

DEVELOPING PUPILS' SPIRITUAL FEATURES IN THE PROCESS OF LEARNING ENGLISH

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ABSTRACT

This article mainly deals with the problems of upbringing the pupils of 10th and 11th grades of general secondary schools of the Republic of Karakalpakstan in terms concerned with establishing spiritual features in teenagers. In the subject as psychology and pedagogies this age coincide to the period of time of adolescence when teenagers begin to develop from childhood to adulthood that includes boys and girls of the age between 13-18. This period has its specific characteristic features. Teenagers of this period begin to judge everything individually, they have their own ways of thinking, they are strongly eager to behave as adults, even begin to recognize some errors of in adults' behaviors, however the most principal thing is that teachers should be completely aware of psychological changes in them and positively decide the problems concerning with their wishes, eagerness and intentions in time, in favor of their perfection, desirable, turning their minds towards social and professional rise, involving them with activities developing their spiritual qualities.

Keywords: Spiritual features, secondary school, upbringing the pupils, teaching English, spiritual-aesthetic properties.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Spiritual features are individual's skills, passions and feeling, knowledge, professional qualification, motives, tolerance and complete totality of his/her qualities which define the development of his/her spiritual-aesthetic properties. Modern social and cultural environment rules and factors that are considered normal and ideal in the life activities of the human and occur in the establishing of pupil's individual characteristic features as ethic behavioral norms [1].

The above mentioned conditions coincide with the purpose of upbringing the pupils of secondary schools providing general education as mature individuals.

Today national rituals, spiritual properties, ethno psychology, modern requirements must be taken into consideration in the perfection of the spiritual-aesthetic features of young generation. School leavers from general secondary schools having been educated, gifted and the masters of high spiritual-aesthetic culture, they should also have in themselves some ethic and aesthetic qualities. And pedagogues are immediately responsible in this important affair and they should decide some urgent problems concerning the spiritual upbringing of teenagers.

In teaching English the students should be taught not only to have knowledge on particular subjects as grammar, speaking, writing, listening etc. but they also should have been introduced with educational-upbringing materials on, for instance, culture, moral, customs and rituals of every-day-use of the people living in English speaking countries. In the process of learning as

in extracurricular activities students have a great deal of possibilities to have been introduced with entire materials that are able to motivate them to become the one who can imagine himself/herself as a true foreigner speaking (having dinner, playing, behaving, etc) as they do in their native place. Namely, such practical situations should frequently take a place in the collections of exercises on English. Thus, it becomes easier to bring up in our pupils spiritual features of their English contemporaries and open them the doors to globalization matters.

Majority of English teachers do not or cannot practice the above techniques they teach their subject as a linguistic discipline without paying an attention to upbringing purposes and forget of the complex approach to problems of educational and upbringing aims of teaching. For instance, in the process of learning English it is obviously understood that students learning immediately the culture, customs and rituals of the nation whose mother tongue they having been taught, they will have a fair opportunity to master the qualities of true diplomatic careers, as they have previously interested in such relations to live and collaborate in friendly terms with their international partners as they since their first years of schooling have dreamed of such affairs. However, such moments occur rarely as school textbooks include fewer and fewer materials aimed to developing spiritual features of pupils of senior classes of general secondary schools.

The important condition in the pupils' intentions of gaining the desired successes in their learning English and upbringing activities in the higher stage of secondary schools is to study peculiarities of the teaching process in their schools, to get rid of some insolvency by means of eliminating subjective and objective factors hindering the normal going of the educational-upbringing process.

The study of causes that negatively affect to pupils of the general secondary schools in getting used to teaching conditions make the teachers bound to carry out the following duties [2]:

- To organize the process of teaching worthwhile, namely, to join the two directions in parallel as a principal motto reads: education and upbringing are indivisible; In this direction everybody should obey the main statement of being up to date: in the process of globalization the upbringing of spiritual features is considered as the main point of general upbringing process;

- During developing of acquired habits of pupils some trouble-some pupils should be encouraged by teachers individually by means of approach to them pedagogically and psychologically, in order not to harm to personal qualities of a pupil whoever he/she is.

