TECHNOLOGY FOR THE DEVELOPMENT OF SPIRITUAL AND SOCIAL COMPETENCES IN ELEMENTARY CLASS TEACHERS

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ABSTRACT
In the article, the issue of improving the technologies for developing the spiritual and social competences of future primary school teachers is separately studied. Forms, methods and means of developing spiritual and social competences of future elementary school teachers have been revealed.
KEYWORDS: *teacher, spirituality, competence, social competence, culture, national heritage, religious teaching, society, family, technology.*

INTRODUCTION

In today's conditions of rapid development of globalization and information and communication technologies, Uzbekistan is strengthening the youth policy and expanding the scope of the work being carried out. We consider preserving and strengthening our independence as the greatest goal. As the President of the Republic of Uzbekistan Sh.M. Mirziyoev said: "If the body of society's life is the economy, then its soul and spirit is spirituality. As we decided to build a new Uzbekistan, we rely on two strong pillars. The first is a strong economy based on market principles. The second is a strong spirituality based on the rich heritage of our ancestors and national values.

In order to find a practical solution to the spiritual problems of primary school teachers, the need to introduce modern educational standards, scientific justification of family relations and find solutions to problems in the higher education system has become stronger. Based on ethno-pedagogical and psychological experiences, improvement of social competencies based on innovative approaches is a current topic being studied by a number of developed countries. systematic works are being carried out. In developed countries, it is important to carry out scientific research on the formation of the educational process aimed at the development of spiritual and social competences, socialization, needs and opportunities of primary school teachers.

Just as pedagogical technologies are necessary in the field of education, it is so important to organize the educational process on a technological basis in the formation and development of spiritual culture. Updating the content of education based on the requirements of the times is one of the important tasks facing the science of pedagogy. In this regard, educational technology is of great importance. In addition, special attention is paid to the competence of the most important factors that shape and enrich students' independent thinking, creativity, spirituality, worldview through educational technology. The peculiarity of pedagogical technologies to the educational process is an innovative approach.

A number of tasks have been defined in the qualification requirements for the professional activities of future pedagogues, as well as in their spiritual and educational activities. In particular, to be able to plan spiritual and educational work, master the methodology of its organization, inculcate the idea of national independence in the minds of students; to know the methods and technologies of creating immunity against ideological and informational attacks in students; carrying out explanatory work on the role and impact of information and communication technologies in the processes taking place in the context of globalization; conducting individual conversations on issues of spiritual and moral education in neighborhoods; it is said that when conducting national customs and ceremonies, one should have the ability to reveal high human qualities such as universal values, kindness, tolerance, patriotism, loyalty, and this is the teacher's social competence .

In particular, paying attention to the problem of social competence development in future pedagogues as a pedagogical problem improves the competent approach in the educational process in higher educational institutions. This requires clarifying the essence of social competence through the concepts of "competence" and "competence".

LITERATURE REVIEW

In 1996, the "Core Competencies for Europe" symposium held by the Council of Europe in Bern identified the following 5 important competencies of modern graduates.

These are: political and social competences (taking responsibility, participating in decision-making, being able to resolve conflicts without violence);

competencies of living in a multi-ethnic society (accepting differences without passion, respecting others, interacting with representatives of other cultures);

able to communicate orally and in writing in one or more languages; competencies of living in an information society (knowledge of new technologies, ability to use them,

information distributed through mass media, critical attitude to advertisements);

The ability of independent self-education in the context of lifelong learning.

Modern professional education focuses on the formation of a new value system in future specialists. At its center, according to G.P. Shedrovskii, is "an individual based on free communication, able to change the way of life and forms of communication based on communication, and having the principle of social responsibility."

In dictionaries, the concept of "competence" comes in several meanings. In particular, those who have a certain competence, i.e., who can perform the functions related to the law, to the problems and situations that arise in the activity of an organization or person: competentia (lat.); means a qualified official who can answer a certain set of questions. In the dictionary "Pedagogicheskiy slovar-spravochnik" published by E.A. Seytkhalilov, B.Kh. Rakhimov, I.U. Madjidov, the term "competence" is defined as "the possession of knowledge, awareness in a certain field", and the word "competence" is defined as "knowing the answers to certain questions well" person", or "circle of people who have the right to do something", is interpreted as.

When it comes to the ratio of "competence" and "knowledge", scientists N.A. Muslimov, M.H.Usmonboeva, D.M.Sayfurov and A.B. Toraev, who researched the foundations of pedagogical competence and creativity, believe that competence arises as a result of learning (practice), and competence arises in activity. who put forward a harmonious view that it is manifested in the use of theoretical knowledge, high-level professional competence, skill and talent.

In our country, scientific and methodical research aimed at improving the professional activity and competencies of pedagogues-teachers is being carried out. For example, MB Bekmurodov, a pedagogue of the Republic of Uzbekistan, stated that competence is defined as the ability of a specialist to mobilize his knowledge, skills and generalized methods of actions. Basic competencies ensure the universality of the pedagogue-specialist and therefore cannot be deeply specialized. A specialist demonstrates his competences only in his work, in a specific situation. Undemonstrated competencies, on the other hand, indicate that they exist as a potential opportunity.

