



## **METHODS OF TEACHING FOREIGN LANGUAGES IN THE INSTITUTE OF ARTS AND DESIGN**

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### **ANNOTATION**

*The article substantiates the search for the implementation in the pedagogical process of the main directions and ways of solving the problems facing the universities of arts and culture in the period of their modernization and improving the quality of training of future specialists in the field of culture.*

**KEY WORDS:** *pedagogical process, content of education, subject-subject relations of teachers and students, interactive forms and methods, techniques and means of education and training.*

### **МЕТОДИКА ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ В ИНСТИТУТЕ ХУДОЖЕСТВ И ДИЗАЙНА**

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### **Аннотация**

*В статье обосновываются поиски реализации в педагогическом процессе основных направлений и путей решения проблем, стоящих перед вузами искусств и культуры в период их модернизации и повышения качества подготовки будущих специалистов сферы культуры.*

**Ключевые слова:** *педагогический процесс, содержание образования, субъект-субъектные отношения преподавателей и студентов, интерактивные формы и методы, приемы и средства воспитания и обучения.*

The strategic goal of Uzbek higher education at the present stage is to improve the training of the quality of specialists, therefore, the problems of improving the educational process in universities are

becoming more and more urgent. This is due to a number of circumstances: firstly, the fact that despite the emergence of innovative pedagogical science of the post-industrial stage of development of society,



unfortunately, both general secondary and vocational education are still carried out on the basis of a traditional, but already outdated system, "oriented on the transfer of knowledge, private skills and abilities, and realizing the associative-reproductive principle of learning"[1]. The same fully applies to the higher professional school.

Secondly, the change of centuries that mankind is going through is always accompanied by a crisis in all spheres of social life, including the crisis in education: "The essence of the global crisis in education in its most general form was defined as an increasing gap between the results of the functioning of education systems and continuously changing, rapidly growing, production, social and cultural requirements of society"[2].

Third, the rapid acceleration of the scientific and technical process contributes to the emergence of a watershed between the knowledge obtained by students in all types of educational organizations and the requirements of the time. The rapid acceleration of scientific and technological progress leads to the fact that the knowledge obtained in educational institutions is increasingly becoming obsolete before graduates have time to receive diplomas and certificates. There is a doubt about the rationality of the entire traditional system of vocational education, associated with a long, often many years of educational "preparatory" stage, preceding the direct inclusion of students in real professional activities. After all, it often turns out that while students get to know the profession through lectures, textbooks, etc., the content of the profession changes so much that when a graduate comes to work, he is told: forget everything that was taught to you at the university and start learning again. And this is stated by many pedagogues-scientists: "The traditional attitude towards transferring the "necessary stock of knowledge" from the teacher to the trainers is becoming completely utopian, since in modern conditions the obsolescence of information occurs much faster than the completion of a single cycle of education in higher education. It is necessary not only to have knowledge, how much to master personal characteristics, to be able at any moment to find and select the necessary knowledge in the huge repositories of information created by mankind"[4].

Fourth, the modernization of all links of the Russian education system on paper has been carried out for more than two decades. However, two decades of modernization, but in reality a deep reform of Russian education did not lead to the expected shifts, making it obvious the problem of inconsistency of results at all levels of education with the requirements of students, parents, employers, the state and the information society as a whole.

The main reason is that, one way or another, implemented decisions on the main directions of modernization leave intact the system-forming foundations of the traditional educational paradigm of the outgoing industrial society: its principles, the way of life of educational institutions, pedagogical technology, the regulatory framework in the form of curricula and programs, and most importantly inheritance of social experience "[5].

Therefore, innovative ideas are still not implemented in the pedagogical university process, since everything new is assimilated in the old, traditional, without leading to the expected increase in the quality of training specialists. The transition has not yet taken place in the educational process when the goal is to educate the individual, but knowledge, skills, methods of activity are the means by which this goal is realized.

So, in order to solve the problems facing higher professional education (bachelor's and master's degrees), a decisive transition from the traditional, knowledge-oriented educational paradigm to the activity of the educational paradigm is necessary: "The transition from the educational paradigm of an industrial society to the educational paradigm of a post-industrial society means, first of all, from understanding education as obtaining ready-made knowledge and the idea of a teacher as a carrier of ready-made knowledge. This is being replaced by the understanding of education as the property of the individual, as a means of self-realization in life, as a means of building a personal career. And this changes both the goals of teaching and upbringing and its motives, norms, forms and methods, and the role of the teacher, etc. "

The educational paradigm is understood as "the totality of worldview and theoretical premises accepted in the pedagogical community that determine specific approaches to the design of the educational process and the educational practice itself" [6].

The structure of the new activity educational paradigm includes, according to A.M. Novikov, values, motives, norms, goals, position of participants in the educational process, forms, methods, means, control and assessment of the quality of training, education and development of students. In modern conditions, the content of education is considered in an integrative unity with upbringing: "The content of education and upbringing is a system of knowledge, abilities, skills, attitudes and experience of creative activity, the mastery of which ensures the development of abilities, the formation of a worldview and morality, behavior, preparation for social life and work" [7].

A very well-grounded concept of the content of education was put forward in the "Pedagogy of



vocational education" edited by V.A. Slastenin. Before defining the content of education, this textbook discloses the general requirements for the content of education, which we are guided by in its selection, design and implementation in the teaching and educational process in a foreign language:

1. The content of education is one of the factors of economic and social progress. It should be focused on ensuring self-determination of the individual, creating conditions for his self-realization; development of society; to improve and strengthen the state.