The psychological matter of spiritual upbringing is appeared while it is aimed to form the factors for studying of combining of the two parts of educational-upbringing process. These factors include the following conditions:

- the balance of a pupil's speaking and learning skills in mastering true English;
- occurrence in him/her pedagogical abilities;
- his/her interests in philosophical and philological sciences;
- knowledge abilities and professional qualification and professional motivations, spiritual readiness to all occasions, etc.

The thorough analysis of above mentioned psychological factors makes appear the following cases [3]:

- Carrying out the course of exercises on speaking and learning English through psychological processes. To develop the skills of learning English one should form a whole system of directive and fulfilling tasks. The fulfilling tasks are used in the auditory consisting of gifted and highly-interested pupils. In the auditory with weaker pupils there used both

directive and fulfilling tasks in the composite aspect, besides it's desirable to hold individual works with troubled pupils organizing special extra classes:

- Practical tasks are also carried out according to spiritual readiness of pupils. A foreign language teacher plays an important role in the formation of professional skills providing different functions of pedagogical activities in the spiritual upbringing;

- Spiritual abilities and spiritual professionalism are indivisible constituent part of pedagogical activities of the English teachers and are considered the main two techniques of organizing the methodically based professional activity in the classroom and extra-curricular activities. Spiritual abilities are established when teaching materials include more and more examples describing culture, habits rituals, customs, etc. that native bearers of English keep using in their everyday life. Learning such original sources the students; who are keenly interested in their way of life can raise their knowledge into higher degrees as a result mastering some skills. In such way taking the advantage of favorable situations teachers can organize master classes with participating more gifted pupils as an exemplary display of skills to encourage weaker ones for making a profound progress in their own learning, too. These measures can be functioned as a confirmation of opinions that abilities grow up into true skills which motivate creating as a professional. However, the process develops step by step.

- Introspection and self-determination is considered the psychological mechanism which connect future professional's specific and spiritual features organically.

In the process of learning English the following pedagogical-psychological conditions should be considered as special points in the rising the effectiveness of practical exercises: to define the importance of texts in English and the facts of their origin, how useful they are for spiritual purposes and how they influence on the pupils conscience who are foreign language learners in relation to their learning language; in order to consolidate the knowledge the teacher should give recommendations on all the types of mental activity; the pupils who can completely understand and pleases the whole sense of teacher's statement must be positively ticked out by the teacher for future reward, well, the fair assessment is the base of perfectness and so on.

As it is known, carrying out the above mentioned factors which considered as true measures of rising the effectiveness of the recommended system of exercises a teacher of English at general secondary schools can combine teaching and upbringing the pupils' spiritual-aesthetic features worthwhile.

So, upbringing the pupils of general secondary schools in the cultural, spiritual-aesthetic competence require the fulfilling the tasks given below:

Firstly: speaking skills (dialogue and monologue), understanding through listening, reading, writing and interpreting which are considered to be of great importance, only when it is combined closely with developing pupils' spiritual-aesthetic features. In this pupils ability to think and express his/her opinions independently play a very important role.

Secondly: The occurrence and establishing of spiritual-aesthetic features pupils at general secondary schools give them the fair opportunity to join readily the communicative acts in any situations (at a party, being on visits, welcoming your guests, on holidays) at different places (at home, at the theatre, at sports fields, at exhibitions, etc.) These arrangements make pupils active.

Thirdly: Interactive communication is practiced and here also pupils have a chance to test how they are accurate in keeping the rules to behave themselves in particular occasions, how they

can express their feelings, acknowledgements sincerely, how they ask for things they want in different situations for instance, at restaurants (theaters, hotels, etc.) In such situations pupils feel their duties stronger and try to be competent and accurate and this motivate to feel the sense of responsibility and conscience in front of his/her schoolmates and teachers or tourists those factors help them to be brought up as true masters of spiritual-aesthetic features. So, interactive communication organized in the complex way combining educational and upbringing activities is considered one of the most important and decisive methods in the modern stage of teaching English to pupils of general secondary schools.

Today, the formation of the spiritual-aesthetic culture on the basis of the word languages assures one's perfection. Thus, the formation of the spiritual-aesthetic culture of the students not only improves the educational process in the schools, but also impresses the role of the spiritual factor in society.

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