

TRAINING OF SPECIALISTS IN FOREIGN LANGUAGES IN UZBEKISTAN (1950-2020 YEARS)

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Annotation. As in all times, in the middle of the XX century, the issue of organizing the teaching of foreign languages and training of specialists with excellent knowledge of foreign languages was the most difficult one. In addition to perfectly mastering his native language, learning another foreign language opens the door to wider opportunities. In today's globalization process, special attention is paid to the use of new innovative technologies and technologies in the study of foreign languages. And the fact that modern technology has found its expression in the educational system has brought the level of language teaching to a new level. This is important in the solution of the problem of providing schools and universities with foreign language specialists.

Key words. Languages, innovative technologies, knowledge, scientific, methodological, quality, specialists, subjects, implementation.

Accordingly, the first direction in solving the problems of teaching manpower training in foreign languages was to increase the number of universities. The next stage of the work carried out by the people's education on improving the teaching of foreign languages in order to improve the quality of teaching was the establishment of control over the teaching of these subjects. It should be noted that until 1948, control over the teaching of foreign languages in the Republic was quietly established[2]. The administration of educational institutions and the heads of public education could not establish real control over the fact that they were not specialists in these subjects. A new direction in the field of Education created conditions for the implementation of retraining of teachers, first of all, when foreign languages regulated the teaching, and secondly, after all, this work began to be guided by specialists.

In this regard, two-year higher pedagogical courses on the professional development of professors and teachers of higher educational institutions under the Tashkent Institute of foreign languages pedagogy from 1962, from 1969 the courses on the professional development of Foreign Language teachers at the Tashkent State University (now the National University of Uzbekistan) began to work and became a reliable center. In order to apply the advanced experience in effective training of personnel, three methodical associations were established in the higher educational institutions of the republic, namely Tashkent (for Tashkent City), Samarkand (for Samarkand, Bukhara and Karshi), and Andijan (for Andijan, Fergana, Namangan and Kokand). In order to regulate the work carried out in educational institutions from foreign languages and, first of all, to prepare Foreign Language teachers, a scientific and methodical direction of foreign languages was established under the Ministry of Higher and secondary special education of the Republic. The second direction of training of specialists in foreign languages consisted in the adoption of students and training of teachers to the institutions, as well as changing the method of practical knowledge and teaching of a foreign language. As economic and cultural relations developed rapidly, the conditions, the situation required practical knowledge, it became necessary to change the order of teaching a foreign language. Due to these factors, the work on improving language teaching began to establish control over the teaching process and the implementation of retraining of teachers, led by specialists. According to the plan prepared by The Tashkent Institute of foreign languages, which is the largest base institution in the Republic for language teaching, these works consist of 117 people in 1951, 154 people in 1952, 222 people in 1953, 179 people in 1954 and 202 people in 1955, a total of 874 people, that is, training of specialists [3].

In the following years, the figures showing the growth of the number of students attract attention. For example, in the 1956/1957 academic year 620 students studied English and 483 students German in the full-time Department of all higher education institutions of the Republic. In 1958/1959 academic year in the full-time Department of Tashkent Institute of foreign languages 601 students studied English and 512 students studied German[4].

In all schools, the study of the subject of a foreign language was carried out not only by providing a slow pace, but also by increasing the incidence of this science in the curriculum of a number of schools. Teachers received articles and instructions as the first instruction for teaching in Uzbekistan schools. For example, in the late 50-ies, the "Dopolnitelnoe samostoyatelnoe chtenie na inostrannom yazike V shkolakh Uzbekistan" manual was issued. At the same time, schools began to receive not only textbooks, but also other literature.

In the efforts to resolve this issue, the founder of the issues of teaching foreign languages in the former Union is academician L.Shcherba's service was great. In this area I.Rakhmanov, A.Miroljubov, V.Tsetlin, V.Eregin, Z.Svetkova, S.Shatilov, N.Geiz, G.Rogova, I.BIM and others worked .

Work has been started to improve the teaching of foreign languages in the Republic. However, one more of the problems that still had to be solved before was waiting for its solution. This was the continuation of the work on the adaptation of programs and textbooks published in foreign languages for Russian schools to the characteristics of Uzbek schools in harmonic.

