



THE ROLE AND IMPORTANCE OF A FOREIGN LANGUAGE IN INCREASING THE COGNITIVE ACTIVITY OF STUDENTS AS AN ELEMENT OF CULTURAL EDUCATION

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ABSTRACT

This article describes the role, importance and effectiveness of foreign languages in the use of modern innovative technologies in foreign language teaching and the formation of cultural education.

KEYWORDS: *culture, intercultural communication, technology, internet, reading, listening comprehension, grammar, writing skills.*

DISCUSSION

The Law of the Republic of Uzbekistan "On Education" and the National Training Program define the goals, objectives and directions of large-scale work in the field of education. In this sense, innovations and changes in the field of education in our country are one of the important factors of social development.

Improving the quality of education, increasing the intellectual activity of students is the main task of pedagogy today. Nowadays, in order to activate the teaching process, it is necessary to use problematic, advanced pedagogical technologies, inquisitive methods in working with students, to give individual assignments to each student. Increasing the intellectual activity of students, especially in the teaching of foreign languages, gives good results in the use of interactive methods in the teaching process, along with traditional methods.

After the decision of the first President of the Republic of Uzbekistan Islam Karimov on December 12, 2012, the attention to teaching and learning foreign languages in our country has become even stronger. A new era in teaching foreign languages has

begun in our country. The use of advanced pedagogical technologies, interactive innovative methods in the process of teaching foreign languages is required. The organization of lessons with the help of computer technology in the teaching of foreign languages, the use of presentations, video materials in the lessons, the interest of students in science is growing.

Using modern innovative tools, foreign language reading, writing, listening comprehension and speaking skills are gaining traction. For example, in improving listening comprehension skills, we cannot do it without any technology. In the process of listening comprehension, the reader simultaneously tries and learns to understand the speaker's pronunciation, grammar, vocabulary, and its meanings. When teaching using technology, the student learns to use both language and information and communication technologies.

In the process of globalization, it is hard to imagine our lives without the internet. It is one of the most effective ways to use a foreign language effectively. There will be an opportunity to communicate with



foreign speakers through the Internet and it will effectively help his speaking skills.

The main task in teaching a foreign language to young children is the responsibility of educators and teachers. They are the most important people for a child, like parents, and play an important role in creating the necessary environment in educational institutions and shaping the lifestyle of children. The more competently an educator or teacher approaches multifaceted and highly specific requirements, the more successful a child's language learning process will be.

This requires specialized knowledge of a relevant foreign language (language skills, cultural knowledge, methodological and didactic competencies). Certain interdisciplinary knowledge and experience are also important. These include: [1]:

- Desire to communicate;
- Ability and desire for intercultural communication;
- Ability to think analytically, problem-oriented;
- Competence to identify, deliver and implement learning strategies;
- make lifelong learning a principle for oneself and all students;
- Development of openness to new ideas in the field of thinking and education;
- Ability to work closely and effectively with children and colleagues;
- Continuous development of competence in the use of information technology;
- Consciously and purposefully accept and critically evaluate their roles and responsibilities in their profession
- Always be ready to cooperate with all participants in the process of education and upbringing

An educator and teacher is often the only person for a child who can communicate in a foreign language. An educator and teacher is often the only person for a child who can communicate in a foreign language. Therefore, the language they speak is an important role model for children. The educator or teacher must know the foreign language to such an extent that it will be possible to teach the lesson entirely in a foreign language. The teacher's language skills should be exemplary for children in terms of phonetics, tone and expression.

The task of the teacher is not only to lead the child into a new world of language, but also to introduce the child to the culture of the people whose language is being carefully studied. Only by having sufficient intercultural competence and in-depth knowledge of the country where the language is being studied can a teacher act as a cultural mediator. In addition to the above, the musical and creative

abilities of educators and teachers play an important role in the organization of foreign language classes for young children.

Mutual human qualities of teachers in the field of learning foreign languages at an early age, such as mutual partnership in the field of science, the ability to inspire respect for each other and the formation of a learning environment based on fear and trust, holds a special place. The ability to work in a team and to take or implement an initiative within a group has a huge positive impact on the formation of adult (educator and parent) relationships with children in school and out of school.

Collaboration between teachers is primarily about sharing experiences, developing joint lesson plans, expressing opinions, or conducting interdisciplinary projects. Such exchanges should take place between institutions, more specifically, between teachers and educators during the transition from kindergarten to first grade. Such measures would help to create a logically correct curriculum and prevent duplication.

Unfortunately, the promotion of the role of the linguistic authority of the mass media and the Internet in the youth environment led to a sharp decrease in the quality of the mother tongue, which manifests itself in a poor vocabulary, unjustified use of borrowing, clericalism. The unjustified use of such lexemes complicates the perception of speech by people who speak the literary language, and testifies to the disrespect of the younger generation to their native language. The inability to think clearly, to represent the phenomena of the language in their essential properties and relationships leads to difficulties in communication - misunderstanding, reducing the scope of self-expression, live communication. The lack of a focused system of teaching oral and written rhetoric in a modern school has led to a decrease in the level of formation of an individual's speech skills by the time they enter a university. According to state educational standards, every high school graduate must have the ability to prove his point of view during the dialogue, to convey in a concise manner the content of the text read or heard. But the experience of teachers of Russian and foreign languages shows that students often experience difficulties in formulating their point of view, in contrasting argument and counterargument, in generalizing the information received. In the process of communication, there is no appeal to knowledge gained in other subjects, awareness of intersubject communications. So, the dialogical statements of students in a foreign language are distinguished by the poverty of lexical and intonational expression, not emotional, although the program of the discipline "Russian language and



culture of speech" provides for the study of the topic "Communicative qualities of speech". When working with texts in a foreign language in the specialty of students, in particular, texts on economic subjects, students cannot adequately translate a fragment of the text, but they have already completed a course in economic theory.

Accordingly, when studying a foreign language, students do not use the linguistic experience gained in studying their native language, do not carry out the transfer of speech skills formed in their native language environment to speech activity in a foreign language, and experience difficulties in understanding foreign language literature.

Each person has the indicated properties to varying degrees and in different combinations. The task of teaching language disciplines at the university is to develop these properties, organize the study of Russian and foreign languages as an educational process, which represents a methodological and technological system with integral properties. The language personality model proposed by Yu.N. Karaulov, involves a special organization of language learning. It takes into account linguistic and extralinguistic characteristics, allows you to control the development of the individual from a lower level to a higher one. The concept of a linguistic personality is built taking into account the psychological mechanisms of personality development, i.e. linguistic personality is understood as a set of human abilities and characteristics that determine the creation and perception of speech works by him. The linguistic and psychological orientation of the model of a linguistic personality allows us to talk about its universality and makes it possible to apply this model not only in classes in the Russian language, but also in classes in a foreign language.

Turning to the natural mechanisms of mastering the mother tongue intensifies the process of mastering a foreign language. The data of physiology and psychology allow us to conclude that mastering a second language is not just the accumulation of linguistic material as a result of studying lexical units, situations and the assimilation of grammatical forms and structures, but the restructuring of human speech mechanisms for interaction, and later the parallel use of two language systems. In the consciousness of a developed linguistic personality, the native and foreign languages are equal. The second language does not become foreign, "alien" in relation to the native, but another language and culture that must not only be studied, but "passed" through oneself, one's consciousness and worldview.

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