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## THE ROLE OF SPIRITUAL AND MORAL EDUCATION OF STUDENTS OF TECHNICAL UNIVERSITY IN THE LESSONS OF FOREIGN LANGUAGES

**Abstract:** This article discusses the spiritual and moral education of students of a technical university in foreign language classes. The signs of morality as phenomena, conditions and principles of the positive implementation of spiritual and moral education of a student in the lessons of foreign languages and educational and pedagogical grounds are presented.

**Key words:** spiritual, morality, foreign language, spirituality, English.

**Language:** English

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### Introduction

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It is obvious that in Uzbekistan, the goals of upbringing are inextricably linked with all general educational subjects studied at a technical university. And one of the most important subjects that form the cultural and moral character of a student is undoubtedly a foreign language. So, one of the important directions of the implementation of the state educational standard is the educational component. It includes intellectual, civil-patriotic, creative, as well as spiritual and moral education. The spiritual and moral component of the student's personality is the main aspect of its socialization in the conditions of rapid development of society, a factor of gradual and conscious inclusion in various spheres of social activity and social life. Therefore, the main purpose of teaching a foreign language at the present stage of educational development is the student's personality, capable and willing to participate in intercultural communication in the language being studied and to independently improve foreign language speech activity.

It is absolutely clear that in order to become full participants in the global cultural process; modern youth need to learn the spiritual and moral values that

have been accumulated by mankind for many centuries. A separate person and a whole nation, entering into the universal cultural space, must possess various means of interethnic communication. From this point of view, a huge role is played by the knowledge of at least one foreign language [3, p. 33].

A foreign language has a special place among many academic disciplines. Its peculiarity lies in the fact that during its study, students form skills and abilities to use a foreign language as a means of communication, a means of obtaining new and interesting information for them. The communicative orientation of the subject, the study of customs, traditions and, above all, the language of another people contribute to the education of citizenship and high moral qualities of the individual.

Today, a foreign language is not just a general educational discipline, but also an important tool for the dialogue of two cultures (foreign and national). English is an instrument of international communication and universal unity. During the study of a foreign language, topics are discussed that allow you to correlate your views with the norms of public morality.

The difference between the culture of the country of the mother tongue and the cultures of the countries of the language being studied can sometimes

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cause linguistic alienation among students. The result of such alienation may be the depreciation of aspects of a foreign culture or, on the contrary, the depreciation of one's own culture and admiration for all foreign ones. When joining foreign languages, students need to learn and learn: a) world culture, national cultures and social subcultures of the peoples of the countries of the studied language and their reflection in the way and way of life of people; b) the spiritual heritage of countries and peoples, their historical and cultural memory; c) ways to achieve intercultural understanding.

In the history of teaching foreign languages, the concept of "method" has always been considered as a basic category. In characterizing the concept of "method", one must proceed, first of all, from the fact that in pedagogy and teaching methods, foreign languages may not have the same definition of a method in some respects. In didactics, methods are usually interpreted as ways a teacher works with students. In this regard, their names are most often offered in this form: oral presentation of the material (story, explanation, and lecture), work with a textbook (book), performing practical work, exercises, creative tasks, etc. These methods are based on methods for communicating certain theoretical principles to students. Such an interpretation of the method can be considered quite legitimate when it comes to methods of mastering theoretical knowledge, which is characteristic of the general focus of modern didactics on educational subjects, the object of which is the mastery of certain knowledge.

In teaching a foreign language, as a very specific subject, the object of instruction is the formation of practical skills and speech skills, while mastering linguistic concepts is given a very modest place, since they play a subordinate role in the learning process.

In modern teaching a foreign language, various methods are used that help the teacher focus the student's attention on spiritual and moral qualities:

- role-playing game;
- thematic training session;
- The use of ICT in foreign language lessons;
- reading authentic texts;
- independent work;

Now consider each method individually.