Researchers I.A.Zimnyaya distinguished between the categories of "competence" and "competence" in terms of content. That is, competence is a set of procedural and valuable substantive knowledge about a certain subject, and competence is a case category that characterizes the "application of knowledge - the implementation of competence", that is, the ability of an individual to operate in a certain professional situation. I.A.Zimnyaya emphasizes that such competencies arise from the characteristics of the social sphere and the interdependence of people as a person, a subject of activity.

In the book "General and Professional Pedagogy" by V.D.Simonenko, a special place is allocated to social competences, and it is defined as "harmonization of intercultural and intersectoral knowledge, skills and

qualifications of a specialist in production activities in various professional communities"[9].

According to research scientist N. Muslimov, competence is expressed by the student's acquisition of knowledge, skills and abilities necessary for the implementation of personal and socially significant professional activities and their ability to apply them in professional activities. In this place, the essence of the concept of "competence" is fully revealed, it is manifested in the following two forms: competence as a set of personal qualities of students and basic requirements of the professional field.

The analysis of the above definitions shows that, along with skills and abilities (activity components), social competence includes cognitive components (understanding, expression, analysis, etc.), as well as personality qualities.

DISCUSION AND RESULT

The analysis of the conceptual views of the competence-based approach in the field of education shows that in social pedagogy "the ability to "consciously" and realize their social-pedagogical potential in interaction with other people, strengthening the family, family relations and raising children" counts".

In this regard, we consider N. Yu. Rajinov's opinion that the main indicator of social competence is assertiveness, i.e. self-confidence (distrust) of a person. In psychological literature, the concept of "competence" is interpreted in connection with the characteristics of behavior, the dominant form of personal activity, and the current level of knowledge about life activities. At the same time, the psychological understanding of the nature of competence is mainly focused on the defined personal quality - quality.

First, social competence is a complex socio-pedagogical phenomenon formed in a complex of social, psychological and pedagogical sciences. In this case, the social competencies of the future pedagogue are the basis of his successful activity. Because it ensures a sufficient selection of social actions and the effectiveness of performing social roles specific to the individual. Taking into account the social nature of pedagogical activity, social competence is the basis of a teacher's professional competence.

Secondly, the purpose of forming social competences in the teacher is to form his vital position towards the world around us: to the Motherland, people, living and inanimate nature, material and spiritual values - to develop human relations. Social, political, spiritual, educational, economic, aesthetic values and self-development are the essence of social competence development.

Thirdly, in order to effectively develop social competence in pedagogues, it is necessary to study the socio-cultural environment, family, and collective relations of students.

Fourthly, the transformation of this process into an open socio-pedagogical system, the high professional level of professors and the social and moral environment in the higher educational institution are of great importance in the development of social competence.

Fifth, in the development of social competence in future pedagogues, it is necessary to describe the life values of

students, openness, gentleness, tolerance, mutual affection, consequentiality, civic virtues, moral qualities, life goals, national ideals, motivations for choosing a profession, one's own it is necessary to take into account such factors as self-education, level of social adaptation and socialization, social mobility and activity.

Competencies considered necessary for competitive, modern educated and highly moral specialists today include social, communicative, social-informational, cognitive and special competencies. In this, the leading role of social competences is recognized.

Along with the development of social competences of future teachers in pedagogical higher education institutions, scientific researches were conducted by scientists of various fields on the problem of developing the spiritual culture of future teachers, but the issue of improving the technologies of developing the spiritual culture of future teachers is a special issue. not researched.

Educational technology has its own characteristics of setting educational goals. Educational technology is a system based on a number of pedagogical tools, forms, and methods aimed at solving specific educational tasks. There is an adequate educational technology for finding a solution to each task, and as the task changes, so does its technology. In this case, the goals of education are determined by the results expressed in the actions of students, which are clearly visible and grow.

The reason for the implementation of educational goals in educational technology is based on the education of emotions in a person, so it is somewhat difficult to achieve a specific goal. The unique feature of the educational technology is that the educational process is designed and implemented in order to achieve the guaranteed result of educational goals. In this case, the teacher's activity is directed to a specific goal.

Orientation to the goal, diagnostic examination of the educational process, dividing the educational process into parts that have a special effect, improving it, allows to achieve high results by spending less time. It accelerates the process of turning students from passive activities into active subjects. Planning the organization of educational influence on a technological basis requires a high qualification from the pedagogue. After all the prepared materials are ready, the pedagogue mainly performs organizational and consultative tasks.

Educational technology that serves the purpose of developing spiritual culture includes the following:
- development of educational goals;
- turning educational goals into control tasks;
- systematization of educational goals implementation;
- ways to achieve the goal;
- evaluation of the achieved goal.

Formation of the pedagogical process in educational technology and

organization is based on the following principles:
- the principle of holistic approach to education;
- the principle of continuous education;
- the principle of targeting education;

- joint activities of pedagogues and educators.

