

Aesthetic Education of Students in a Technical University in a Foreign Language

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Annotation: *This article describes the system of educational activities for those who are engaged in a foreign language, which is aimed at improving the moral education of students of a technical university.*

Keywords: education, morality, student, technical university, aesthetic

A distinctive feature of the modern development of education is the change in the content-targeted aspects from the standpoint of the humanization of education. In these conditions, it becomes relevant to rethink the spiritual formation of the student's personality on the basis of the development of the aesthetic vision of the surrounding world, its emotional and figurative understanding. In this regard, there is a need to explore the specifics of the formation of the aesthetic attitude to reality, in particular, in the lessons of a

foreign language. Since ancient times, philosophers and educators, considering aesthetic education in the process of developing a person's ability to understand and feel the "beautiful", considered it an important and necessary element of the development of the whole personality. Aesthetic education not only "embeds" an individual into the culture of humanity, but also guides its development, encompassing both the spiritual world of the individual and its practical activity.

Aesthetic education, as an integral part of the comprehensive development of the personality, should be carried out continuously during all the years of upbringing and education of a person - during the preschool, school and after school periods of his life.

The need to consider the educational

side of the lessons of a foreign language is due, in particular, to the fact that the objects of the aesthetic cycle itself is not mandatory in many universities. In any case, they are paid much less attention than learning a foreign language, since a foreign language is one of the basic subjects at universities. Consequently, a consistent and systematic aesthetic education in foreign language lessons will allow you to form an aesthetically developed personality.

The central categories of aesthetic education are the concepts of "beautiful" and "harmony". Since the "beautiful" can be regarded ambiguously, for example, the beautiful as expressive, the beautiful as expressing the main idea of the work, the beautiful as reflecting the harmony of all parts of the whole, we consider it necessary to clarify the concept of this work. It consists in the following: we understand the beautiful first of all as harmony. Thus, beauty is a rationally predetermined harmony of all the parts that make up the whole, so that it becomes impossible to add or change anything.

Consequently, the main goal of aesthetic education, on the one hand, is to form the ability to see harmonious in the surrounding world and in the works of man. On the other hand, it is possible to speak about the education of a harmonious personality as a whole, including also such phenomena as aesthetic attitude to reality, morality. If we consider aesthetic education as a necessary component of learning a foreign language, then we can talk about the formation of the language competence of the student's personality.

The purpose of this work is to present a model of aesthetic education in a foreign language class.

The research includes the following:

- 1) the study and analysis of literature devoted to this issue;
- 2) the disclosure of the concept of "aesthetic education", coverage of the issue of categories, means, principles, aesthetic education;
- 3) clarification of the educational capabilities of a foreign language as an academic discipline;

4) the development of lessons in a foreign language, illustrating the possibility of aesthetic education in teaching a separate subject, in particular, a foreign language;

5) the development of criteria to assess the knowledge and skills acquired by students in the process of education, and in teaching a foreign language. The relevance of the study is due to the fact that in modern conditions a lot of attention in pedagogical science, and in part to practice, is given to the issue of forming an integral, developed and harmonious personality. However, the formation of moral and spiritual components requires a special relationship to the world, which is possible to form with the help of aesthetic education.

Aesthetic education is necessary because it allows you to form a special relationship to nature and to everything that is created by human hands. However, most of these studies were created in the late 70s - early 90s of the twentieth century, respectively, they reveal the problems of communist and

patriotic education, or their subject is to cultivate a love for Nature and mother language at the aesthetic level, the formation of only cognitive interest. Such a one-sided understanding of the educational capabilities of a foreign language leads to the fact that both practicing teachers and technical students in the process of preparing a lesson traditionally formulate the educational objectives of the lesson: “nurturing a love for one’s native language” and “nurturing a love for one’s native nature”, - although often the nature, for example, does not say a word or those words that sounded in the classroom, it is not enough to talk about the “education of love”. Thus, the educational objectives of the lesson are reduced only to the formal aspect, although the presence of the educational component (including aesthetic education) is considered necessary.

Therefore, we can talk about the novelty of this work:

- Aesthetic education is considered in the course of learning a foreign language;

- the educational aspect of the lessons of a foreign language is not reduced to a formal one;

- Aesthetic education in teaching a foreign language is explored at a qualitatively new stage, as an attempt is made to present a new structure of the lesson, which offers an integrated approach to education and training.

The practical significance of the work is connected with this provision: the proposed lesson development and the system of interrelated upbringing and training can be used to build a coherent system of studies based on a foreign language program.

The structure of the study. This work consists of the following parts:

1) Introduction, which sets out the purpose and objectives of the study, justifies the relevance and significance of the work;

2) the first chapter “Aesthetic education in foreign language lessons” reveals the specifics of the concept “Aesthetic education”, the main categories, means and principles of aesthetic education, and also reflects the

features of aesthetic education in teaching a foreign language;

3) the second chapter “Aesthetic education in foreign language lessons in fifth grade” contains an analysis and assessment of foreign language lessons developed by us in fifth grade from the point of view of their aesthetic significance and the acquisition by students of the skills of competent and coherent speech.

4) the third chapter “Aesthetic education in foreign language lessons in the eighth grade” contains the analysis and assessment of the cycle of lessons “Nature in the lessons of speech development” developed by us from the point of view of its aesthetic significance, the acquisition by students of the skills of competent oral and written speech, as well as criteria of continuity and complexity of aesthetic education.

The system of lessons developed by us, revealing the specifics and possibilities of aesthetic education in teaching the native language, is based on the training manual. The essential feature of this textbook is that the

language is presented in it in two aspects - as a language system and as a speech activity. Students learn the language system in such sections of the course as phonetics, vocabulary, grammar, and speech activity in the special section "Speech".

The task of the teacher is to help students learn the language as a means of communication. Thus, the main purpose of the lessons of speech development is to form language competence, which is an obligatory characteristic of a harmoniously developed personality. Not having mastered the native language at the university, students enter life as an inferior person who cannot communicate with other people, unable to defend their interests with the word and successfully organize their own lives. The task of the lessons of the native language at the university is to increase the level of speech development at the university, improve their speech skills and reading, listening, speaking and writing skills.

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