

## Pedagogical System Of Developing Spiritual And Moral Competence Of Schoolchildren In Learning English

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### ANNOTATION

The article provides information about the pedagogical system of developing the moral and moral competence of schoolchildren in learning English. The issue of conceptualizing the spiritual and moral competence of schoolchildren in English language learning is the conceptual basis of the spiritual and moral competence of students. Learning English should improve students' spiritual and moral culture, develop their logical thinking, have a serious effect on memory, expand their worldview, and increase their general level of knowledge. It is recommended to use traditional and innovative educational technologies, including problem-based learning, cooperative learning, contextual learning, interactive learning, case method, brainstorming method, pyramid, World cafe, Mind map and many other technologies in the formation of general cultural and spiritual and moral competences of schoolchildren. .

**Keywords and phrases:** English language, students, spiritual and moral competence, pedagogical system, high value, aspiration, logical thinking, innovative education, problem-based education, cooperative education, context education, case method, brainstorming method, pyramid, World cafe, Mind map.

### INTRODUCTION

In the developed countries of the world, a number of scientific researches related to the development of spiritual-ethical and cultural competence of general secondary school students, the peculiarities of the person-oriented approach in teaching foreign languages to students, and the criteria of pedagogical conditions are being conducted. This, in turn, determines the need to introduce programs that serve to develop the cultural, spiritual and moral life of students and prevent violence among teenagers. The conceptual approaches described in these documents indicate the need for socialization of students of general secondary schools of spiritual and moral education. For example, creating certain conditions that affect the quality of foreign language teaching at school, learning a foreign language by young students using innovative technologies, the fact that language is an important mechanism of cultural communication, the adaptation of a person to another culture, solving the conflict between cultures based on the translation of thought in the process of communication is gaining importance.

In Uzbekistan, special attention is paid to the improvement of the pedagogical mechanisms of developing the spiritual and moral competences of students and putting the concept of continuous spiritual education into practice [1]. The problem of systematically increasing the spiritual and moral competence of schoolchildren in learning English is related to the fact that it is important to educate highly cultured, creative thinking people in the educational process. The change of the educational paradigm put before the science of pedagogy the problem of finding ways to adapt educational technologies to the fundamental foundations of culture as the basis of individual development.

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## ANALYSIS OF RESEARCH AND PUBLICATIONS

In our republic, there are a number of studies on the development of moral and moral competence of students. For example, in the scientific studies of M.Abdullaeva, B.Adizov, N.Azizkhodjaeva, M.Akhmedova, U.Begimkulov, R.Djuraev, U.Inoyatov, J.Yoldoshev, O.Musurmonova, M.Ochilov, O'.Tolipov, the spiritual- the ideas of interrelationship with moral culture and competence corresponding to it, the meaning and essence of the concepts of "spiritual needs of a person" and "spiritual values of a person" are given [2].

The ideas of the interrelationship of learning a foreign (English) language, spiritual and moral competence, and the corresponding culture are reflected in the researches of J.Djalolov, M.Mahkamova, K.Riskulova. P.Abdimuratov, S. Alauatdinov, U. Aleuov, U. Mahkamov, N. Ortikov, M. Pazylova, I. Choriev, M. Bozorova, N. Egamberdieva, F. Yuzlikaev studied some aspects of spiritual and moral education [3].

In the countries of the Commonwealth of Independent States (CIS), V. Abramov, I.Agapov, V.Belyaeva, V.Bespalko, B. Bibler, E.Bondarevskaya, E. Vereshchagin, T.Vlasova, L.Grishaeva, D. Gudkov, N. Dzhegutanova, E. Dorjieva, Z. Zangieva, B. Likhachyov, In the studies of V. Maksimov, A. Mudrik, N. Muslimov, T. Petrakova, V. Safonova, E. Simonishvili, P. Simonov, V. Slastyonin, V. Furmanova, A. Khutorskoilar, students' spiritual and moral culture, "personal The meaning and essence of the concepts of "spiritual needs" and "spiritual values of a person" have been researched [4].

Among foreign scientists, N.Bonvillian, M.Byram, D. Crystal, E.W. Hawkins, C.Kramsch, W.F.MacKay and J.Scrivener studied the relationship between learning a foreign (English) language, spiritual and moral competence, and the corresponding culture[5].

