

PROBLEMS OF DEVELOPMENT OF STUDENTS' LANGUAGE CULTURE IN THE SYSTEM OF MODERN UNIVERSITY EDUCATION

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Abstract. The article discusses the problem and provides recommendations on the development of the language of the future specialist, adequate to modern requirements of qualification to be active in educational sphere. There are determined the demanded competence of interlinguistic tolerance and ability to preserve both national and cultural identity, and cultural sensitivity to multilingual World.

Keywords: Linguodidactics, intercultural education, intercultural communication competence, the current models of language education, cultural education of linguistic identity.

In the conditions of actively carried out reforms in the Russian higher education system, a radical restructuring of the model of professional training of future specialists is taking place through the prism of a competency-based approach. And in this system of developed competencies among university students, their humanitarian component should occupy a worthy position. It is important to approve support for the development of this component of the professional development of future specialists at different levels of its justification - scientific, methodological, ideological. "It is difficult to imagine the development of spirituality, humanitarianism and cultural competence in a young specialist, or anyone else, without studying the language, culture and cultural heritage of their people and the peoples of the world. After all, a young person entering life, in addition to functional adaptation to society through his profession, must also fit into the cultural space, master its meaning and values."

In connection with the above, it seems very important to consider one of the most important problems of humanitarization of the educational process in higher education - the problem of developing a system of language education for students, as an important condition for the formation of their professional competence and general cultural development.

There is no doubt that to have a high linguistic culture means to be understandable to different people; think clearly; to be a spiritually diverse and empathetic person. It has also always been believed that a developed linguistic culture is also an attribute of a truly intelligent person.

The demand for language education in a university of any profile is also due to the fact that it should be aimed at developing in the personality of a young specialist the ability to become a bearer of a culture of interethnic dialogue, mutual understanding and respect both for one's own national culture and for any other culture of the peoples of the world in in general.

The relevance of the problem of developing a student's personality in the field of familiarization with a multipolar linguistic culture as a factor in the progressive development of education can be expressed in the words: "Life persistently calls us to unity, the rallying of



all strengths and capabilities. But it is impossible to unite millions of different faces into one person. The people who inhabit our planet Earth are beautiful because they are multifaceted and multicolored. However, “the world of people has one name - Humanity, and it is united in this name.” Nice line. Naturally, it is possible and necessary to understand other peoples who live nearby or who once lived before, in order to understand the meaning and unity of a world civilization that remembers the past and creates the future.”

With a focus on all of the above, we note that the formation of the professional and value image of a student - a future university graduate - requires the special development of modern models of language education. In particular, methodological approaches to the process of implementing foreign language education also need to be revised. According to linguodidacts, it is very important to reconsider the very concept of teaching foreign languages in higher education in terms of overcoming the still existing practice of studying it as an academic subject isolated from the rest of the content of education. The fact that the use of a foreign language as a way of comprehending the world of specialized knowledge is still underestimated is also considered as a big drawback. In this direction, it is proposed to formulate the very goal of teaching a foreign language differently: “Intercultural (social) competence is put forward as the goal of learning. The result of teaching a foreign language should be not only and not so much communicative competence as social competence, and the process of teaching a foreign language itself should turn into intercultural learning, “learning to understand someone else’s”, aimed at overcoming xenophobia and existing stereotypes and fostering tolerance towards representatives other cultures.”

The following data are presented as convincing facts: 1.5 billion people in the world use English as a means of communication; More than 90% of all information is stored in English on the worldwide computer network. The consequences of such a situation in interpretation can be the most depressing, up to the destruction of both the national language and the national culture as a whole. Ways to solve the problem can be associated with the formation of a certain policy in the field of language, through institutions of education and upbringing, through the creation and maintenance of forms of mass rituals and symbols, through control over the media, and the use of all other possible forms of sociocultural integration of citizens.

On this occasion, we present the following opinion of experts: “The tasks of socio-cultural identification, the formation of ideas about the cultural diversity of the world, the education of tolerance and respect for the right of every people to preserve their cultural identity; are interconnected and mutually complement each other... It is ineffective to consider the features of national culture without correlation with the cultural values of other ethnic groups; since without the relationship “ours” - “strangers” it is impossible to understand the peculiarities of one’s national culture.

The solution to the identified issues seems possible on the basis of an analysis of intercultural communication, which can be considered at the intra- and inter-level, that is, both in the multicultural and European communities.”

The future teacher, who will primarily be an educator of the younger generation, must become a transmitter of cultural values, including the values of linguistic culture in the children's environment. This mission concerns not only students - future teachers of philological specializations. The cultural-linguistic personality of a student-teacher, and then the student’s personality formed on the basis of the perception of language values, is the result of a common cultural-linguistic educational space created at school and university. Whatever academic discipline is taught at a school or university, a teacher teaching his students cannot



help but make demands at every lesson or study session for the pupil and student to clearly and correctly express their thoughts when answering. And this also has to do with the development of the linguistic culture of the individual. Encouraging students to deeply and qualitatively master their native language and other languages is the problem of cultivating their conscious attitude towards achieving high results in this area as a condition for a future successful professional career in any field.

The new linguistic reality and the ensuing educational tasks indicate the need to develop appropriate requirements for the teacher's preparedness to actively solve them in practice, which should be provided for in the system of their professional training in the conditions of teaching the teaching profession at the university. In our opinion, the educational component of such training, implemented in the process of purposefully organized extracurricular activities of students - future teachers, deserves special attention.

In conclusion, we note that solving the problems of ensuring the quality of language education for students undoubtedly requires considerable restructuring in the traditionally established system of language teaching both at school and at university, but we cannot do without this if we really want to see in our children and students are truly culturally educated, happy and successful people.

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