of the text and quickly forget it.

In teaching pupils to read the teacher must do his best to prevent mistakes. In spite of the much work done by the teacher, pupils will make mistakes in reading. The question is who corrects their mistakes, how they should be corrected, when they must be corrected. Students need to be able to do a number of things with a reading text. They need to be able to scan the text for particular bits of information they are searching for. And they also need to be able to skim a text – as if they were casting their eyes over its surface – to get a general idea of what it is about.

TEACHING VOCABULARY

To know a language means to master its structure and words. Thus, vocabulary is one of the aspects of the language to be taught at school. The problem is what words and idioms pupils should retain. It is evident that the number of words should be limited because pupils have only 2-4 periods a week; the size of the group is not small enough to provide each pupil with practice in speaking; schools are not fully equipped with special laboratories for individual language learning. The number of words pupil should acquire in school depends wholly on the syllabus requirement. The latter are

determined by the conditions and methods used. For example, experiments have proved that the use of programmed instructions for vocabulary learning allows us to increase the number of words to be learned since pupils are able to assimilate them while working independently with the program.

The vocabulary, therefore, must be carefully selected in accordance with the principle of selecting linguistic material, the conditions of teaching and learning a foreign language in school.⁴

Scientific principles of selecting vocabulary have been worked out. The words selected should be:

1. frequently used in the language;
2. easily combined (nice room, nice girl, nice weather);
3. unlimited from the point of view of style (oral, written);
4. included in the topics the syllabus sets;
5. valuable from the point of view of word-building (use, used, useful, useless, usefully, user, usage).

The first principle, word frequency, is an example of purely linguistic approach to word selection. It is claimed to be the soundest criterion because it is completely objective. It is derived by counting the number of occurrences of words appearing in representative printed material comprising novels, essays, plays, newspapers, textbooks and magazines.

Modern tendency is to apply these principles depending on the language activities to be developed. For developing reading skills pupils need "reading vocabulary", thus various printed texts are analyzed from the point

3. ⁴Общая методика обучения иностранным языкам в средней школе. М., 1967р. 117

of view of word frequency. For developing speaking skills pupils need "speaking vocabulary". In this case the material for analysis is the spoken language recorded. The occurrences of words are counted in it and the words more frequently used in speaking are selected.

The other principles are of didactic value, they serve teaching aims.

The words selected may be grouped under the following two groups:

1. Words that we talk with or form (structural) words which make up the form (structure) of the language.
2. Words that we talk about or content words

In teaching vocabulary for practical needs both structural words and content words are of great importance. That is why they are included in the vocabulary minimum.

The number of words and phraseological units the syllabus sets for a pupil to assimilate is 800 words.

The selection of the vocabulary although important is not the teacher's chief concern. It is only the "what" of teaching and is usually prescribed for him by textbooks and study - guides he uses. The teacher's concern is "how" to get his pupils to assimilate the vocabulary prescribed. This is a difficult problem and it is still in the process of being solved.

The teacher should bear in mind that a word is considered to be learned when:

1. it is spontaneously recognized while auding and reading;
2. it is correctly used in speech, the right word in the right place.

ANALYSIS OF THE VI AND VII FORM TEXT-BOOKS

I have looked through the English books for the 6th and 7th forms. These books consist of eight units which apply to teachers different teaching materials for teaching and developing pupils' skills in the English language. There are, for example, speaking and writing, speaking and reading, grammar practice units which encourage pupils to improve their skills: speaking, writing, reading, communicative skills. One way to encourage students to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. First of all, I would like to point out the rich vocabulary the book is provided with. It plays a great role in teaching a foreign language. In my opinion the teacher must use different kinds of methods, techniques and teaching principles for improving students' grammar, writing, reading skills and pronunciation which are also based on good vocabulary.

This book contains rather effective exercises to improve pupils' oral speech and writing skills. The 2C unit contains a stock of exercises which allow the teacher to develop the pupils' grammatical comprehensive skills and build grammatically correct sentences. Exercises do not maintain entire knowledge which will improve students' English speaking, writing, communicative, reading skills.

Thus, for example;

☞ **Make sentences using the following words**

1. *I native, my, like, town.*
2. *Favorite, my, writer, Ch. Dickens, is.*
3. *Usually, she, coffee, breakfast, for, drinks*
4. *They, cinema, will, tomorrow, go.*

☞ **Choose the correct word.**

1. *They (go, went) to the cinema yesterday.*
2. *He usually (will read, reads) books in the evening.*
3. *They (go, gone) to school (by, on) bus*
4. *We shall go to the cinema (tomorrow, yesterday).*

The book for the 6th form contains different discussion topics as well, which give an opportunity to students to improve their skills in English. The book contains all the main topics concerning our lives such as: "The place we live in", "Traveling and Transport", "Hobbies", "My Country", etc.

