

QUALITY OF LANGUAGE EDUCATION IN UNIVERSITY AS A PROBLEM OF MODERN SOCIETY

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ABSTRACT:

This article deals with the current issues of quality of language education at economic university; creation of conditions for teaching languages within two-level education, expansion of international university relations, and increasing competition in the world educational market.

Keywords: language education, quality, challenges.

INTRODUCTION:

The core of the information society is the enhancement of the value of knowledge and science. A modern person must have a set of special competencies, especially linguistic.

Great importance in the Republic of Uzbekistan from the first steps of its independence is attached to the issues of ensuring the constitutional rights of citizens to education, further development of educational structures, coverage of the population with all forms of education and upbringing. This also applies to the system of providing information to all areas and subjects of education. Higher educational institutions of the republic in an open economy, to a greater extent than before, are forced to check their activities with world achievements, in connection with which there was a need to create a new information service system based on a modern technical base and modern information and communication technologies, covering all aspects activities of an educational institution. [1]

Education, as the most important sphere of human activity, ensuring the formation of the intellectual potential of society, is now in a very difficult situation all over the world. In other words, the amount of knowledge a person needs is becoming more and more, since they are being updated more and more rapidly, and the period of time for a person's training remains practically unchanged.

Language education is a rather complex system in its structure. In this system, the interests of the individual and the group intertwine and coexist, there are incentives and restrictions. Like any other system, the language education system has its own image, its own culture, its own traditions and its own reputation. It develops successfully when it has its own strategy and justification for the efficient use of resources. It is rebuilt when it ceases to meet the set goals or when these goals change under the influence of external factors. And finally, she will fall into an inert state when she is unable to perform the tasks assigned to her.

In the conditions of the intensively accelerating pace of changes in society, one of the urgent problems facing the scientific community today, before the pedagogical community, is the need to form a high-quality trained specialist of a new generation that meets the needs of modern society. [2].

Today, new characteristics and competencies are added to the professional portrait of a specialist in the field of science, technology and technology, including the ability to organize interaction in the scientific and industrial environment at the level of international contacts. Knowledge of languages, the

acquisition of which occurs in the process of forming a professionally oriented foreign language communicative competence, thus becomes an integral part of the professional training of students. International activity as the most important factor in the development of a modern technical university for its employees and students implies the organization of research and educational activities in the international space, which requires active knowledge of one or more foreign languages. Thus, the task of a modern economic university is not only to attract foreign specialists to carry out research and teaching activities, but also to adopt experience, and, first of all, to conquer key positions in the world of science and education.

The model of training a graduate with a competence-based approach is focused on the formation of qualities responsible for creative initiative, striving for self-development. In relation to language education, the competence-based approach manifested itself in the form of an accentuation of academic skills. Academic skills are understood as activities that are necessary for students in the learning process and are universal, i.e. are of a general disciplinary nature.

The important role of the language training of a modern specialist of any profile is explained, first of all, by the need for his participation in various communicative situations - primarily professional communication, and is implemented in line with modern processes of humanitarization of economic education. The discussion about economics could not but end with the recognition of the fact that a comprehensively developed personality, the formation of which is aimed at modern education, should, at least, have the ability to clearly express their thoughts and feelings - in oral and written form, both in Russian and in Russian. foreign language. [3].

Knowledge of the language itself, its wealth and capabilities is only one of the sides of

communicative competence. The fundamental is the ability to find not only the exact, but also the appropriate word for expressing one's thoughts - speech competence. The latter, in turn, largely predetermines the culture of communication - that level of interaction between people, which leads to their adequate mutual understanding in the process of joint activity. We also emphasize that communicative competence lays down the skills of meaningful communication, awareness of oneself in a constant dialogue both with the outside world and with oneself, which means that it is directly related to the development of the student's intellectual competence. The integrative goal of language education involves obtaining an integrative result. In the light of the above, it can be presented as the achievement of a certain "balance" in the types of cultures being mastered - the culture of language, culture of speech, culture of communication, culture of thinking, which, from our point of view, is fundamental for the formation of general cultural competence of the student.

Intercultural competence will also find its place in such an integrative result of language education, in the case of teaching a foreign language, according to the implementation of the value-orientational direction of self-actualization of the individual. Note that the interactivity of the goal of teaching a language - both native and foreign - may have another dimension of consideration. Experts talk about the equal status of educational, cognitive, developmental, educational aspects of training at the level of goal setting. In the case of language learning, culture itself acts as its goal, in other words, that which brings language acquisition in all the listed aspects.

In any case, the goals of learning the native and foreign languages should be determined based on the needs of society and on the basis of the tasks and actions necessary to realize these needs. Today, these goals are set in a

competency-based format, and the professional and general cultural competencies put forward by educational standards are used to describe the expected result - the portrait of the "ideal graduate".

The special role of language education in the formation of general cultural competence is determined by its integrative nature, expressed in the integration and "balance" of the types of cultures being mastered in the educational process. The effectiveness of using the pedagogical potential of language education in the general cultural training of students will depend on how a particular university will be able to dispose of a certain academic freedom provided by federal educational standards when developing its basic educational programs and competence models of graduates.

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