



Improving the educational process in the development of spiritual and moral competences in students

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ABSTRACT

This article discusses the importance of developing moral and ethical education in students, given the current social conditions in our country, focusing on patriotism, independence, self-awareness, understanding the value of our homeland and people, recognizing one's worth, seizing opportunities, and contributing to the prosperity of the nation and society. The article also explores contemporary approaches to fostering moral and ethical competencies in higher education, emphasizing their role in the successful development of every educational institution.

Keywords:

Higher education, competency, education, morality, ethics, values, methods, guidance, national identity, aspirations.

Introduction

In the field of education, the role of upbringing is invaluable in the development of society. Nurturing individuals, instilling in them a desire for knowledge, hard work, and shaping their character at every stage, as well as developing essential competencies, are essential. The modern model of education today aims to create independent thinkers in society. It provides the opportunity to nurture individuals with real goals and aspirations. Education and human resource development are evolving in line with contemporary requirements. Continuous education is considered a vital task in all aspects of social life, preparing competent specialists who can excel in all spheres of society. State educational standards have been revised based on the modern education model. The revised state educational standards focus on shaping the general competencies of students in various fields and directions.

Spirituality is an internal, positive, and spiritual quality that defines the strength, progress, possibilities, and aspirations of individuals, the people, the state, and society. Spirituality,

according to its essence (derived from the Arabic word "ma'naviyat" - the sum of meanings), is a philosophical, legal, scientific, artistic, ethical, religious concept, perception, and set of ideals, values, and aspirations that have a positive impact on social development.

The main part

The development of the educational events plan, with a focus on the substance of the events and their relevance to the formation of the moral and ethical aspect of the human character, is emphasized. Understanding the essence of spirituality and ethics, its values, and principles allows students to engage in critical thinking from a moral and ethical perspective. As a result, they assess their own and others' actions from this point of view. Spiritual and ethical concepts, evaluation, and discussion lead to the formation of moral and ethical beliefs and ultimately to the recognition of human behavior and character. It leads to having moral and ethical beliefs.

Human ethical values enforce requirements and show respect for them. However, having knowledge of spiritual and ethical values and

understanding them is not just about having beliefs; it is when spiritual and ethical knowledge is applied in real-life experiences and is visible in the activities of students that it can be considered effective. In the system of spiritual and ethical education, when the development of spiritual and ethical feelings and emotions is systematically organized by individuals, their behavior towards events, people, and their own community becomes motivated to cultivate emotional responses. In this system, educational activities related to shaping the national character also play a role. Therefore, activities that contribute to the formation of national customs with an interest in shaping spiritual and ethical qualities are considered the most fundamental.

However, there is a need for the development of moral and ethical qualities in the student. Therefore, actions that contribute to the formation of moral and ethical education will consist of a chain of actions related to social norms and behavior. Moral and ethical actions, on the other hand, involve the student learning and internalizing ethical values and principles. The system of ethical actions includes various ethical practices. In this regard, the following requirements should be implemented:

- The goal is to ensure that moral and ethical education is carried out systematically and consistently in accordance with the company's efforts in the fight against moral and ethical issues.
- In students, the development of moral and ethical qualities and virtues should be carried out through active life situations, and students should express their own points of view in situations where moral values are violated.
- Creating guidelines for organizing ethical actions aimed at directing individuals towards achieving their ideals.
- Conducting work related to moral and ethical education, taking into account the experience of students, their readiness to accept educational rules, and their understanding of the nature of good and bad ethical actions.
- Forming high moral and ethical qualities in students, such as humanity, respect for others, compassion, kindness, and adherence to social

norms and ethical rules in shaping interpersonal relationships.

- Instilling civic culture, responsibility, respect for the community, and many other moral and ethical qualities, including caring for others, understanding people's concerns, promoting happiness, putting others' interests above one's own, stopping unethical actions against existing laws, and coordinating with the opinions of society members in stopping certain unethical actions, and recognizing responsibility.

Emotional and ethical competencies are crucial for students to succeed in human society. These competencies, such as enhancing interpersonal relationships, empathy, communication, providing advice and acceptance, learning responsibility, being cautious, and working with others, help students strengthen themselves through aspects like continuous learning, productivity, and success in social life.

To enhance the development of emotional and ethical competencies in the educational process, you can utilize the following methods:

1. Learning activities for emotional and ethical decision-making: Organize more activities for students to analyze problems and exercises drawn from various sources, helping them learn how to make decisions. These activities will be valuable for students to understand the importance of self-analysis and decision-making.
2. Collaboration and working in a community: Create opportunities for students to understand how to work collaboratively and make additional decisions by engaging in group activities, workshops, textbooks, and additional resources.
3. Teaching students how to manage emotional and ethical leadership: Prepare exercises and textbooks for students to learn how to manage their responsibilities and tasks effectively.
4. Enhancing individual perceptions: To enhance students' individual perceptions, regularly publish articles, provide advice during reading, and create opportunities for frequent readings as part of the experiential aspect of learning.
5. Dynamic teaching method: Using dynamic teaching methods for teachers, conducting self-assessment of students, writing articles, providing advice, accepting and ensuring

success, as well as creating opportunities for communication and personal development.

6. Moral and ethical acceptability: Ensuring the ability to use moral and ethical competence in enhancing students' moral and ethical competencies. Providing them with the ability to incorporate their skills and provide them with the ability to develop and acquire new experiences.

7. Encouraging independent learning and research: Inspiring students to engage in independent learning and research, enhancing their abilities, adding to their curiosity, and increasing their capabilities.

8. Additional resources and opportunities: Providing students with additional resources, electronic articles, courses, textbooks, and useful websites to develop their moral and ethical competencies.

9. Monitoring and assessment: Implementing a systematic monitoring and feedback system to assess and improve students' moral and ethical competencies.

Conclusion

In the formation of moral and ethical education, it is necessary to pay special attention to negative habits that may develop in the behavior of students - speaking loudly in public places, using vulgar language, showing emotional outbursts, speaking without thinking, disbelief, discussing unconfirmed events and incidents, interrupting others in conversations, and using gestures to express oneself.

To prepare students for the development of moral and ethical competencies, these behaviors need to be addressed. In addition, teachers and educational authorities should monitor the educational process and provide assistance in enhancing these competencies for students.

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