Students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. This kind of discussions will encourage students to be more searching in learning their lesson – materials. To help students develop communicative efficiency in speaking, books should contain such exercises which will allow teacher to make lessons more interesting and effective in teaching English as a foreign language.

The book for 7th form comprises almost the main glossary of English grammar. It centers on basic tenses (past, present, future) with irregular

and regular verbs. Passive voice principle parts of speech (noun, adjective, adverb, and verb) are also a grammatical part of this book.

The second lesson is devoted to the revision of the Past Tense. The basic structure of tense for regular verbs and irregular verbs is exactly the same. The only difference is that with regular verbs the past and past participle are not always the same. For practicing the differences between regular and irregular verbs as well as for their correct usage in appropriate tense in the book are given a number of exercises. Thus, for instance;

⇒ *Complete the sentences using the following verbs in the correct form:*

1. We couldn't afford to keep our car, so we (to sell) it.
2. It was cold, so She (shut) the window.
3. They (not / invite) her to the party.
4. He (live) in Moscow in his childhood.

Another important grammatical material that is worth mentioning in this book is passive voice. Teaching the use of the passive voice constitutes a problem area in many language courses. Often it is treated as a transformation exercise, the student being required to rewrite active statements as passive ones.

Passive voice is used when we don't know who did something or it is not important who did it. **to be + Participle II /verb+ed**

Thus, for instance

⇒ *Rewrite the sentences into passive voice*

1. Somebody has cleaned the room
2. They always wait for her after classes.

3. Everybody listened to her attentively.
4. They build a lot of new houses in this district every year.
5. People speak English in different parts of the world.

The advantage of the traditional explanation is that it is easy to teach, which can be important for lower level classes, multi-lingual classes, and classes given by inexperienced teachers. However, ease of teaching should be experience with the help of different kinds of teaching methods.

Եզրակացություն

Այսպիսով, կարելի է եզրակացնել, որ օտար լեզվի ուսուցման գործընթացը բարդ գործընթաց է: Սովորելը կարող է տեղի ունենալ առանց գիտակցված ուսուցման, բայց ուսուցումը նպատակ ունի հանգեցնել ուսանողների ինքնուրույն սովորելուն, և արժեք չունի, եթե դա չլինի: Այլ կերպ ասած, ուսուցման հայեցակարգը հասկացվում է որպես գործընթաց, որը ներքուստ և անքակտելիորեն կապված է սովորելու հետ: Հետազոտական աշխատանքս գրելիս պարզեցի, որ օտար լեզվի դասավանդման հիմնական նպատակը կրթական, գործնական և մշակութային նպատակներն են, որոնք որոշիչ դեր են խաղում գործնականում լեզվի ուսուցման և ուսուցման բոլոր ասպեկտներում: Նրա գործնական նպատակները պայմանավորված են լեզվի հիմնական գործառույթով, այն է՝ ծառայել որպես հաղորդակցման միջոց: Մշակութային նպատակը ենթադրում է հետևյալ խնդիրները՝ ընդլայնել աշակերտների ընդհանուր հայացքը, զարգացնել նրանց վերացական մտածողությունը, զարգացնել գեղեցիկի նրանց զգացումը և գնահատել արվեստը: Բովանդակությունը նույնպես կարևոր է, քանի որ դրա օգնությամբ ուսուցիչները որոշում են, թե ինչ սովորեցնել: Այն օգնում է զարգացնել մեր խոսելու, կարդալու, գրելու և լսելու հմտությունները և ընդլայնել մեր բառապաշարը: Ուստի մեծ ուշադրություն պետք է դարձնել բովանդակությանը, քանի որ եթե այն լավ կազմակերպված է, այն աշակերտներին հնարավորություն կտա ավելի հեշտ սովորել օտար լեզու:

Conclusion

Thus, we can conclude that the process of teaching a foreign language is a complex one. Learning may take place without conscious teaching, but teaching is intended to result in personal learning for students, and is worthless if it does not do so. In other words, the concept of teaching is understood as a process that is intrinsically and inseparably bound up with learning.

While writing my term paper I found out that the main aims of teaching a foreign language are the educational, practical and cultural aims, which play a decisive role in practically all aspects of language teaching and learning. Its practical aims are consequent on the basic function of language, which is, to serve as a means of communication. The cultural aim implies the following tasks: widening the pupils' general outlook, developing their abstract thinking, cultivating their sense of beauty and their appreciation of art.

The content is also important as with the help of it teachers decide what to teach. It helps to develop our speaking, reading, writing and listening skills and to enlarge our vocabulary.

Hence great attention should be paid to the content as if it is well-organized it will give pupils an opportunity to learn a foreign language easier.

Bibliography

1. Общая методика обучения иностранным языкам в средней школе.
И.В. Рахманова, А.А. Миролубова, В.С. Цетлин. М., 1967.
2. G.V. Rogova "Methods of Teaching English", 1975
3. Marianne Celce Murcia "Teaching English as a Second Foreign Language", 1987