

## FORMATION OF AESTHETIC CULTURE OF FUTURE TEACHER OF THE FOREIGN LANGUAGE

Sh.T. Khalilova.

The Doctor Of Pedagogical Sciences, Professor – +99890 9538019  
Tashkent, Uzbekistan

M.K. Fayziyeva.

The Teacher 145 – Comprehensive School of Yunusabadsky District of Tashkent

### ABSTRACT

In this article are opened: a number of the features influencing process of formation of esthetic culture of future teacher of a foreign language, optimal conditions the providing success and efficiency of formation of esthetic culture of future teacher of a foreign language. The main stages of skilled and experimental work on formation of esthetic culture of future teacher of a foreign language, structure of creation of process of formation of esthetic culture of future teacher of a foreign language, and the recommendation about formation of esthetic culture of future teacher of a foreign language are offered:

**Keywords:** esthetics, culture phenomenon, esthetic education, esthetic perception, esthetic senses, motivation, esthetic requirements, esthetic tastes, esthetic ideals, esthetic consciousness.

### Introduction:

Profound changes in the world which celebrated the 90th years could not but affect such sphere of public life as the higher school. In the international community in sphere of formation, culture, art, science, high technologies and economies demanded reconsideration and carrying out reforms in the field of the higher education. These processes caused statement of the new purposes and problems of preparation of pedagogical shots: the educated, highly qualified specialists capable to the professional growth and professional mobility in the conditions of informatization of society and development of high technologies, to carrying out scientific research, education of spirituality and morality at students.

Much attention is paid to a research of professional culture of the teacher recently. The culturological approach assuming creation of social and pedagogical conditions for realization of the personality in culture acts as one of methodological reference points. During reforms of the higher education in the world priorities are updating of development of sociocultural, intellectual and moral potential of the identity of the teacher, understanding and development of professional qualities and on this basis realization of as persons. The problem of formation of esthetic culture of the personality affects the scientific research integrating the pedagogics and an esthetics with a support on their interaction with cultural science, Art Studies, literary criticism, psychology defining and proving models, ways, means of esthetic personal development, various ways of art and esthetic influence.

The analysis of scientific works shows that questions of formation of esthetic culture were considered by scientists of various sciences, however the aspect of influence of esthetic culture on formation of future teacher of a foreign language is poorly studied. At the same time in practical activities the need of carrying out such research is felt.

Still the disproportion in vocational and cultural training of students in a higher educational institution which is expressed in orientation of teaching and educational process to production only of the subject teacher remains.

The analysis shows that for a variety of reasons not at all comprehensive schools bases of esthetic culture sufficiently develop: shots, financing, material resources, organizational and administrative, methodological support. These reasons are inherent also in higher educational institutions. Esthetic education in a higher educational institution is carried out not according to comprehensive plans of education, and educational process at the same time is not decisive factor esthetic development of future teacher as there is an inconsistency of actions of teachers. So, not all successfully use the discipline in formation of esthetic culture of students. Not always the individual and differentiated approach to formation of esthetic culture is successfully used. In insufficient degree the attention of teachers of higher educational institutions to successful use of a cognitive, motivational, activity, communicative, emotional component in formation of esthetic culture is drawn. Teachers of a higher educational institution are poorly informed on level created esthetic culture as there are difficulties in acquisition of teaching and educational, methodological, methodical and special literature on the studied problem that does not give the chance to measure dynamics of development of esthetic culture.

In ours of researches we proceeded from a hypothesis: formation of esthetic culture of future teacher of a foreign language can be successful and effective if three groups of conditions are met.

The general conditions directed to formation of the general personal development belong to the first group: methodological, material, methodical, organizational and administrative, staffing.

The private conditions directed to successful formation of esthetic culture enter into the second group: formation of student's collective; development of collective activity of students; accounting of regional features; use of mass media and technical means of training; studying disciplines of the common cultural block in teaching and educational process and inclusion in practical activities of students; accounting of age and specific features of development of each student.

The third group includes the specific conditions evolving from the general and private conditions, directed to efficiency of formation of esthetic culture of future teacher of a foreign language: use of opportunities of faculty members when forming culture in the course of the learning of foreign language; use of various forms, methods and means of language for formation of esthetic culture; inclusion of each student in personal communication with native speakers, in an active position on acquaintance of pupils, parents, public organizations with the culture of the country of a target language; use of the program for the international exchange of students.

Work of future teacher of a foreign language assumes contact with the different types of art in educational and extracurricular activities developing creative abilities of pupils that affects ability of school students to understand and appreciate fine in art the relation between people and to create fine. Even professional knowledge of the teacher is esthetically painted. In work with students it is necessary to rely on steady preferences to certain art forms that will allow to support readiness of future teacher for esthetic communication. However and it is impossible to be limited to it.

Process of formation of esthetic culture of the personality is difficult and contradictory. It is carried out throughout all life, one of important points in which are student's years when there is a formation of the personality, the qualities necessary for future profession are gained.

