



Content of Improving Mechanisms for Developing Social-Moral Competences in Students

Bozorova Muslima Qodirovna

Docent of Termz state university, Uzbekistan

To'raqulov Akbar Rustam o'g'li

Lecturer, Denau entrepreneurship pedagogical institute, Uzbekistan

OPEN ACCESS

SUBMITTED 25 October 2024

ACCEPTED 19 December 2024

PUBLISHED 09 January 2025

VOLUME Vol.05 Issue01 2025

COPYRIGHT

© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

Abstract: This article discusses the theoretical foundations, practical mechanisms and ways to increase the effectiveness of the development of socio-moral competencies. The study of this topic serves to ensure the quality of education and the development of students' personalities.

Keywords: Socio-moral competencies, pedagogical technologies, national and universal values, democratic educational environment, innovative methods.

Introduction: In today's era of globalization, the development of socio-moral competencies in students is one of the important factors of social development. Spirituality and moral standards are the main factors ensuring the stability of society and also play an important role in the formation of students as individuals. Socio-moral competence is a person's ability to understand himself, communicate with other people, respect moral values and apply them in practical life. This competence determines not only the personal achievements of the student, but also the spiritual development of society.

One of the main goals of the modern education system is to prepare the younger generation not only professionally, but also morally and socially. In particular, the student period is one of the most important stages in the development of a person's socio-moral competencies. During this period, the spiritual image of the individual, a sense of responsibility and moral views are formed. Therefore, it is becoming necessary to improve pedagogical approaches aimed at

developing socio-moral competencies in students.

Review of relevant literature

Scientific and methodological literature on the development of socio-moral competencies offers a wide range of approaches. For example, the works of V. A. Slastenin on pedagogical innovations are of great importance in determining the theoretical foundations of upbringing and moral development in the educational process. His research especially emphasizes the role of interactive methods in the formation of social values.

Also, the theories of moral development developed by J. Piaget and L. Kohlberg are the main source for understanding student behavior and studying their decision-making processes. These theories are important for the formation of students in the process of solving moral dilemmas.

Local studies, on the basis of the "Concept of Continuous Spiritual Education", talk about the role of socio-moral education in state policy. In addition, O. Bozorov's "Formation of the Spiritual and Moral Consciousness of Students and Youth" contains practical recommendations.

Regarding the use of information and communication technologies,

M. Prensky's work on digital education shows the effectiveness of innovative methods for students. This literature enriches the theoretical and practical directions of developing socio-moral competencies.

METHODOLOGY

This article studies the scientific foundations, methodological approaches and practical application of mechanisms for improving the development of socio-moral competencies in students.

The main approach of the article is based on sociological methods. Using this method, changes in the process of developing students' socio-moral competencies are analyzed.

The effectiveness of various methods for developing socio-moral competencies is also compared. In this, the differences between previously existing methodologies and newly proposed approaches are analyzed. Using this method, the advantages and disadvantages of existing pedagogical approaches and methods are identified.

The article studies the theoretical foundations of the development of socio-moral competencies and their relationship with pedagogical technologies. Using this method, an analysis of existing scientific approaches and methods is carried out to make the pedagogical process more effective.

RESULTS

The development of socio-moral competencies in students is one of the important directions of the educational process. The methods, technologies, and pedagogical mechanisms used in the formation and development of socio-moral competencies in students were analyzed.

We can especially emphasize the role of a creative approach in the formation of students' socio-moral competencies. Through creative learning tasks, students will master and have the opportunity to apply various socio-moral values of society in practice.

Modern pedagogical technologies, in particular, information and communication technologies, serve as an effective tool in developing students' social and moral culture.

The pedagogical environment has a great influence on the formation of students' moral culture. In this process, the moral effectiveness of interaction between teachers and students is emphasized. The more democratic and humane the environment, the more effectively students' socio-moral competencies develop.

Simulations and role-playing games have been recognized as effective tools for forming moral choices in students' minds. Such technologies encourage students to develop decision-making skills in complex moral situations.

