



The Importance of Foreign Languages in the Students' Development

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Abstract

The article deals with the developing stages of teaching within requirements and standards, the skills of teacher and the ability to motivate students. It aims to teach using the most natural and productive form of teaching in communication. Article analyses the current challenges of foreign languages and intellectual and spiritual development of students.

Keywords: communication, foreign languages, motivation, teacher, teaching, student, developing.

In improving the quality and effectiveness of language teaching, foreign languages teachers teach students with the modern technologies. In that case, teachers need to improve their knowledge, practice and professional skills, their rational use of the educational and technical equipment in the lesson. One of the main priorities is to apply the knowledge gained in students, to choose the profession professionally and to develop independent learning skills using information and communication technologies. [1, 487-493] It is important content of strategic objectives in teaching. Scientific researches and the practices show that, foreign languages testify to the mutual enrichment and positive influence of languages on the comprehensive development of the personality of students. Early learning of a foreign language and continuity in foreign language education made it possible to use the language not only in its communicative, but also in its cognitive function.

Today, the state policy in the educational sphere is based on the principles of humanism and the priority of universal human values, thereby enshrining in law the humanistic concept of higher education, in which the emphasis is shifted from a narrow professional approach to the training of specialists to the multilateral intellectual and spiritual development of the student's personality in accordance with the increased role modern society. The system of higher education has undergone significant changes in order to meet international standards in the preparation of highly qualified specialists, competitive in the world community. This determined the re-orientation in foreign language education, the task of which is to form the personality as an active subject of intercultural communication. In universities, is paying special attention to teach English, other languages and concerns both the language system and the study of foreign language speech activities for communication purposes. To practice with foreign language is difficult process. The main approach is student-learner approach, because hero of the lesson is student not a teacher.

Basic part of this approach is motivation. Motivation has been found to be vital to development of learner participation and success. Individual motivation is related to mastery achievement because, teaching and practicing with language take much time, patience and there are few requirements to learn it. To understand the requirements of language is willingness to adapt these requirements, differentiate the foreign language for specific purposes. [2,81-83] Currently, the goal of university education is to inculcate in students the idea of multilingual interaction, a sense of belonging to the world community, knowledge and respect to the language, ideas and values of other cultures and peoples, readiness for life in the international community and preparing themselves as a future



specialist, in demand not only in their own country, but also abroad. Proceeding from this, at the present stage not only knowledge is needed, but the formation of key competencies that should equip young people for further life in society. Therefore, students should master what naturally implies proficiency in several languages. In connection with the renewal of the content of education in the republic, conditions have been created for the development of the student's creative personal potential and the expansion of opportunities for advanced language education. One of the important tasks of any educational institution is to introduce the younger generation to universal, global values, to form students' skills to communicate and interact with representatives of neighboring cultures and in the global space. The development of education guarantees the achievement of educational goals by introducing a different culture, literature, art and others, while deepening knowledge of native culture as a component of a single world culture, as well as a more conscious mastery of the native language.

The focus in learning foreign languages should be not so much the ability to read and translate with a dictionary as the ability to communicate with the interlocutor in a foreign language to exchange the necessary information. [3, 16-18]. Therefore one of the convincing examples of the desire of the modern world to cooperate is the preservation of multilingualism. Multilingual and multilingual teaching of foreign languages is a necessity, demand of time. And the solution to the main problem of the modern world - ensuring harmony and understanding between people overcoming the difficulties of inter-ethnic communication, intercultural communication - to a great extent, the preservation and support of the situation of multilingualism in each state and in relations between them can contribute. This process associated with the trend of higher education - the main for the entire educational system and for all specialties.

In the modern technologies century, higher education should not follow the path of narrow professionalization and specialization. Its most important purpose is to form a personal culture, the humanitarian foundations of which allow broadening the horizons of understanding by specialists of a complex and rapidly changing world, adapting to the challenges of the modern era. The human potential of the student develops thanks to his work on self-improvement, which forms the culture of the individual.

Nowadays, students must to realize and actively implement needs and interests that will ensure their viability, personal and social success. In the process of learning, the role of independent work of students increases, the volume of hours for this type of activity increases. The whole world is now switching to measuring the success of a country according to the human development index, which consists of three main positions: the real purchasing power index, longevity, and the education index. However, there is also an assessment of the state and the coefficient of intelligence, so we need to increase the number of students. It would be more correct to act in the spirit of the well-known UNESCO motto "Education for all" - this is economically, socially, politically and from any other point of view the most correct way, but the educational policy must be of high quality and correspond to the tasks facing it. Consequently, the comprehension by modern science of the in-depth study of languages and their substantial content dictate the need for their technological introduction into the educational process. And here a large field opens up for the interaction of science and practice. As we see, the sustainable development of the current society offers new basic ideas to higher education, when modern philology should translate into the educational practice the ideas of dialogue, cooperation, co-creation, collective action, respect for the individual, the need to understand someone else's point of view, etc. Through philological education, a new understanding of the meaning of the student's life, the philosophy of its existence and spiritual culture is determined. The question of the introduction of these theories as values in the educational process is of great social significance. Modern practice shows what is work in the direction of the spiritual development of the future specialist, the formation of his



subjectivity is conducted purposefully, the efficiency of the student's use of the educational potential in life is increased.

In one word, students are taught according to their natural ability or concentrate special language skills. Programs and structures combines with subject matter and language teaching. Such combinations are highly motivating by learners because students are able to apply what they learn in their English classroom to their main field of study, whether it be psychology, business, management, economics, finance, computer science or tourism. To communicate, being able to use the vocabulary, set-expressions, speaking and their structure that they learn in a meaningful context reinforces what is taught and increases their motivation. The natural ability of students in their subject-matter fields, in turn, improve their ability to acquire English.

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