The third direction of the training of specialists in the field of teaching foreign languages was to increase the number of people involved in the study from the representatives of the local population. Such an event was also of great importance in the life of the Republic, because the teachers of the Uzbek secondary school had to know the mother tongue, well imagine the difficulties that would arise during the training. Finally, such teaching staff could begin to develop methods of teaching foreign languages in the Uzbek language audience.

The information obtained from the Tashkent Institute of foreign languages could be an example in this respect. Of the 370 students in 1948, 15 were representatives of local nationalities, of which 12 were Uzbeks. In the 1956/1957 academic year, 632 people from 1163 students belonged to the local population, 545 of them were Uzbeks. The number of representatives of local nationalities studying at the faculties of foreign languages of other universities also increased. Among them, teachers with academic degrees and titles began to appear. Comparative linguistics at that time Ya.Benyaminov, X.Barnokhodzhaeva, from the issue of teaching English in Uzbek schools E.Anisimova, I.Vagina defended the candidate dissertations.

By the end of the 50-ies, teachers of foreign languages, having reached the higher educational institutions of the Republic from among their national cadres, created the first ground for the creation of a Scientific School. Research works reflecting the National features of teaching, that is, articles devoted to the features of teaching a foreign language in Uzbek schools began to appear. Of these, the German language specialist S.Galyant's article on how to work in classes where the knowledge and skills of students are not the same, became important [5].

At the beginning of the 60-ies for Uzbek schools were published factual textbooks from foreign languages, scientific-methodical research was created, the formation of teaching methods was initiated. In particular, the preparation of the material for Language Teaching has been achieved by the linguistics. In the textbooks created by Mamajonov, it was recommended to conduct exercises to compare the sounds of English, German and French with the sounds of the Uzbek language. From Uzbek scientists H.Baykoziev was the first to offer exercises on the English language in 1965 year.

In 1966, the leadership of the Tashkent Pedagogical Institute of foreign languages sent to the first Moscow Institute of foreign languages a number of young teachers eager for science to improve their qualifications as an intern researcher. Among them was Iriskulov. In 1967 he was admitted to the Graduate School of the Institute. As a young scientist, he continued his further activity at the Tashkent Pedagogical Institute of foreign languages and actively worked in the positions of senior teacher, associate professor, deputy dean and vice-rector, development of educational level, development of science, active participation in public affairs, training of teachers[6].

In 1968, when determining the content of teaching a foreign language, the program prepared by the Academy of Sciences of Uzbekistan made serious changes in the teaching of oral speech and reading for Uzbek schools.

One of the major changes in the teaching of foreign languages in Uzbekistan in the 70-ies was the complete provision of the higher educational institutions of the Republic with qualified teachers of foreign languages. In this regard, the admission of students to pedagogical higher educational institutions specializing in a foreign language is reduced. In 1973, 2672 students were accepted, in 1974 2105 were accepted. Now, in connection with the solution of the problem of providing educational institutions with Foreign Language teachers, the next task was to retrain them, raise the level of thought and profession. By this period, factual textbooks containing the specific content of teaching foreign languages were published, scientific and methodological studies were created and new forms of teaching were initiated. Scientific-research work on the teaching of foreign languages has expanded. For example, in 1974, Tashkent Pedagogical Institute of foreign languages carried out 28 works, 443 teachers, including 91 doctors and candidates of Sciences. In particular, 1971 year M.Iriskulov professor under the scientific leadership of Barkhudarov successfully defended his dissertation[7].

In the following years M.Salieva, B.Rajapov, X.Seynazarov, T.Sattorov, M.Dadakho'jaeva became candidates of science. A.Abduazizov (1974) was the first in the history of Uzbekistan, even in Central Asia, to specialize in foreign languages. In the eighties, several doctoral and dozens of candidate dissertations were defended, such as M. Umarchodjaev, J. Buronov, O. Yusupov, K. Taymetov, K. Musaev. In 1988, A Scientific Council was opened at the Tashkent Institute of foreign languages to protect candidate and doctoral dissertations. In the 90's C.Jalalov (1991 y.) academic title of Professor and N.Avazboyev received a doctor's degree. The fact that foreign languages began to be considered as a national feature in Uzbekistan on the issue of teaching foreign languages in the carried out scientific-research works, paved the way for the formation of the Scientific School of Foreign Language Teaching in secondary schools and higher educational institutions of the Republic. [8]

