

TECHNICAL INSTITUTIONS OF HIGHER EDUCATION THE NEED FOR SPIRITUAL AND ETHICAL PRINCIPLES OF SOCIETY IN THE PROCESS OF ENGLISH LANGUAGE LESSONS

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Abstract: This scientific article reveals the need for moral principles of modern society in technical higher education institutions. A person entering a general cultural higher education space, a student must have the language and various means of international communication.

Key words: spiritual and moral principles, values, student, language of communication, approach, education.

Today, spiritual and moral education needs a theoretical understanding of its methodological foundations and the development of a holistic approach to them. A new stage of the development of society has begun due to the change in the mentality of the society and personality, the change in the values of the younger generation. The need to educate a person who cannot only consume, who is able to create, who is spiritually rich and highly spiritual, is becoming more and more acute.

Spiritual and moral development of students is the most important aspect of socialization of a person in the conditions of rapid development of society, a factor of gradual and conscious inclusion in various spheres of social activity and community life.

Problems of spiritual and moral education V.A. Belyaeva, Blonsky, S.N. Bulgakov, V.P. Vakhterov, K.N. Wentzel, Z.V. Vidyakova, V.V. Zenkovsky, P.F. Kapterev, P.F. Lesgaft, V.M. Menshikov, A.N. Ostrogorsky, V.P. Ostrogorsky, N.I. Pirogov, M.M. Considered in the studies of teachers, psychologists, philosophers and others such as Rubinstein, K. D. Ushinsky.

It is clear that in order to be a full participant in the global cultural process, students of modern higher education should master the spiritual and moral values that have accumulated over the centuries in human history. A person entering a common cultural space and the whole nation should have different means of inter-ethnic communication. In this regard, knowing at least one foreign language plays a big role.

Language is a storehouse of ethno-culture, it covers the entire cognitive experience of people, its moral-ethical, socio-cultural, artistic and aesthetic, educational ideals. The process of teaching foreign languages to modern higher education students includes the unique pedagogical potential of spiritual, moral, ideological, political, aesthetic, labor education of the young generation.

If we refer to the experience of well-known thinkers of teachers, then everyone attaches great importance to spirituality through their culture and someone else's language. "Language is a phenomenon of human spiritual culture, one of the forms of social consciousness" - N.Mechkovskaya singled out one of the unique features of language. V.A.Sukhomlinsky, one of the most educated teachers of his time, wrote: "Language is the spiritual wealth of the nation", "The more languages one knows, the more people know." Similarly, S.V.Gordeeva considers the use of the science of "foreign language" as one of the unique methods that help to focus on the spiritual and moral values of

humanity.

Therefore, spiritual education can be considered positive only in foreign language classes. After all, one of the goals of learning a foreign language, according to E.I.Passov, should be not only pragmatic knowledge, skills and abilities, but also education. In this case, the content is culture, it is understood as the space where the process of personality formation takes place, the spiritual values that a person has personally acquired in the activity.

The research problem is to create a pedagogical environment for the spiritual and moral education of teenagers in the process of teaching English. In order to solve this problem, the teacher not only needs to know the teaching methodology, but also the ability to direct his activities to spiritual and moral education in the process of teaching the French language.

The purpose of the work is to theoretically justify and test the pedagogical conditions for the implementation of spiritual and moral education of schoolchildren in French language classes.

In studying the problem, he set the following tasks in accordance with the goal, research object and subject:

1. Study of pedagogical literature on spiritual and moral education of students.
2. Choosing a methodological basis for studying the moral qualities of young students in the process of teaching a foreign language.
3. To determine the most effective methods and methods of moral education of students used by foreign language teachers.

The spiritual and moral education of students is successfully carried out:

- in the implementation of educational opportunities on the content of the educational material in the lesson;
- when the teacher uses methods and tools that help to form moral knowledge and skills.

The logic of the research is the theoretical understanding of the problem, methodological approaches to its solution; collecting empirical material, analyzing and summarizing the pedagogical experience of spiritual and moral education of schoolchildren using a foreign language.

Recently, it has influenced the change of all aspects of young people's lives in the spiritual and moral sphere. Humanism revealed the deepest questions of human existence and the meaning of life for future generations. Pedagogy was called to respond to the demands of the times by determining methods and methods of education that have a constructive effect on young people.

The need to establish a spiritually oriented paradigm of education, the urgency of solving the problems of spirituality is related to the value-semantic situation in the new Uzbekistan.

It is no coincidence that the state and the educational system refer to the idea of spiritual and moral education as the main condition for the regeneration of a person in modern society. Spiritual decay is pragmatism, the loss of the meaning of life. Adolescent drug addiction and alcoholism are the characteristics of modern society and the human condition and the mental health of the individual, which indicate the spiritual crisis of society and the spiritual crisis of society. What is the essence of spiritual and moral education? First of all, it is necessary to determine what spirituality and morality are, whether spiritual education can always be moral, and whether moral education is spiritual.

In conclusion, we say that spirituality is a qualitative characteristic of a person's consciousness and self-awareness, reflecting the integrity and harmony of his inner world, his ability to go beyond his limits and harmonize his relations with the world around him. This implies not the breadth and depth

of education, cultural needs and interests, but the constant and unceasing work of the soul, the desire to understand the world and oneself in this world, to improve oneself, to change one's inner space. the world, to expand one's consciousness. It is also a unique emotional structure of a person, which is reflected in the subtle movements of the soul, a high perception of everything that surrounds a person, the ability to have a high spiritual state and create subtle spiritual connections between people. 'appears in the installation. a sensitive attitude towards a person, concern for his spiritual growth and well-being.

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