

## SOME ISSUES OF DEVELOPMENT OF STUDENTS' SPIRITUAL AND MORAL COMPETENCY

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### ABSTRACT

The article reveals the theoretical and methodological bases of a competency-based approach to the formation of spiritual and moral qualities of the personality of students. It also identifies the components and features of development of students' spiritual and moral competency.

**Keywords:** Competence, spirituality, spiritual and moral qualities, student, spiritual and moral competency, development.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Competence is considered as pre-set social requirement (norm) imposed on a predetermined educational training of students needed for the effective and productive activity in a definite field.

There are various approaches to classifying types of competence. For instance, N.A. Muslimov and M.B. Urazova distinguish the following types of competence from the point of view of professional education:

- special competence – mastery of a professional activity at a sufficiently high level, ability to design subsequent professional development;

- social competence – joint professional activity, mastery of cooperation, social responsibility to the results of own work;

- personal competence – methods of personal independent reflection and independent development, a person's mastery of means of opposing professional deformations;

- individual competence – mastery of the methods of independent application and development of individuality within the framework of the profession, professional and personal growth, preparation of an independent organization and independent rehabilitation;

- core competences – intercultural and interbranch knowledge, skills and abilities of a person for adaptation and efficient creativity [1; p.6].

O. Khaitov and N. Umarova suggest grouping competences on the basis of a cluster approach as follows:

- competences related to working with information: collection and analysis of information, decision making; repeated change of information;

- competences related to achieving success: planning, organization of activities, analysis of results;

- competences related to working with people: management of attitudes, work in teams, influence on others;

- competences related to self-improvement: self-examination, professional growth, innovative mobility [2; p.78].

Zair-Bek Elena Sergeevna highlighted the following types of methodological competences:

- target competence: definition of goals and goal-setting problems are an integral part of the system of general pedagogical activity; ability to correctly set goals is associated with the results of pedagogical work;
- content-based competence: the content of technological education outlined at each stage of general education; requirements for the minimal, necessary training of students within the scope of the indicated content; maximum amount for determining the training load by years of study;
- monitoring-based competence. Evaluating the quality of education involves identifying the results of the educational process. At the same time, quality is not only the normative level, which the effectiveness of education must meet, but also the content, the conditions and the process that ensure the result [3; p.130].

The emergence of a competency-based model of education is due to a change in the essential features of human life and vital activities: erudition is no longer demanded as a general cultural characteristic of an individual, not as that which remains in consciousness and behaviour after “everything is forgotten”, but as a way of life generated by the very conditions of professional and everyday reality.

As the main organizational form of educational process, a competence-oriented education recreates a certain integral fragment of cultural, social or technical reality and ensures the development of students’ professional consciousness and the formation of their certain competences through the integration of diverse subject contents and various types of activities. There is a sharp reorientation of the assessment of the result of education from the concepts of “erudition”, “mannerliness” to the concepts of “competence” and “competency” of students as future specialists [4].

The implementation of the competency-based approach in professional education contributes to the achievement of its main goal – training skilled and morally perfect specialists of appropriate level and profiles, who are competitive in the labour market, proficient in the basics of profession, oriented in related fields of activity, capable of working efficiently in the specialty at the level of world standards, and ready for continuous professional and spiritual growth, as well as social and professional mobility.

The competency-based approach in education is understood as a way of teaching, which focuses on students’ mastering the key competences universal for the development of various types of activities, as well as requires the ability to use the means that are adequate to the current situation.

The competency-based approach integrates the main components of existing educational approaches:

1) traditional: knowledge, skills and abilities lie at the at the core of learner competences to be formed. In the logic of the competency-based approach, they change their vector: from the traditional “baggage” only those that are of practical character are selected, the rest are considered as reference books and are stored in encyclopaedias, educational and scientific reference books, and not in students’ “heads”;

2) culturological: the content of education within the framework of the competency-based approach changes quite quickly taking into account the cultural and historical context. The culturological approach provides work on updating documents regulating the content of education on an ongoing basis;

3) personality-oriented: a person’s place in the world is changing, gradually “man for society” is giving way to “man for himself”. The main efforts in the field of education are

proposed to be directed to the development of those abilities that are required for successful self-actualization and self-realization of a person. The relationship of personality-oriented and competency-based approaches is expressed in building students' individual educational trajectory, where the first approach acts as the goal, and the second as the means of this process;

4) activity-based: the main result of education in a competency-based approach is considered to be a person's ability and readiness for effective and productive activity in various socially significant situations, which can be defined as the further development of the activity-based approach.

