



Improving Technologies To Develop Spiritual And Moral Competencies In Future Teachers

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Journal **Website:**
<http://usajournalshub.com/index.php/tajmei>

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ABSTRACT

Increasing the professionalism and competence was recognized as the main driving force of progress and activities leading to the goals of sustainable development. The modern education system involves the further improvement of the mechanisms for raising the competence of future specialists on the basis of a creative approach and an innovative system for putting them into practice. From this point of view, the research competence of future specialists on the basis of a creative approach is of particular importance for creating innovation, creating intellectual resources for socio-economic development through the development of cognitive and divergent thinking based on modern pedagogical processes that create new knowledge, and expanding the training opportunities for competitive personnel. The article looks into the requirements and policies for the competent teaching staff.

KEYWORDS

Competence, lifelong learning, technical skill, spiritual and moral competence.

INTRODUCTION

The basic concepts of the spiritual and moral education of schoolchildren and the preparation of the future teacher for the

corresponding activity were subjected to research. At the same time, an analysis of

psychological and pedagogical literature suggests the need:

- Application in a complex of scientific approaches from the standpoint of which these phenomena were studied, as well as integrative and synergistic approaches;
- Definition of the essence of spiritual and moral education in comparison with spiritual and moral;
- Identifying scientific provisions, approaches, patterns, principles, concepts that reveal the essence of preparing a future teacher for the spiritual and moral education of schoolchildren and ensure the achievement of its tasks within the framework of various areas of relevant professional and pedagogical training;
- Development of the concept of professional and pedagogical training of a future teacher for spiritual and moral education from the point of view of the requirements of modernization of education in conditions of a diverse worldview, a variety of value systems;
- Solving the problem of the relationship between religious and secular traditions in the upbringing of the younger generation;
- Determining the competencies of the future teacher in the field of spiritual and moral education of schoolchildren.
- Thus, the relevance of the study is due to:
- At the socio-pedagogical level: the need to overcome the spiritual crisis caused by socio-economic development; a social order reflected in the latest state documents on education, in which the main task is the upbringing of a spiritually rich, highly moral, educated person who respects the traditions and culture of his people and other peoples; the need for the training of pedagogical personnel who are able to solve the problems of spiritual and moral education of schoolchildren in

the conditions of the existence of various value systems, the inconsistency and aggressiveness of the information space, different types of worldview, etc.;

- At the scientific and pedagogical level: the appearance in recent years of scientific research in the field of education of the younger generation in modern conditions, containing alternative positions of scientists in solving the problem under study and the need to determine in this regard the conceptual foundations of the spiritual and moral education of schoolchildren; the lack of theoretical provisions that reveal the essence of preparing a future teacher for the spiritual and moral education of schoolchildren in the changed socio-economic conditions;
- At the scientific and methodological level: the need to analyze the existing one and develop a new scientific and methodological support for the process of preparing a future teacher for the spiritual and moral education of schoolchildren in the constantly changing conditions of the socio-economic and spiritual life of Russian society.

MATERIALS AND METHODS

It is shown that the goal of aesthetic education is the development of their intellectual, spiritual, moral, artistic and creative potential, as well as the development of aesthetic taste and aesthetic ideal while using the wide opportunities for students to master various types of artistic and aesthetic activities. The article considers artistic and creative activities that have a greater impact on the process of aesthetic education. The importance of artistic and creative activity in the formation of the aesthetic activity of a person is noted. The dynamics of the

development of aesthetic education is revealed, showing that the acquired skills and practical aesthetic skills increase at each stage of professional training of future technology teachers in the context of studying and implementing various types of artistic and creative activities. The mechanism of aesthetic education is effectively implemented as the achievement of the goal of professional training of future technology teachers through the creation of special conditions for a unified artistic and aesthetic educational environment in which teachers involve students in the process of creative activity and encourage them to choose and make independent decisions in creativity. It is shown that the artistic and aesthetic educational environment through discussions and thematic conferences on art, in particular, on decorative and applied art, folk crafts, artistic handicrafts, contributes to the aesthetic education of future technology teachers. The necessity of studying disciplines on arts and crafts, theory and history of design, morphology in technological design, as well as the development of artistic and creative self-expression in artistic and creative activities aimed at the aesthetic education of students of future technology teachers is noted.

Reforming higher professional and pedagogical education requires a deep rethinking and development of practical approaches to the spiritual and moral formation of the personality of a future teacher, who has spirituality and high morality, formed spiritual needs and moral motives of behavior, the ability for spiritual and moral self-determination, self-realization, self-improvement, allowing to solve practical tasks of future professional activity.