Decree of the government of Uzbekistan № 186 of July 15, 1991 "on the transformation of the Institute of Oriental Studies under the Tashkent State University Into The Tashkent State Institute of Oriental Studies with the organization of the Tashkent State Institute of Oriental Studies, the training of Oriental specialists, the establishment and development of research in various fields of Oriental Science, the, the opportunities for training modern Orientalists, who have in-depth knowledge of international politics, have been fully opened. [9]

After Uzbekistan gained independence, as a result of established diplomatic relations with foreign countries, the need for personnel who know foreign languages and the socio-economic situation of foreign countries has increased. Therefore, the importance of studying and teaching foreign languages as an important area of State importance was given to the work, continuous training of foreign languages, including English, was given a high place in the issue of training of personnel, in the education of

young people comprehensively and competently, in the acquisition of science. In the following years, with the opening of foreign language faculties in the pedagogical Institutes of the regions, the possibility of training specialists in foreign languages, studying World Culture, Science and technology, history, values and civilization of different peoples has expanded. In the age of Information Technology and globalization, the current specialist, regardless of what field he / she works in, is required to know one of the foreign languages perfectly, the legal basis for achieving such achievements is reflected in the law of the Republic of Uzbekistan "on education" and the "National Program of Personnel Training". Uzbekistan State University of world languages, which is considered as the base higher educational institution for the implementation of these important documents, training of specialists who know foreign languages perfectly, has been established as responsible. [10]

The system of language education, that is, a system aimed at the formation of a harmonious, educated, modern-thinking young generation, the further integration of the Republic into the world community, has been created. In addition to Arabic, Persian, Darius, Hindi, Urdu, Chinese, Pashto and Uighur languages, Japanese, Korean, Turkish languages and literature were taught at five faculties in 2010 at the Institute of Oriental Studies, by 2016, more than a dozen new directions and specialties in Chinese, Japanese, Korean, Arabic, Persian, Turkish, Darius, Pashto, Urdu, Hindi, Indonesian, Vietnamese, Bengali, Malay, Uygur, English, German, French, Spanish, Russian specialists were trained. Previously, there were 7 units at the eastern faculty, by this period the number of units at the institute reached 24 units. Departments have risen incomparably not only in number, but also in terms of scientific potential, educational and methodical supply, material and technical base.

Over the past period, mature specialists in various fields of the national economy, personnel for scientific-research institutes, teachers of educational centers where Eastern languages are taught, translators for work in foreign countries, diplomatic staff have been trained. During this period, this place of knowledge has grown more than 400 candidates of Sciences, more than 80 doctors of Sciences for the Republican science of Oriental Studies.

This is evidenced by the fact that the State University of World Languages of Uzbekistan, which is considered the base higher educational institution for training foreign language specialists in the Republic, has conducted a total of 50 dissertations in the last 3 years (2016-2018 years). In particular, in 2016 5 (DSc), in 2017 13 (3 DSc, 10 PhD), in 2018 35 (5 DSc, 30 PhD) researchers successfully defended their scientific results. The fact that in the following years it is expected that every year more than 50 dissertation protections will be held, suggests that the work on this issue will be carried out more intensively in the future. By 2019, there were 42 doctors of science, 119 candidates of Science, the scientific potential was 26.1 per cent. From the 2018/2019 academic year, the evening department was opened at the Uzbek State World Languages University and 100 students were accepted to it.

In conclusion, the provision of knowledge in the educational system is subject to a systematic principle, all subjects included in the curriculum have their place in the process of training a highly qualified specialist, and each Science contributes to this process. In the process of training specialists in foreign languages, socio-political, psychology, methodology and specialty sciences are involved. The interaction of these disciplines can give a positive result in the teaching of foreign languages. The national mentality, spirituality, culture of each nation is formed in the process of centuries-old life. Therefore, specialists in foreign languages, as well as potential specialists, are required to know the history, literature, culture of foreign-speaking peoples who are studying themselves, without limiting themselves only to speaking, writing, reading and understanding in a foreign language.

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