Creation of process of formation of esthetic culture of future teacher of a foreign language has to be carried out on the basis of the theoretical analysis of a phenomenon of culture and the esthetic culture of the personality reflecting this process as the movement from inside personal characteristics of emotional and sensual and rational subsystems of esthetic consciousness to installations of esthetic activity of the teacher. Thus, the esthetic culture of future teacher is the interiorization social experience directed to creation and reproduction of new cultural values in the course of joint creative, pedagogical activity with pupils.

The esthetic culture of future teacher of a foreign language is the special social experience gained on the basis of interpenetration of two cultures: native and foreign-language. It provides synthesis rational and emotional which forms the basis of teaching and educational process.

In a research we came to a conclusion that there is a number of the features influencing process of formation of esthetic culture of future teacher of a foreign language:

- 1) Features of students;
- 2) Features of influence on process of formation of esthetic culture of future teacher of a foreign language a higher educational institution;
- 3) Regional component;
- 4) Educational work;
- 5) Educational process.

These interconnected components formed the basis of allocation of criteria of esthetic culture: cognitive, motivational, emotional, communicative, activity approach, esthetic good breeding, moral good breeding and their indicators.

We allocated five levels: high, above an average, average, below an average, low. It allowed to consider in more detail dynamics of formation of esthetic culture of students.

The general hypothesis of a research made by us was that development of creative potential, the emotional and sensual sphere of consciousness, imagination, art vision, understanding of a measure of perfection, harmony and disharmony, fine and ugly, kind and low in art, the world, the person, relationship, the moral and esthetic attitude towards reality and the world of the childhood can be feasible during creation of certain conditions.

Skilled and experimental work in our research on formation of esthetic culture of future teacher of a foreign language included the following main stages:

- Implementation of the pedagogical recommendations following from the general hypothesis of a research;
- Fixing of extent of implementation of these recommendations in teaching and educational work;
- Periodic carrying out cuts of levels of esthetic culture.

Thus, in the course of the research conducted by us we can note that the hypothesis predetermined effectiveness of our assumptions: on success of formation of esthetic culture in the course of the learning of foreign language the set of the general, private and specific conditions made impact.

The general conditions are directed to formation of the general personal development: methodological, material, methodical, organizational and administrative, staffing.

Private conditions are directed to successful formation of esthetic culture:

- Formation of student's collective;
- Development of collective activity of students;
- Accounting of regional features;
- Use of mass media and technical means of training;
- Studying disciplines of the common cultural block in teaching and educational process and inclusion in practical activities of students;
- Accounting of age and specific features of development of each student.

Specific conditions evolve from the general and private conditions, are directed to efficiency of formation of esthetic culture of future teacher of a foreign language:

- Use of opportunities of faculty members when forming culture in the course of the learning of foreign language;
- Use of various forms, methods and means of language for formation of esthetic culture;

- Inclusion of each student in personal communication with native speakers, in an active position on acquaintance of pupils, parents, public organizations with the culture of the country of a target language;
- Use of the program for the international exchange of students.

In the conclusion we offer some recommendations about formation of esthetic culture of future teacher of a foreign language:

1. To use possibilities of all teaching and educational process in a higher educational institution for formation of esthetic culture of future teacher of a foreign language.
2. To deepen interrelation of each section of a training material with problems of formation of esthetic culture of the student.
3. To expand intersubject communications, creating the integrated occupations and courses.
4. To increase a number of hours by discipline "Regional geography".
5. To organize esthetic, search and creative activity of students, varying application of various methods and forms.
6. To focus students on educational work with children on formation of bases of esthetic culture.
7. To bring up an esthetics of communication of students, creating favorable moral and psychological climate in collective.
8. To include students in preparation and holding all out-of-class actions and creative occupations, in art and performing activity.
9. To form the esthetic relation to the nature, people, the human relations, work products.
10. To operate as illustrative material in educational and nonlearning work as different types of the classical and modern art, attaching to variety of its types and genres.
11. To use elements of culture of the country of a target language in educational activity in the course of carrying out studies, by preparation of performances, papers, stories, performance of creative tasks, exercises. In extracurricular activities to use the knowledge of language and its elements of culture at the organization and carrying out Week of a foreign language, concerts, performances before the public, in orphanages, boarding schools, in after-school cares, in individual work with pupils and their parents, at the organization of extracurricular activities with pupils in a class, at meetings with foreign delegations. An important point is the personal contact not only with the teachers, but also with foreign citizens - carriers of culture of this language. This process should be carried out at the organization of holidays, evenings with citizens of foreign states. It gives the chance, first, to feel the knowledge of language, secondly, ability to communicate, thirdly, to obtain necessary valuable information on life, the culture of any given country, fourthly, to enrich the lexicon connected with knowledge of economy, policy, the culture of the country of a target language.

## REFERENCES

- 1) Belyaev, A.A. Aesthetics: Dictionary. // under total. Ed. A.A. Belyaeva et al. M.: Pedagogy, 2015. - 534c.
- 2) Khalilova Sh.T. The theory of aesthetic education of schoolchildren - T.: Fan, 2018. - 183c.
- 3) M. Montessori, M. Help me to make it yourself // Cost., Intr. Article M. V. Boguslavsky, G. B. Kornetov. - M.: Embed. House "Karapuz", 2000. - 272 c.