UDC 378: 37

DESIGN AND PLANNING OF EDUCATIONAL ACTIVITIES RELATED TO THE DEVELOPMENT OF MORAL COMPETENCE OF STUDENTS

Sarvinoz Norboeva,
PhD student of Termiz State university
E-mail: sarvinoznorboyeva@gmail.com

Annotation: The article justified the design and planning of educational activities for the development of moral competence in students and their implementation.
Key words: clarification, design, implementation, control, analysis, motivation, goal, content, form category, method of teaching, evaluation, reflection.
Аннотация. Мақолада талабаларнинг маънавий компетентлигини ривожлантиришга доир тарбиявий тадбирларни лойиҳалаш ва режалаштириш, уни амалиётга татбиқ этишни асослаб берган
Калит сўзлар: ойдинлаштириш, лойиҳалаштириш, амалга ошириш, назорат, таҳлил қилиш, мотив, мақсад, мазмун, шакл категория, тарбия методи, баҳолаш, рефлексия.
Резюме: В статье обосновано проектирование и планирование образовательной деятельности по развитию нравсвенной компетентности у студентов и их реализации.
Ключевые слова: уточнение, проектирование, внедрение, контроль, анализ, мотивация, цель, содержание, категория формы, метод обучения, оценка, рефлексия.

Introduction: In modern conditions, the actual task facing the pedagogical institutions of higher education remains to develop the personality of the future teacher, who is not only highly qualified, but also morally comprehensively. In order to successfully solve this task, it is necessary to ensure the integration of educational activities – educational activities that meet different material and spiritual needs, are subordinated to a single set of educational goals, interact with each other, provide for the entire education.

Real educational practice pedagogy requires improvement of theoretical and pedagogical bases of development of spiritual competence of students in higher educational institutions and its application to practice.

Proceeding from this urgency, it was determined that the basis of educational work of higher educational institutions in the development of moral competence of students will be the organization of educational activities. For the consistent and systematic implementation of these educational activities, technological justification is required for the systematic process, which consists of a sequence of work actions, such as clarifying, designing, implementing, controlling and analyzing the goal. Motivation is the process of moving motivations, the sum of motivations that motivate a person to basic activities. And, the motive, in translation from frantic, means motivating force, cause [7].

Literature review: The concept of motivation as cited in the literature is interpreted differently by researchers. For Example, A.Maslou connects motivation with need [4]. L.Rubinstein believes that motivation is the perception and satisfaction of this need [5]. Leontev believes that motivation is an objectivity that directs human activity to the satisfaction of needs and provokes it. [3]. According to Bojovich, motivation can be not only in the form of external factors, but also in the form of imagination, ideas, emotions, in a word, internal sub-factors[1]. A.Rean's definition says that motivation is said to motivate a person internally to that or that type of activity [6]. G.Vilyunas believes that motivation is a system of processes responsible for motivation and activity [2].

According to Shodmonova, the classification that scientists give to motivations is different, while some call the circumstances that arise in a person, that is, the circumstances that lead to the behavior of a person as motivation, while others call the purpose, interest, desire, intention, aspiration, interest, needs and beliefs of people as motivation, while others have interpreted motivation as a process [8].

In each period, the motivations of people, that is, the need and the need, continue to form and develop, as the content of their activities increases. In the development of spiritual competence in students, the need for the formation and development of these needs arises in the first place. To do this, the teacher requires the trainers to design, plan and carry out educational activities related to the development of moral and moral competence of the students.

Research methodology: Development of moral and moral competence in the life of students is the effectiveness of educational activities aimed at the expression of the relationship between the attainable results and the result achieved, in order to ensure the effectiveness of the educational process, the following conditions are necessary for the fulfillment of the following requirements: awareness of the importance and necessity of the spiritual need; taking into account; the creation of a creative environment that creates the necessary and favorable conditions for the development of moral competence of students; the basis for cooperation in the educational process; the consideration of factors that positively influence the development of moral competence of students.

In order for the purpose of the educational event – diagnostic, educational work to be reproducible – to be reproducible, each goal must be achieved, that is, the purpose of the educational event must be expressed in such a way that it is possible to judge exactly the same as it was achieved. The tasks that give the opportunity to determine the result of the educational event are called enlightened educational goals. The clarified objectives implies the observation, measurable actions of the student.