The main principles reflecting the essence of implementation of the competency-based approach, in our opinion, are as follows:

1) relationship with the humanization of the educational process ensuring the personality-developing nature of training, as well as effective self-realization and self-development of students – graduates of universities;

2) interdisciplinarity and integrativity implying the content-technological integration of professional disciplines, humanities, natural sciences and special training cycles, and their connection with the future activities of graduates;

3) content-technological continuity of training and education of students ensuring the unity and consistency of pedagogical requirements for the means aimed at developing students' productive style of thinking in their activities, and for personal qualities that determine the essence of the formed competences;

4) diagnosticity, which means step-by-step identification of the degree of formation of competences through a specific diagnostic and criteria-based apparatus;

5) multifunctionality, which implies the willingness and ability to solve many diverse and interrelated tasks.

Since the higher education institution is a kind of microsociety, its educational activities, like a mirror, often reflect some negative tendencies that appear in society:

- a decrease in the social activity of students, an increase in consumer attitude towards higher education institution and its spiritual values;

- a decline in interest in mass university and extracurricular activities, and in public work; at the same time, an increased interest in aimless pastime, and low-quality and meaningless leisure activities;

- high degree of selfishness and individualism among some students and their parents.

Spiritual and moral competences touch upon issues of the purpose and meaning of life, and fulfil a regulatory role for an individual in public life.

Spiritual and moral competences are associated with the spiritual and moral foundations of vital activities of human and humankind, the culturological foundations of family, social and public phenomena and traditions, as well as knowledge of the role of science and religion in human life and society. This also includes students' experience of mastering a world view expanding to a culturological and human understanding.

Spiritual and moral competence includes the following main content-based components:

1) value-motivational – the totality of value orientations and motives adequate to the goals and objectives of the activity, worldview position;

2) personal – the totality of individual-psychological qualities and abilities important for a given field of activity, the main of which is the ability to comprehend, evaluate and predict an activity and its results;

3) cognitive – the totality of knowledge in a particular field of activity, on the basis of which competence is formed;

4) activity-based – the totality of practical problem-solving skills and abilities, as well as practical experience in this field of activity.

The content of these components is largely determined by the specifics of competences, i.e. their specific focus on a specific area of competence.

The following content-based components are distinguished in the structure of the value-motivational component of spiritual and moral competency:

- recognition of a person's intrinsic value that determines the value orientation of a person;
- morally oriented hierarchy of personal values;
- motivational attitude towards spiritual activity;
- motivational attitude towards morally appropriate behaviour in any field of activity.

The personal component includes:

- universal abilities and generalized methods of activity in the field of moral education;
- personal qualities that ensure competent human behaviour in a moral aspect;
- personal qualities that ensure socially and spiritually appropriate human behaviour in

the process of vital activities.

The cognitive component characterizes the general spiritual and moral level of training of a future specialist.

The following are distinguished in the activity-based component:

- experience of spiritual, moral, educational activities of a future specialist;
- individual life experience.

Education should include a system of spiritual and moral representations that determine the behaviour of a person in a variety of life situations, and the formation and development of high moral, cultural and value qualities of a person.

In this sense, higher education presupposes professional and personal development, as well as self-development of a future specialist, the formation of moral qualities of a person, etc. that determine a person's spiritual and moral competency. Students' spiritual and moral competency is shaped as a result of familiarizing with the foundations of spiritual and moral culture, being aware of it, participating in it, and assisting to it.

Based on the foregoing, we affirm that spiritual and moral competency is especially necessary for future specialists belonging to professions like "person-person", is mediated by the content of the activity of a future specialist, is part of the moral culture and element of his professionalism, as well as serves as a personal tool ensuring the effectiveness of his moral position and prosperity.

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