However, the problem of developing students' spiritual and moral competence in learning English in the context of intercultural communication has not been sufficiently studied.

**Discussions and Results.** "Competence" means a holistic description of personal qualities, the level of preparation of students of an educational institution (in particular, schools) to work in certain fields (competencies). At the same time, the word "competence" comes from the Latin word "competere", which means "to be able"[6]. In addition, an important component of the student's individual competence is his initiative. It includes both interpersonal communication and all types of informational communication.

The experience of competence helps the student to adapt to the surrounding reality as a social and individual. Therefore, the organization of this experience depends on the student's thinking, unique characteristics, creative self-expression, and methods of intensively influencing his situations. Competency experience is "a new characteristic that students acquire. This feature is a versatile, unifying feature that does not correspond to the ability of students to apply knowledge and skills in practice, but includes this ability" [7, p. 25].

Spiritual and moral formation of a person is a rare process in his development and maturity.

It should be noted that the process of each person acquiring spirituality and morality serves to ensure mutual understanding between people and the harmony of human relations. It is also noted that "ideal, spirituality is something absolute and is realized in different structures of our life, in different cultures, in different ethnicities and civilizations, in different religions.

Spiritual and moral competence means that everyone should understand the importance of his participation in creating the spiritual and moral content of the human society, while forming the overall picture and unity of the world, without being alienated.

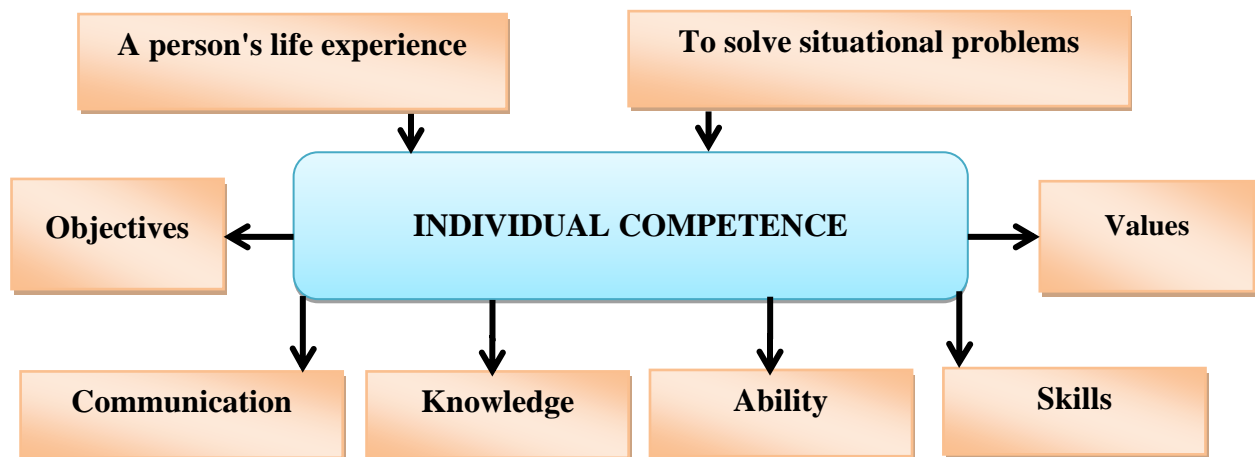


Figure 1. Individual competence of students

### structural model

We come to the conclusion that, in fact, "development of spiritual and moral competence" is a pedagogically organized process of students' assimilation and acceptance of the main national values, the process of assimilation of universal values, cultural, spiritual and moral values of the multi-ethnic people of the Republic of Uzbekistan.

The values of spiritual and moral competence of schoolchildren correspond to the following traditional sources of morality: patriotism, social solidarity, loyalty to the Motherland, family, work and creativity, science, religion, literature and art, nature, humanity.

The moral and ethical competence of students learning a foreign language is considered in the context of national and foreign language cultures. A person-oriented approach to learning a foreign language allows to support and ensure the processes of self-awareness, self-development and self-expression of the student, to form his unique individuality and spiritual image.