Each of these components constitutes a system of applying pedagogical situations in a certain direction. The process of education is a continuous process and is formed in the family, neighborhood, school, and university. Focusing on a clearly defined goal in the educational technology, regular interaction with the pupil and the student should form the basis of the educational technology and fully cover the educational process.

Understanding educational technologies and creative approach to it, effective use of organizational forms, means and methods of education and its management depends on the teacher's methodological preparation. This requires the introduction of the technology of the educational process. Because in today's period of development, it is possible to create educational technology and use it in the education of the young generation, to encourage them to creative activities, and achieve high results.

Ensuring the continuity of education and organizing it in the form of a system is one of the main issues in educating young people, who are the future of our country, as well-rounded people.

Also, by paying more attention to extracurricular and extracurricular activities organized in continuous education, the continuity of the educational process is achieved. The task of extracurricular activities is not only to keep young people busy, but it is more complex, that is, to strengthen their knowledge acquired in lessons, to arouse their interest in our national values, and to fill their lives with joy and excitement. The task of the class teacher is responsible and important in the organization of educational work, just like in the course of the lesson. Based on the above, we recommend using the following educational methods based on our experience in education: "Conflict method", "Round table", "Three-stage interview", "Communication training", "Problem solving method", "Pen between the table", "Rolling the gallery", "Academic debate", "Snowstorm", "Swarm of bees", "Critic analysis of the situation" and others.

To work with these technologies, it is necessary to form groups of several people, to create a situation of trust, to eliminate psychological tension that interferes with open discussion. These technologies are aimed at expanding the scope of thinking, avoiding existing limitations, developing thinking, and accelerating educational activities. The purpose of these technologies is to attract students and students more and allow them to learn from each other.

ADVANTAGES OF SUCH TECHNOLOGIES

1. Allows students to share their ideas and thoughts more.

2. In small groups, students can express opinions that are different from what they can express in large groups.

3. By sharing experiences and thoughts, students expand their worldviews and thoughts and change existing approaches.

4. Moves the focus of attention from the teacher (pedagogue) to the participants.

5. Makes students take more responsibility for education.

When introducing innovations into the educational process, it is necessary to pay attention to the following when creating a motivational component in students:

- explaining the need for educational influence and skills;
- creating a sense of personal responsibility;
- arousing and maintaining the interest of the participants during the process;
- explaining how the acquired experiences can be used in life;
- approval, recognition, encouragement;
- healthy competition;
- to allow communication about how students can achieve success in the future from the learned experiences;
- creating a listening opportunity;

The main goal of today's educational system is to prepare students for independent life, to teach them to think creatively, and to educate them to be high-level thinkers. In general, in the educational system, its programs, content, and standards are improving. Such rapid changes require the creation of a unique technology of education, student education.

Only a skilled teacher with high competence can do such speed. As the main goal of today's innovative projects "Learning-Teaching", "Ustoz-Shogird" is to provide education to the modern highly cultured generation, this can only be done by a skilled pedagogue with intellectual potential, knowledge, skills and qualifications.

But we hear opinions that the introduction of educational technologies is lagging behind. It is necessary that the educational, educational and developmental goals of the lesson should be integrated, one complementing the other. In the process of education, there is a need to gradually assimilate students with national education, that is, the rich cultural heritage, national values, and achievements of the Uzbek people through educational technologies. The teacher must follow the following pedagogical requirements when organizing educational activities:

- suitable for the student's age and mental state;
- serves to strengthen the knowledge acquired in the lesson;
- organization based on specific goals and plans;
- through the event, moral qualities such as community, organization, mutual help should be formed in primary school students.
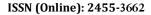
CONCLUSION

In conclusion, it should be said that social competence is a newly emerging generalized socially interconnected quality of a person, which is necessary for the successful performance of social roles and effective functioning in society and this society. Accordingly, social competences of a future pedagogue mean necessary and effective qualities during professional pedagogical activity, social pedagogical and social psychological knowledge, skill, skill, and method of activity. The competence approach shows the need to introduce it as a methodological component in determining the content of pedagogical education programs.

The work of future teachers is essentially social, and that is why social competences are at the top during their work. Based on this, it can be said that social competence is created on the basis of professional pedagogical competence and forms a priority component of the student's personal qualities model, which includes individual personal characteristics. The use of modern information and communication technologies in the educational process, increasing the efficiency of modern educational methods, changes the work of teachers-educators, improves their work methods, and leads to educational changes in the pedagogical system. This sets specific tasks in the organization and management of informationalization of spiritual and educational processes. In this process, the purposeful educational activities and their continuous diagnosis will have a positive effect. On the basis of new pedagogical technologies in the continuous education system, it is considered appropriate to start the work of educating young people in the spirit of the idea of national independence. The effectiveness of these, the entire educational process in the continuous education system is aimed at one goal - ideological education of students, education of a well-rounded generation that serves to strengthen independence. This will help determine the level of spiritual maturity of future teachers.

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