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GOAL SETTIN IN EDUCATION

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Abstract: The difficulty of connecting learning objectives to students' past knowledge and experiences. Actions taken by the teacher and students during a lesson are referred to as instructional events. Selecting appropriate events and planning them in the right format and the right sequence is crucial in a successful lesson design. Requirements for prospective foreign language experts in higher education - to offer instructors with a focused approach to language education, to construct a single system of methods based on worldwide standards to determine students' level of language proficiency, educators, professors, and teachers to enhance professional qualification criteria and mechanism.
Key words: Prior experiences and knowledge, learner, planning, lesson.

Annotatsiya: O‘quv maqsadlarini o‘quvchilarning avvalgi bilim va tajribalari bilan bog‘lashning qiyinligi. Dars jarayonida o‘qituvchi va o‘quvchilar tomonidan bajariladigan harakatlar ta’limiy tadbirlar deb yuritiladi. Darsni to‘g‘ri tashkil etishda tadbirlarni to‘g‘ri tanlash, ularni to‘g‘ri shaklda va ketma-ketlikda rejalashtirish muhim ahamiyatga ega. Oliy ta’limda xorijiy tillar bo‘yicha bo‘lajak mutaxassislarga qo‘yiladigan talablar - til ta’limiga yo‘naltirilgan yondashuvga ega o‘qituvchilarni taklif etish, talabalarning til bilish darajasini aniqlash uchun jahon standartlari asosida yagona metodlar tizimini qurish, pedagoglar, professor-o‘qituvchilarning kasbiy malaka mezonlari va mexanizmini takomillashtirish.
Tayanch iboralar: Oldingi tajriba va bilimlar, o‘rganuvchi, rejalashtirish, dars.
Аннотация: Сложность связывания учебных целей с прошлыми знаниями и опытом учащихся. Действия, предпринимаемые учителем и учащимися во время урока, называются обучающими мероприятиями. Выбор подходящих мероприятий и их планирование в правильном формате и последовательности имеет решающее значение в успешном проектировании урока. Требования к будущим специалистам по иностранным языкам в высшем образовании - предложить преподавателям с ориентированным подходом к языковому образованию, построить единую систему методов на основе мировых стандартов для определения уровня владения языком студентов, а педагогам, профессорам и преподавателям - для повышения критериев и механизма профессиональной квалификации.
Ключевые слова: Предыдущий опыт и знания, обучающийся,

INTRODUCTION

A well-planned lesson is thought to require a clearly defined instructional aim. This study looked into how teachers frame or imply lesson objectives in their lesson plans and categorized them based on aspects of knowledge and cognitive processes. The basis for this study was derived from Krathwohl's two-dimensional Taxonomy Table, which was modified for technology. It was found that most of the directly stated objectives are directed to the lower level of the cognitive process dimension and address mainly factual knowledge, while no activities or lesson components address meta-cognitive knowledge. Some lesson objectives inferred from planned assessment activities placed higher demands on learners' cognitive domain. A recommendation flowing from the study is that, during pre-service training and in-service teacher support processes, the importance of clear lesson objectives should be emphasised and that assessments planned for such lessons should closely match the lesson objectives. Further research is also needed on the reasons why low cognitive demands are made in the teaching of Technology.

1. The goals and the objectives of a language course should be designed to meet the needs of the language learner to help them develop and improve their communicative competence. Since the

primary goal of learning a second language is to provide fluency and accuracy in written and spoken modes of communication, first, the language teacher and the learner should pay attention to design communicative activities which would help to develop the communicative competence. Stern (1983:346) summarizes 'competence' in language teaching as:

a) The intuitive mastery of the forms of language.
b) The intuitive mastery of the linguistic, cognitive, affective and sociocultural meanings, expressed by the language forms.
c) The capacity to use the language with maximum attention to communication and minimum attention to form.
d) The creativity of language use.

Obviously, the term competence invites both the teacher and the learner to develop linguistic and sociolinguistic skills, in order to achieve complete and accurate communication.

2. The language teacher should design the course material to engage the learners in the pragmatic, coherent and functional uses of language for communicative purposes. As Erton (1997:7) claims, "The functional study of language means, studying how language is used. For instance, trying to find out what the specific purposes that language serves for us, and how the members of a language community achieve and react to these purposes through speaking, reading, writing and listening."

The pragmatic competence of the learner must be well developed; consequently he or she will be able to conduct communication with accuracy. The development of coherence and the ability to react in different situations show a good level of functional competence. The grammar of the target language should not be taught in isolation with its use. The learned should be able to put his or her knowledge of language into practice.

3. There are a number of activities useful for the development of pragmatic competence. Moreover, they should raise the learners' awareness of the importance of such competence in the process of acquiring the target language. As Mey (1993:185-6) states, "Linguistic behaviour is social behaviour. People talk because they want to socialise, in the widest possible sense of the world:

either for fun, or to express themselves to other humans, or for some 'serious' purposes, such as building a house, closing a deal, solving a problem and so on."

