

**IMPROVEMENT OF MECHANISMS OF MORAL AND AESTHETIC
EDUCATION OF STUDENTS IN FOREIGN LANGUAGE LESSONS OF A
TECHNICAL UNIVERSITY**

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DOI: 10.5958/2249-7315.2021.00143.X

ABSTRACT

It is obvious that the goals of upbringing are inextricably linked with all general education subjects studied at a technical university. And one of the most important subjects that forms the moral character of a student, undoubtedly, is a foreign language. So, one of the important areas of implementation of the state educational standard is the educational component.

KEYWORDS: *Moral Education, Technical University, Student, Foreign Language, Classes.*

INTRODUCTION

The spiritual and moral component of the student's personality is the main aspect of its socialization in the context of the rapid development of society, a factor of gradual and conscious inclusion in various spheres of social activity and public life. Therefore, it is no coincidence that the main goal of teaching a foreign language at the present stage of educational development is the student's personality, who is capable and willing to participate in intercultural communication in the target language and independently improve in the foreign language speech activity he is mastering.

It is quite obvious that in order to become full participants in the global cultural process, today's youth need to master those spiritual and moral values that have been accumulated by mankind over the course of many centuries. An individual and a whole people, entering the common human cultural space, must possess various means of interethnic communication. From this point of view, knowledge of at least one foreign language plays a huge role [1].

A foreign language occupies a special place among many academic disciplines. Its peculiarity lies in the fact that in the course of its study, students develop skills and abilities to use a foreign language as a means of communication, a means of obtaining new and interesting information for them. The communicative orientation of the subject, the study of customs, traditions and, above all, the language of another nation, contribute to the education of citizenship and high moral qualities of the individual. [2]

METHODS

The Purpose of This Methodological Development:

- To present the experience of using various methods of spiritual and moral education of students in foreign language lessons.

Tasks:

- To reveal the concept of "method";
- To characterize the main methods of spiritual and moral education in foreign language lessons;
- To summarize personal experience in the application of methods of spiritual and moral orientation.

Today, a foreign language is not just a general educational discipline, but also an important means for the dialogue of two cultures (foreign language and national). The English language is an instrument of international communication and human unity. In the course of studying a foreign language, topics are discussed that allow you to correlate your views with the norms of public morality. These topics include: environmental problems, national culture, national cuisine, holidays, customs and traditions, media, tolerance, the future of civilization, inventions, outstanding people, etc.

The difference between the culture of the country of the native language and the cultures of the countries of the target language can sometimes cause linguistic and socio-cultural alienation among students. The result of such alienation can be the devaluation of aspects of a foreign culture, or, on the contrary, the devaluation of the native culture and admiration for all foreign ones. When learning foreign languages, students need to study and assimilate: a) world culture, national cultures and social subcultures of the peoples of the countries of the target language and their reflection in the image and lifestyle of people; b) the spiritual heritage of countries and peoples, their historical and cultural memory; c) ways to achieve intercultural understanding. [3]

In the history of the methodology of teaching foreign languages, the concept of "method" has always been considered as a basic category. When characterizing the concept of "method", one must proceed, first of all, from the fact that in pedagogy and methods of teaching foreign languages the definitions of the method may not coincide in some respects. In didactics, methods are usually interpreted as ways of the teacher's work with students. In this regard, their names are most often offered in this form: oral presentation of the material (story, explanation, and lecture), work with a textbook (book), practical work, exercises, creative assignments, etc. These methods are based on the ways of communicating certain theoretical positions to students. Such an interpretation of the method can be considered quite legitimate when it comes to methods of mastering theoretical knowledge, which is characteristic of the general orientation of modern didactics towards educational subjects, the object of which is the mastery of certain knowledge.

In teaching a foreign language, as a very specific subject, the object of training is the formation of practical skills and speech skills, while the mastery of linguistic concepts is given a very modest place, since they play a subordinate role in the educational process.

In modern teaching a foreign language at a technical university, various methods are very widely used that help the teacher to focus the attention of students precisely on the spiritual and moral values of mankind, and we would like to consider the following:

- Collective (group) work and work in pairs;
- Role-playing game;
- Thematic training session;
- Method of design research;
- Use of ICT in foreign language lessons;
- Reading authentic texts;
- Poetry in English lessons;
- Extracurricular work;

Working with texts can be divided into several stages: Stage 1 is the choice of stories. Stage 2 - working with texts and preparing presentations to facilitate understanding of the information. It is safe to say that such work contributes to the full-fledged spiritual and moral development of students, since education in it is not limited to simple information about certain values.

RESULTS

The introduction of forms and methods of work in foreign language lessons that contribute to the spiritual and moral development of students, as our experience shows, gives positive results. In early May, an anonymous survey was conducted among first-year students in the form of a questionnaire. As it is shown, the results of the survey all students like various techniques and forms of teaching English, but most of them (from 60% to 80%) prefer the following methods: , project research, extracurricular activities and the use of information and communication technologies. Also, each student (100%) is sure that the popularity of the English language in the conditions of modern life is really huge in connection with the possibility of obtaining a quality education, high-paying and prestigious job. 70% of the respondents like the English language training sessions, but, unfortunately, only 58% would like to increase their number. Almost all students (95%) are in a calm state during the lesson, are not nervous and confident in their knowledge, and only 10% feel nervous tension because of the fear of learning something new. Do not forget that at each lesson educational goals must be realized, which means that the teacher needs to create the right atmosphere, select the appropriate material that would give knowledge about traditions, people, teach to compare and draw conclusions. The problem of spiritual and moral education is becoming more and more urgent. Unfortunately, in modern society there is a low level of public morality; in adolescence, family traditions and values, patriotic feelings, a sense of tolerance and respect for other people are gradually lost. How would we like to see our students? We are sure that everyone, answering this question, will say: decent, kind, honest and fair. And what are we - teachers doing in order to instill all these qualities in our students? Here, not only the family and society play an important role, but also the educational institution. One of the priority tasks of the college is to contribute to the spiritual formation of the individual, the formation of moral attitudes and aesthetic taste. It is with spiritual and moral education that today the possibility of preserving both the individual and society is associated.

DISCUSSION

In conclusion, I would like to say once again that the study of any foreign language raises the spiritual and moral culture, broadens the horizons and fosters a positive and interested perception of the foreign language culture in the student. The use of such methods of teaching in practice as role-playing games, teamwork, thematic training sessions, the method of project research and others, contributes to moral and aesthetic development, has an impact on the spiritual formation of the individual. Thus, the spiritual and moral development and upbringing of students is the primary task of the modern educational system and is an important component of the social order for education. In modern society, knowledge of a foreign language raises the rating of a specialist in any industry, makes him competitive, and creates conditions for the comfortable performance of professional duties.

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