**Role play** - Another effective method is role play. Such games in English lessons are included in all textbooks and manuals for learning this language. We all know that each lesson in such a textbook is dedicated to a specific topic, the material of which must be learned and consolidated. For example, in the Scale up I training kit there is a section "Social responsibility" and a topic for 3 courses "Ecological problems" which is dedicated to environmental protection, discussion of important issues related to ecology, wildlife conservation, health and a healthy lifestyle. In one of these sections, students are asked to become an employee of a paper mill and tell their

visitors how and what simple paper is made of and discuss the most effective ways to save it. [1, p.56]

Unlike teamwork in a role-playing game, each student bears individual responsibility for the decision made, independently analyzes the effectiveness and relevance of a particular behavior model. In many ways, role-based behavior is determined by the language material being studied, but moral orientation also influences the intended behavior.

You can create role-playing games in English classes on any topic and for practicing any material. The benefits of them are very substantial, so let's not forget about this wonderful method of learning English.

Work in pairs should be introduced from the first year of teaching English. So, for example, in the Unlimited Upper Intermediate B2 training kit for universities you can find tasks such as: Look at the pictures and talk with your classmate about the weather, as shown in the sample. [7, p. 53]

**Thematic lessons** - thematic lessons play an important role in the implementation of spiritual and moral education in an English lesson. At such training sessions, students are introduced to the spirit and culture of the people who are native speakers, where they get acquainted with the culture of the country of the language being studied by comparison with their country.

Thematic lessons are very important for students, engineers and for the educational process as a whole, as they raise interest in learning a foreign language.

**The use of information and communication technologies** - one of the new, but effective directions in the implementation of spiritual and moral education is the use of information and communication technologies (hereinafter - ICT) in an English lesson. Today, absolutely all students are familiar with information technology; actively use computers, mobile phones and tablets, both at the university and at home. Through interest in ICT, it is possible to increase the motivation for learning a foreign language, to change the forms and methods of spiritual and moral education of students.

It is also very important to watch films in a foreign language - this contributes to the development of listening skills and stimulates students' oral-verbal communication, which takes place in the form of expressing one's own opinion, attitude, searching for arguments and evidence. The video film has a rather strong emotional effect on students, affects the formation of a personal attitude to what he saw and heard. In our practice, we very often resort to this particular teaching method, since we consider it the most effective. But do not forget that the integration of ICT in the educational process makes great demands not only on students, but also on the teacher.

**Reading authentic texts** - authentic texts are original texts in the target language, borrowed from

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the communicative environment of native speakers, presented to students for reading in an undated form. This text carries an artistic or informational meaning. But usually such texts have a level slightly higher than the level that students already own. Examples of authentic texts are fiction books, professional literature, magazines and newspapers in the studied foreign language. The value of authentic materials lies in their informativeness and information content (which is often devoid of texts created specifically for teaching the language).

Reading authentic texts contributes not only to the development of thinking and emotions, but also contributes to the spiritual and moral development of the personality, its ideological formation. Also, after reading, you can open a discussion in a group, which will have an excellent effect on consolidating the material already covered and will make it possible to practice colloquial speech. Such texts develop the motivational sphere of students in the lesson, form a taste and instill a love for the language being studied,

and activate the creative imagination and abilities of students. In real life, this is very useful, so it's impossible to completely abandon texts that exceed the level of knowledge of the learner's language.

Independent work - an important role in the spiritual and moral education of students is independent work. It has educational, educational, developmental significance, contributes to the expansion of the cultural horizons of students, and increases the motivation to learn a foreign language.

Independent events are an effective way to interest students, to make them understand that studying can be not boring and hard, but easy, creative and varied. They provide an opportunity to develop and improve the ability to think logically, strengthen discipline and team spirit. The main goals of this work are to expand and deepen knowledge, skills, competencies in mastering foreign-language communicative activity, as well as the comprehensive development of the personality, including the emotional-volitional and spiritual-moral spheres.

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