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OPPORTUNITIES OF FOREIGN LANGUAGE CLASSES IN THE AESTHETIC EDUCATION OF CHILDREN

SUMMARY

The foreign language subject taught at the school has a strong influence on the development of aesthetic education of students, the rise of aesthetic culture, and finally, the formation of a rich inner, spiritual world. Therefore, the educational character of training should always be kept in the foreground, not only during the teaching process, but also at all stages of training and education, special attention should be paid to the enrichment of the spiritual world of students.

Key words: *opportunities for foreign language, children, aesthetic education, teaching, classes.*

As a result of the rapid development of science and technology, the spread of mass media, the intensification of relations between countries, the use of people by other countries caused them to learn foreign languages. Nowadays, knowing one or more languages is one of the prerequisites in academic life.

Currently, mutual learning of languages in general is an urgent issue. Because mutual learning of languages leads to the development of people's interest in each other, brings different nationalities closer, and creates a basis for them to understand each other better. Even in ancient times, they said: "The more languages you know, the more you are a person." Knowing a foreign language not only enriches every person spiritually, it also creates a foundation for the development of the national language. Academician L.V.Sherba highly appreciated the role of the mother tongue and wrote: "mother tongue can be removed from the learning process... but in school conditions, it is impossible to remove the mother tongue from the minds of students. A student fully understands this or that word or language event if he has found an equivalent in his native language" [Kərimov: 2011, p. 62].

One of the demands of our modern times is not to be satisfied with the mother tongue and try to learn a new language at any age. It is known that aesthetic education plays an important role in the comprehensive development of personality along with other components of education. Because aesthetic education instills in a person the ability to feel and appreciate beauty and sublimity and directs him to form as a creator of these great spiritual resources. Aesthetic education is not limited to developing delicate and noble feelings and enriching the personality with sensitive feelings, it also has a great impact on arming a person with high moral feelings and moral concepts, on the formation of the most sublime, humane attitudes towards all natural and social phenomena. Aesthetic education also plays an important role in the correct perception of the surrounding world.

The school should play an important role for the aesthetic development of students. There is a saying that aesthetic education is a moral quality obtained as a result of all educational activities conducted in school. The essence of this is laid in the family, in kindergarten, and continued at school. It is known that the aesthetic education of students at school is mainly carried out in two ways: through the teaching of individual subjects, and

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extracurricular activities. In the aesthetic education of schoolchildren, along with other subjects, foreign languages, including English and French, have combined the most beautiful aspects of the oldest languages spread in Europe, and have been enriched through the works of powerful writers and thinkers of the English and French peoples over the centuries. Great enlightened writers such as Voltaire, Diderot, Dalamber, Jean-Jacques Rousseau, Louis Michel, Eugène Potier, poets, William Shakespeare, George Byron, Victor Hugo, Prosper Merime, Emile Zolya, Monagcan, great wordsmiths wrote and created in these languages. Orators such as Danton and Marat were able to make their way into the hearts of millions thanks to the possibilities of the French language.

All this shows that the teaching of English in Azerbaijani schools cannot be limited only to mastering that language. In this process, aesthetic education of schoolchildren should be one of the main tasks of teaching those subjects. In the process of teaching each foreign language subject, language teaching exercises by fulfilling the educational functions of the language, as well as through the separate texts taught, arouse different feelings in the students. Texts dedicated to the culture, literature, art and traditions of the people whose language we learn have a strong impact on the students' outlook and aesthetic abilities. Of course, while carrying out the aesthetic education of students in the process of teaching foreign languages, every teacher should also be guided by the following principles of aesthetic education, which have been reflected in the "Pedagogy" textbooks for a long time, taking into account the possibilities of this language:

1. The ideality of aesthetic education should be ensured.
2. Age characteristics of the child should be taken into account in the work of aesthetic education.
3. Systematicity and consistency should be followed in the work of aesthetic education.
4. Aesthetic education should be carried out comprehensively.