By involving students in real-life social situations, they gain a deeper understanding of moral values. Students will have the opportunity to apply their social and moral competencies in practice by participating in various social projects.

We can emphasize that the harmonization of national and universal values is an important condition for the development of social and moral competencies. In this process, the content of educational materials and the goals of education must match each other.

Pedagogical mechanisms for the development of students' social and moral competencies should be considered as an interconnected and integral process. This analysis serves to develop practical recommendations for improving this process.

CONCLUSIONS

The interrelation and importance of the processes of upbringing, education and personal self-development in the development of socio-moral competencies in students were revealed. The content of the formation of moral values, increasing students' social responsibility, and developing skills to comply with moral norms in pedagogical processes was analyzed.

We would like to mention the following from the

conclusions drawn from our research work:

1. To develop socio-moral competencies, it is necessary to widely use creative and interactive approaches in the educational process.
2. Digital technologies and innovative methods play an important role in enriching students' social experience.
3. Students develop their own moral choices and a sense of responsibility by actively participating in real social situations.
4. The harmony of national and universal values creates the necessary basis for the personal and social development of students.

We also make the following suggestions:

1. It is necessary to pay special attention to the harmonization of national and universal values when creating educational resources.
2. It is necessary to include special topics on the development of socio-moral competencies in the programs for the improvement of pedagogical personnel.
3. It is recommended to develop special programs and trainings for students based on game technologies.
4. Organizing various projects, discussions and conferences aimed at studying moral issues will yield effective results.

Future research in this area should be aimed, in particular, at developing and implementing pedagogical technologies adapted for different age groups. This is important in shaping students as active and responsible individuals in society.

REFERENCES

- Bazarov Otabek Xasanboevich "Talaba-yoshlar ma'naviy axloqiy ongini shakllantirishning ijtimoiy-falsafiy asoslari" PhD Diss. Toshkent-2019. 165 bet
- Lawrence Kohlberg. "The Philosophy of Moral Development: Moral Stages and the Idea of Justice" (1981)
- Jean Piaget. "The Psychology of the Child" (1969)
- "Uzluksiz ma'naviy tarbiya konsepsiyasi" Qonun hujjatlari ma'lumotlari milliy bazasi. 2020-y
- M. Prensky From Digital Natives to Digital Wisdom: Hopeful Essays for 21st Century Learning
- В. А. Слостёнин «Педагогика: инновационная деятельность» (1997)
- O'G, T. R. A. R. (2024). IJTIMOY AXLOQ ME'YORLARINING MAZMUN-MOHİYATI. Eurasian Journal of Academic Research, 4(7S), 640-642.
- Туракулов, А., & Абдуллаева, К. (2023). СОДЕРЖАНИЕ РАЗВИТИЯ ДУХОВНОЙ

КОМПЕТЕНТНОСТИ УЧАЩИХСЯ 10-11 КЛАССОВ НА ОСНОВЕ РАБОТЫ «СОЦИАЛЬНЫХ МАНЕРОВ. Предпринимательства и педагогика, 6(3), 169-177.

Toshqulova, Lobar, and Muslima Bozorova. "PIRLS ASSESSMENT SYSTEM CRITERIA." Академические исследования в современной науке 1.18 (2022): 25-27.

Kadyrovna, Bozorova Muslima. "THE ROLE OF THE ORAL CREATIVE RESOURCES OF THE PEOPLE IN THE NATIONAL EDUCATION SYSTEM AND ITS PEDAGOGICAL SIGNIFICANCE." Science and innovation 2.B4 (2023): 510-514.

Kadirovna, Bozorova Muslim. "HISTORICAL FOUNDATIONS OF THE DEVELOPMENT OF THE NEW RENAISSANCE PEDAGOGY." European International Journal of Multidisciplinary Research and Management Studies 4.11 (2024): 112-116.

Kadyrovna, Bozorova Muslima. "The Role of Ethnopedagogy in the Process of Improving the National Education System." Academia Globe 2.10 (2021): 18-21.