At the stage of achieving the goal, the task of the educator is an expression from assessing the social situation, subordinating his educational activities to the main goal, diagnosing the level of readiness of educators to accept certain educational influences in the future.

The strength of all teachers-mentors is not enough to create absolutely new techniques of upbringing. The problem of improving the techniques is always present, each teacher-coach decides it according to his capacity, enriches the general

methodology based on the expression of his private views in accordance with the specific conditions of the educational process. Such a private improvement of the methods of upbringing is called methods of upbringing. Methods of training – part of the general method, separate action, further clarification. Figuratively speaking, methods are an unexplored pathway through which the educator opens the way with his educators in order to achieve the set goal faster. If you start to use it in other educators, then gradually the methods can become widely prevailing methods. Knowing the methods and methods of training, mastering how to properly apply them – this is one of the important characteristics that determines the level of pedagogical skill. That's how the methods and methods of Education relate.

Another important component of the stage of the design of educational activities is Evaluation and reflection. Currently, two types of pedagogical evaluation are used: open pedagogical evaluation and closed pedagogical evaluation. Since the individual has intensively developed the independence of the subject, pedagogical evaluation in a closed style, which is considered increasingly effective, is of particular importance.

Analysis and results: In modern educational practice, a closed – style pedagogical assessment, which can be expressed as follows, is becoming increasingly important: "I-the message", to inform aloud about their situation and experiences associated with a life event (for example: "when an adult or an official is rude next to me to the little ones, I always feel uncomfortable"; " You – the message ", in the situation when a student has committed something, it is necessary to say Out Loud his estimated state of mind (for example:" you have done so because you are very upset and you cannot control yourself, now you are sorry "or " you have not done it, you have to do it! quot;); transfer the assessment authority to the student (for example: quot; What do you say? How do you assess your own behavior?"); delayed evaluation ("we'll discuss it all later") and so on.[9]

Reflection – the evaluation of the results of activities by the individual himself: "did I perform the task given to me well?", "What did I feel in the process of participating in the event?", "How did I manifest myself?", "Am I satisfied with the event?".

The stage of planning educational work begins after the stage of achieving the goal and differs from it only in theory, but in practical terms it is an indispensable process. At this stage, before the teacher-mentors: along with the educators, there are also such important tasks as determining all parts of the direction of activity, obligations among the participants showing them how to perform them.[10]

In the organization and planning of educational activities in higher education, the following methodological recommendations should be followed:

1. Clarification of the functions of the educational event is a necessary condition for increasing its effectiveness. These tasks must be skillfully interpreted and communicated to the educators. The organizers of the educational event should not forcibly transfer their views on the students: it is necessary to convince the educators to make the necessary decisions, to convince the students that the Oyo is done accepted as their own decisions.

2. Any educational event is designed on the basis of an active and complex direction. The first direction requires a lively, creative, inquisitive activity of students and, if necessary, a direction to choose situations that require diligence, active action. The second requires the teacher-mentors to perform each task effectively in every possible way.

3. All tasks that must be solved in the process of educational activities must be consistent with the expected results. The functions of the educational event are determined on the basis of the enlightened educational purpose

4. Its functions and implementation of the content of educational work

in connection with the conditions it is incredibly important to determine.

When choosing a material, it is necessary to pay attention to the sides of the positive impact on the upbringing of the educator. In order not to make various mistakes in the educational work, the teacher-mentors should develop them, taking into account the views and interests of the students, as well as relying on them and work.

5. Form, methods and means of education in accordance with the purpose it is designed separately for each stage of work. Such it should be stipulated that technological components serve to ensure as much as possible the principles of activity, initiative, independence.

6. Educational activities should be designed on the basis of emotionality, high enthusiasm. It is known that a person who is excited will be incredibly impressionable. In each educational event, it is necessary to find aspects that are close, in harmony with the life of the students and to develop positive qualities in it, to find a stable life-long decision, to convey in such a way that it helps to understand the landscape and reality of the scientist.

Conclusion: It can be said that by designing and planning educational activities related to the development of moral competence of students, we can educate them as mature individuals who have their place and their opinion in our society, who are in harmony with the interests of society.

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