Of course, in these main requirements given as principles, at the same time, certain tasks related to aesthetic education are also reflected. For the implementation of those principles and the tasks arising from them, each foreign language teacher considers the favorable opportunities in advance and pays special attention to the reading material, which plays a very important role in this work. Therefore, regardless of the level of any foreign language and the class where this subject is taught, in order to develop students' aesthetic feelings and aesthetic taste through reading, the teacher should focus on the following aspects:

1. Beauty of style and meaning in texts;
2. The aesthetic-emotional effect of the content of the text;
3. Texts touch on issues directly related to aesthetic education
4. The teacher should optimally observe the pronunciation rules of the language he teaches and thus be able to convey the beauty inherent in the pronunciation of the language to the student.

When we consider it important to pay attention to the beauty of style and meaning in texts, we mean the correct choice of words to express the idea in individual songs, poems, and lyrical texts. Let's take a look at a part of the additional reading text "Abandoned Child"

from the famous French writer Victor Hugo's "The Laughing Man" in the eighth grade French language textbook of high school:

"The child was motionless by the sea. He was looking at the ship moving away. Then he looked around. He was alone. The men on the ship had abandoned it. He was 10 years old. He had neither a penny in his pocket, nor a piece of bread, nor shoes on his feet, only a man's jacket that was too big for him. It was a cold, frosty winter night. He didn't know where he was. He took a few steps forward and stopped. He looked around. There was no one".

This lyrical piece is a clear example of the beauty of style. This can manifest itself very clearly in the teacher's sad, calm, pleasant reading of the content of the text. The student listens with admiration to the text in the excited intonation of the teacher, as if the sadness of the main characters of the text - this little boy - infects him, the loneliness of an abandoned child, the loneliness of a cold winter night, by the sea, in a sandy desert hurts his heart. Somewhere in his heart, noble and good wishes arise, and if he comes across such a truth, he makes a firm decision in his heart that he will definitely help that lonely teenager.

As it can be seen, in the French language class dedicated to additional reading, students not only learn new words and expressions, get acquainted with the work of the great English writer V. Hugo, but at the same time, through the reading of a small piece selected from the work, moral-aesthetic qualities, subtle and important emotions are formed in them.

The aesthetic-emotional effect of the content of the text means good moral feelings - friendship, loyalty, patriotism, internationalism, diligence, politeness, nobility, inner purity, kindness and other moral-aesthetic qualities. An example of a passage taken from "King Lear" by the great English writer William Shakespeare in the English textbook of class X can be given. In this excerpt taken from the original, the student gets to know the father-son relationship and the sharply contrasting characters of the king's three daughters, as a result of which the eldest and middle daughter respect their father only because of his wealth, and turn their backs on their father in a difficult day, and the youngest daughter, on a simple word, "I love you as much as a girl should love her father", she testifies to her loyalty and love for her father at the last moment despite being kicked out of the house and deprived of the right to inherit. The selected passage is rich in content and instructive. After the meaning of the passage is clear to the student, he derives a great educational result from it, he understands that selfishness, loving only oneself, being greedy for wealth, and turning one's back lead to tragedy. The teacher reminds us of this beautiful saying of the fathers: "The wealth of the world remains in the world."

When we mean that the texts touch on the issues directly related to aesthetic education, mainly, they reflect the beauty of nature, the beauty of attitude and behavior, the beauty of attitude to individual events, the life and creativity of artists, art museums, individual paintings, music, theater, movies, texts about the beauty of architectural works are intended.

The famous Azerbaijani thinker M.F. Akhundov in the IX grade English textbook, the famous American writer Theodore Dreiser in the X grade English language textbook, S.A number of other texts dedicated to Vurgun's life and creativity can be cited as an example. Through these texts, students get acquainted with the lives and works of the heroic sons and daughters of different nations, geniuses, try to imitate them, and try to follow their path in the future.

On the other hand, in this text, students encounter the beautiful human character of the genius composer Uzeyir Hajiyev with his soft-hearted, meek, kind, caring, humanitarian character, and they also dream of those qualities.