The study of the provisions of regulatory documents in the field of education and the

analysis of the literature allow us to establish that domestic pedagogy has a certain need for scientifically based materials and methodological recommendations that regulate the spiritual and moral education of the future teacher. Particular attention in the professional training of teachers should be paid to the formation of the worldview of the individual, spiritual and moral position in relation to the phenomena of social life, readiness for public social action. We believe that the solution tool should be the system of spiritual and moral education of the future teacher in the field of professional training, taking into account the local history component, the basis of which is knowledge, skills and methods of local history activities, their worldview and moral orientation.

RESULTS AND CONCLUSION

The demand for local history material in the professional training of future teachers is due not only to the theoretical premises and new requirements of the federal state educational standard of higher professional education, but also to the practice of higher education - the humanization and regionalization of education, the pedagogical potential of local history in higher education, its upbringing function.

Teaching in our modern world is quite demanding and requires the educators to perform successfully in several positions.

Common ground across different cultures on the nature of teaching, teacher learning and teachers' competences can be outlined in six broad paradigms, which should be seen as integrated, complementary aspects of the profession (Paquay & Wagner, 2001):

- The teacher as a reflective agent
- The teacher as a knowledgeable expert

- The teacher as a skilful expert
- The teacher as a classroom actor
- The teacher as a social agent
- The teacher as a lifelong learner.

Such a broad frame of reference can be a useful tool for analysis and dialogue, according to a systemic view of the teacher's professional development, in its tensions between person and institution, product and process, and what is desirable or possible. It echoes conceptualisations of six broad, interlocking areas of teacher expertise, which require both individual teacher learning and higher-level developments within the teaching-learning system (Schratz & Wieser, 2002; Schratz et al., 2007):

- Reflexivity - developing professional thinking and discourse, based on situated pedagogic issues and experiences (Bastian & Helsper, 2000);
- Professional awareness - the conscious expertise of the teacher, as both subject-based and transversal, individual and within wider organizational structures (Bauer, 2000);
- Individualization - the knowledge, skills and attitudes to deal with diversity and inclusion – multicultural, gender and special needs issues – with a multi-perspective pedagogy based on appreciation of difference and respect (Prenzel, 1995).
- Cooperation - the teacher's actions and attitudes oriented to dialogue and interaction in social contexts and professional communities - viewed as one of the aspects mostly needing development in school organizations (Bastian & Helsper, 2000; Terhart & Klieme, 2005);
- Personal mastery - a pre-requisite for the previous ones, entailing creativity and vision, in deliberate, informed, effective professional thinking, knowledge and action (Reh, 2004);
- A sixth integrating area, combining all domains into a whole - the teacher's specific action, situated in a specific context structure – with the teacher's responsibility in actively shaping it and developing knowledge (Senge, 1996).
- In order to meet the demands of modern classrooms a teacher should always be on the way of self development. Stimulating teachers' engagement in professional learning and competence development
- It is possible to stimulate teachers to engage positively in developing their competences through a competence development plan that might:
- Be based upon a clear model of teacher competence with sound theoretical underpinnings, on which there can be consensus;
- Promote teachers' self-reflection;
- Respect individual teachers' different starting points and levels of interest by offering a mix of options, incentives and requirements; and
- Leave room for school autonomy in implementing continuous professional development plans.

A key question is: 'how to inspire teachers to be proactive, reflective professionals who take ownership of their own professional development?' Teachers vary in their learning styles, their level of engagement and their understanding of the benefits of acquiring and developing their competences. Therefore, their focus on internal or external stimuli for engagement in professional development will vary.

Teacher engagement in competence development can be stimulated by offering a

mix of opportunities, incentives and requirements. The opportunities for competence development should meet the following conditions:

- Matching needs and demands at all levels – building a bridge between the needs of the teacher and those of the school (and education system);
- Accessibility, relevance and variety of opportunities on offer;
- Proper coordination between the content of ITE, induction and CPD, and the providers at each phase;
- Being based on dialogue with stakeholders (teachers and unions, school managers and employers, school authorities and national ministries, teacher educators and universities, CPD providers) at all levels, to secure commitment and shared understanding;
- Adequate provision of time and resources (e.g. substitute teachers to cover for training absences).
- For teachers who are mainly stimulated by external factors, different material and non-material incentives can stimulate engagement in professional development; depending on the context, these may include:
 - Opportunities to develop as professionals;
 - Opportunities to fulfil other roles and take on wider school responsibilities;
 - Recognition by colleagues and education authorities;
 - Seeing the success of their pupils; the appreciation of the school leader;
 - The respect of the local community, including parents; and
 - Salary increases.

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