2. The content of education is designed to provide an appropriate world level of general and professional culture of society; the formation of a student's picture of the world, adequate to the modern level of knowledge and the level of the educational program (stage of study); the formation of a person and a citizen, integrated into his contemporary society and aimed at improving this society; reproduction and development of human resources in society.

3. Vocational education of any level aimed at young people obtaining a profession and relevant qualifications.

4. The content of education should correspond to mutual understanding and cooperation between people, between peoples, regardless of their racial, national, ethnic, religious and social affiliation, take into account the diversity of worldview approaches, promote the realization of students' right to free choice of opinions and beliefs.

The content of education in a higher educational institution is not limited to vocational training, although it is the specialty that determines the main list of the discipline of the university. The content should be ahead of such urgent problems for modern society as improving the rule of law, the integration of man and society into world culture, interethnic and interfaith cooperation. That is, repeating the formula traditional for pedagogues at the level of a general theoretical understanding, the content fully reflects the traditional set of Russian problems and in this sense is largely determined by them, representing the formalization of the social order. At the same time, he emphasizes that the content of education is also a tool for personal development.

Especially high requirements for the content of education are imposed on universities of arts and culture. Sociocultural education is associated with the training of specialists as the main subjects of not only socio-cultural, but also spiritual and moral transformations in the Russian society, carrying out the historical mission of shaping the personality as the highest value of society. [8] Uzbek higher socio-cultural education (bachelor's and master's degrees) is

perceived in the context of modernization and implementation as a special socio-cultural phenomenon, which, according to E.N. Vasilyeva, two roles fall out: the first is the traditional one associated with the training of specialists, and the second is human studies, which is no less important than the first, especially in connection with the increasing inconsistency of national consciousness, the growth of destroyed tendencies that deny the originality and meaning of domestic universities of arts and culture, and with a sharp stratification of society.

В инновационном обучении иностранному языку в вузах искусств и культуры совместная деятельность преподавателей и студентов является способом реализации взаимодействия на основе содружества, сотрудничества, сопричастности. Субъект-субъектные отношения всех участников учебно-воспитательного процесса в условиях реализации федерального государственного стандарта высшего образования, во-первых создают возможность перейти от монологического типа общения (педагог-студент) к диалогическому, от авторитарной формы отношений к авторитетной; во-вторых, при организации педагогического взаимодействия как совместной деятельности осуществляется смена социальной пассивности студента на социальную активность, что способствует углублению процесса. Его индивидуализации и социализации; в-третьих, в процесс совместной деятельности преподавателей и обучающихся студентов активизируется механизм идентификации, способствуя возникновению эмпатийности, толерантности, воспитанию чувства сопереживания участниками педагогического процесса, понимания потребностей других, как своих собственных; в-четвертых, при совместной деятельности субъектов педагогического процесса гораздо эффективнее, как мы уже убедились, осуществляется у обучающихся процессы воспитания и самовоспитания, обучения и самообучения, развития и саморазвития.

An innovative pedagogical process of teaching a foreign language, based on the activities of the educational paradigm, including a theoretical and methodological basic approach, contributing to the achievement of the goal of educating an individual, citizen, patriot and professional. The new, corresponding to the post-industrial information stage of the development of society and the pedagogy of



the educational content, subject-subject relations of the participants in the pedagogical process naturally and naturally demanded innovative, interactive forms, methods, techniques and means of education and training of students studying foreign languages in universities of arts and culture. And this means, first of all, the replacement of the one-sided activity of the teacher with the method of dialogue communication based on heuristic didactics, with independence, initiative, cognitive and activity activity and the responsibility of students for the results of their upbringing and education. In the theory of modern professional pedagogy, in the methods of university teaching of academic disciplines, the problem of transforming the explanatory-illustrative type of education and training into innovative practice of widespread use, along with traditional, interactive forms and methods of work, is especially relevant. So, we turn to the direct presentation of the experience of their use in the practice of teaching foreign languages at the National Institute of Arts and Design named after Kamoliddin Bekzod.

Interactive education and training carried out in the course of the pedagogical process is characterized by the use of forms, methods, techniques and means that carry out continuous interaction and mutual understanding of teachers and students, based on the desire, on the one hand, of the teacher to arouse the interest of students in intellectual and spiritual and moral improvement for mastering culture in the process of teaching a foreign language, expanding the in-depth educational space; on the other hand, on the part of students - on the basis of their interest in the content, forms and methods of teaching this academic discipline and their perceived need to improve the quality of preparation for future sociocultural activity - the manifestation of maximum efforts in the perception of the academic subject, the desire and desire to acquire, as new personal qualities, and new knowledge in the mastery of which they are actively involved.

We specially cited examples of interactive forms, methods, methods of education and training in the pedagogical process not from textbooks, but from factors and events of modern world social life. "To form a stable system of moral and semantic attitudes of the individual, allowing to resist the ideology of extremism, nationalism, xenophobia, corruption, discrimination on social, religious, racial, ethnic grounds and other negative social phenomena." Nowadays, every teacher in his practical university activities should proceed from the fact that, in order to ensure the development of students' abilities necessary for them to live in a dynamic, rapidly and contradictory developing and changing world.

Thus, we can draw the following conclusion that the innovative activity of teachers of a foreign language, based on the consistent introduction of all the above theoretical and methodological provisions into the practice of pedagogical work, with a creative, professionally aimed application of them in teaching and educational work in the discipline "Foreign language" shows high the results in monitoring and taking into account the knowledge and skills of students, mastering the methods of practical activity, make a significant contribution to the general professional competence of future specialists in the field of arts and culture.

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