It is one of the most important conditions for a teacher to optimally follow the pronunciation rules when speaking in English and thus be able to convey the beauty inherent in the pronunciation of the language to the students. Because the beautiful pronunciation will first of all draw the attention of the students to the teacher, the student will believe that the meaning of the beautiful words will also be beautiful and will try to understand and learn it.

In foreign language classes, the teacher talks to the children about the writers, poets, composers, and geniuses of the people whose language they teach, explains their works to the children, analyzes the character of the images in these works together with them, thereby instilling high moral and aesthetic qualities in the children.

The main thing is that the reading materials given in foreign language classes help students to read well, to be brave and courageous, to be strong-willed and restrained, to love music, to know the value of their profession, to be clean and tidy, to respect and sympathize with elders, to be kind to a friend, comrade, in general, to be caring, attentive to people, patriotism, etc.

We would like to emphasize one aspect in particular that each text given in the textbooks has its own educational significance. The extent to which this affects the students depends on the teacher's activity, professional skills and intellectual culture of the teacher.

From all of the above, it can be concluded that the foreign language subject taught at school has a strong influence on the development of aesthetic education of students, the rise of aesthetic culture, and finally, the formation of a rich inner-spiritual world. Therefore, the educational character of training should always be kept in the foreground, not only during the teaching process, but also at all stages of training and education, special attention should be paid to the enrichment of the spiritual world of the student.

Of course, in this process, not only the lesson illustrative materials, but also works with artistic-aesthetic influence should be considered as a means of raising the idea-aesthetic level of students. All this has a strong influence on the aesthetic education and general development of students in the learning process. Each teacher should use these opportunities effectively and evaluate the work on aesthetic education.

Relevance of the article: The teaching of foreign languages, which is one of the main topics of education, is of great importance in our era, when technological development precedes cultural change. Throughout history, people have learned foreign languages for different purposes and in different ways. It is from this point of view that the article can be considered relevant.

Scientific novelty of the article: The scientific novelty is that the article considers the improvement of aesthetic education as the main tool, along with the classification of basic skills in foreign language teaching. This is considered as a scientific novelty of the subject.

Practical significance and application of the article: From the article to teachers and students of secondary schools. it can also help master and doctoral students as an aid.

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Günel CƏFƏRLİ

UŞAQLARIN ESTETİK TƏRBİYƏSİNDƏ XARİCİ DİL DƏRSİNİN İMKANLARI

XÜLASƏ

Məktəbdə tədris olunan xarici dil fənni şagirdlərin estetik tərbiyəsinin inkişafına, estetik mədəniyyətinin yüksəlməsinə, nəhayət, zəngin daxili, mənəvi aləminin formalaşmasına qüvvətli təsir göstərir. Buna görə də təlimin tərbiyəvi xarakteri həmişə ön planda saxlanılmalı, nəinki tədris prosesində, təlim-tərbiyənin bütün mərhələlərində şagirdlərin mənəvi aləminin zənginləşməsinə xüsusi fikir verilməlidir.

Açar sözlər: xarici dil, uşaqlar, estetik tərbiyə, tədris, dərslərinin imkanları.

Гюнель ДЖАФАРЛИ

ВОЗМОЖНОСТИ УРОКА ИНОСТРАННОГО ЯЗЫКА В ЭСТЕТИЧЕСКОМ ВОСПИТАНИИ ДЕТЕЙ

РЕЗЮМЕ

Преподаваемый в школе предмет иностранный язык оказывает сильное влияние на развитие эстетического воспитания учащихся, повышение их эстетической культуры, наконец, на формирование у них богатого внутреннего, духовного мира. Поэтому воспитательный характер обучения всегда должен быть на первом плане, особое внимание должно уделяться обогащению духовного мира учащихся не только в процессе преподавания, но и на всех этапах обучения и воспитания.

Ключевые слова: иностранный язык, дети, эстетическое воспитание, преподавание, возможности уроков.