Thus, Mey claims that, language is a tool for human beings to express themselves as social creatures and the language used in that particular context is important in terms of linguistic interaction that takes place. "Such a context naturally presupposes the existence of a particular society, with its implicit and explicit values, norms, rules and laws, and with all its particular conditions of life: economic, social, political and cultural." admits Mey (1993:186-7).

The purpose of the application of different teaching and learning activities is to help students become more effective, fluent and successive communicators in the target language. As Harlow (1990:348) states, ". . . most importantly, both teachers and textbooks alike need to emphasise to the learner that language is composed of not just linguistic and lexical elements; rather, language reflects also the social context, taking into account situational and social factors in the act of communication." Since pragmatic competence is a combination of these factors, the development of the pragmatic ability should be accepted as one of the primary teaching goals. Students will be able to act different communicative patterns, they will find themselves active and involved in concrete acts in the classroom. Pragmatic competence will secure them good levels of grammatical and functional competences as well. They will react fluently, coherently and accurately. What is more, pragmatic competence will urge their critical thinking.

Each new academic year is a fresh opportunity to inspire students to learn as much as they can, do their best, and work hard! As teachers, we have goals we want to accomplish each year, week, day, and maybe even class period.

ls, it is important to encourage our students, no matter what age, to create their own too! Creating goals can seem like a daunting task for elementary aged students. They might think, *"Where do I start?"* Or, *"What can I do better this year?"* Taking time for student goal setting is a great way to have the students think about what they would like to achieve throughout the school year, month, or

week.Here are some important aspects to keep in mind when implementing student goal setting into the classroom:

1. FIGURE OUT WHAT IS IMPORTANT FOR STUDENTS?

Each student should think about what is important to them. This is their goal, something they want to be able to achieve. These goals could range from a classroom behavior goal, to a reading goal, or to a studying goal and so on. The ideas are endless when it comes to what the student would like to achieve. To help kick start ideas for students, provide examples, models, and stories of students who have achieved a variety of goals. This can help inspire your students to write their own. Over the years, you will be able to gather a collection of examples of goals students have set and accomplished. Taking photos of goals, progress, and accomplishments will help give future students examples as well.

2. ENCOURAGE SHORT TERM GOALS VS. LONG TERM GOALS

Setting both short term and long term goals are important for elementary students. If students only think about their long term goals for the whole school year they are more likely to get discouraged. Setting short term goals can help motivate students along the way. Short term goals help students achieve their long term goals. Help them think about what they can accomplish this week. AND, don't forget to check back in with them in a week!

We use some of the goal setting forms for our short-term goals. They are the perfect size to zero in on specific goals and actions to accomplish the goals.

3. WRITE DOWN AND TRACK GOALS

Writing down goals makes them more real for everyone, even for young students. Getting their goals on to paper can serve as a reminder each time they look back in their notebook or even on the classroom wall.

You can use a simple goal setting form like the one above or a more comprehensive Goal Setting and Data Portfolio. It doesn't need to be complex, but it does need to be written down so that students can keep track of and be reminded about the goal.

Writing down goals using the S.M.A.R.T. goal format is a very popular way to get students to think about their specific goal and how they are going to achieve it. Tracking goals can also help students see their own growth while they are working towards their goal. This can help maintain enthusiasm for reaching the goal.

For example, if a student is trying to memorize their math facts, each time they memorize a set of numbers or become fluent with a strategy, they can keep track of this in a log or a chart. This can show the student how they have grown over time and help them see how much more they need to grow to reach their goal.

CONCLUSION

Having examined those broad educational goals can provide direction for unit and lesson planning, communicate the importance of your instruction to administrators energize your learners to higher levels of commitment and performance. They can also provide a practical framework around which to organize and sequence your instruction, the following indicators will be used:

1. GOALS describe the lesson's summative outcomes (where students will go) and the OBJECTIVES describe how students will get there;

2. Goal statements, although written for the teacher, are expressed from the learner's point of view. In other words, goals identify what your students will learn from your instruction.

3. "Learners will acquire the ability to construct a convincing argument" qualifies as a goal statement because it identifies what is expected of your students.

4. The best way to find proper goals, given the diversity and complexity that exist across subjects and grades

5. Several approaches to formulating educational goals have been developed to help you

. When planning, preparing and conducting the research, I have proceeded from the position that any study is carried out not among students in general, but among students of a particular age group who have certain psychological and pedagogical characteristics due to various factors. Each

educational level corresponds to a certain age period in a person's life, and at a certain stage of the educational system, any group of students will be characterized by certain features. Each period (age) is characterized by the following indicators: 1) a specific social situation; 2) the main or leading way of activity; 3) major psychological neoplasms.

Thus, since considering the students as a specific group of people, united by one educational institution and, therefore, having at least one common motive for learning: mastering a certain set of knowledge for subsequent professional activities, we can assume that, given the differences in personality features and styles of individual learning for each individual student, having analyzed these characteristics, it will be possible to develop the most effective way of designing lessons using various goals and objectives.

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