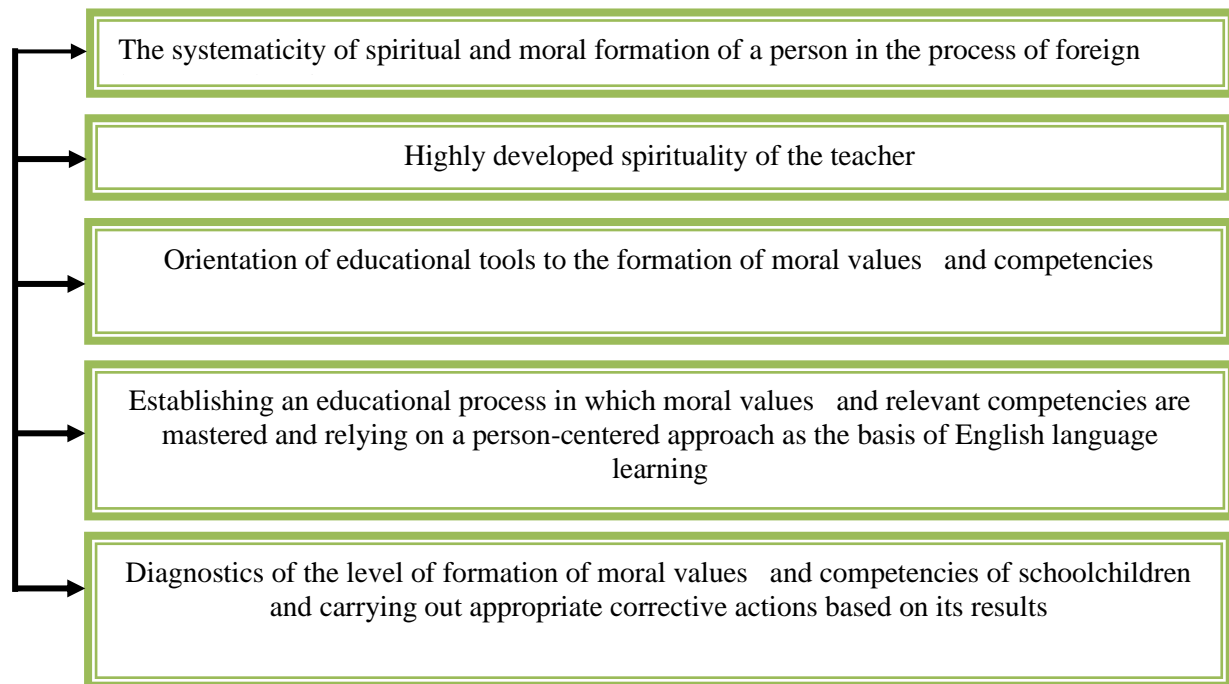
Within the person-centered approach, students become the main subject and participant of the learning process. Because it has a significant impact on him. The teacher must coordinate the language learning process, determine the learning goal and trajectory, organize the work accordingly and provide the necessary resources.

As a result, students should not only acquire knowledge in a foreign language class, but also understand how the educational process is structured, how it can be applied in real life, and also acquire the necessary moral and ethical competence.

It is necessary to create certain conditions that affect the quality of foreign language teaching at school. At the same time, the concept of "Pedagogical conditions" is widely used in scientific and pedagogical research. According to its usage, the word "conditions" has many meanings, in the term "pedagogical conditions" it is often used in the following meanings: "a situation in which something depends", "a demand expressed by one of the contracting parties", "a verbal or written agreement, transaction about something", "any what will happen, what will happen»[7, p. 21].

In the study, "pedagogical conditions" are pedagogical measures that enable students to learn a foreign language effectively in the conditions of a general education school, and ensure their creation, as well as environmental factors and criteria.

In accordance with the topic of our research, it should be noted that increasing the level of formation of moral and ethical values and competences is possible only when learning a foreign language follows a complex of pedagogical conditions that include the following elements.



**Figure 2. A complex of pedagogical conditions in order to raise the level of formation of moral and ethical values and competencies**

The described pedagogical conditions allow effective teaching of a foreign language to students at school. In this, students' independence in acquiring knowledge in a foreign language, communicative competence in a foreign language, creative ability, as well as spiritual and moral competence and the formation of an active life position in speech activity in a foreign language are developed.

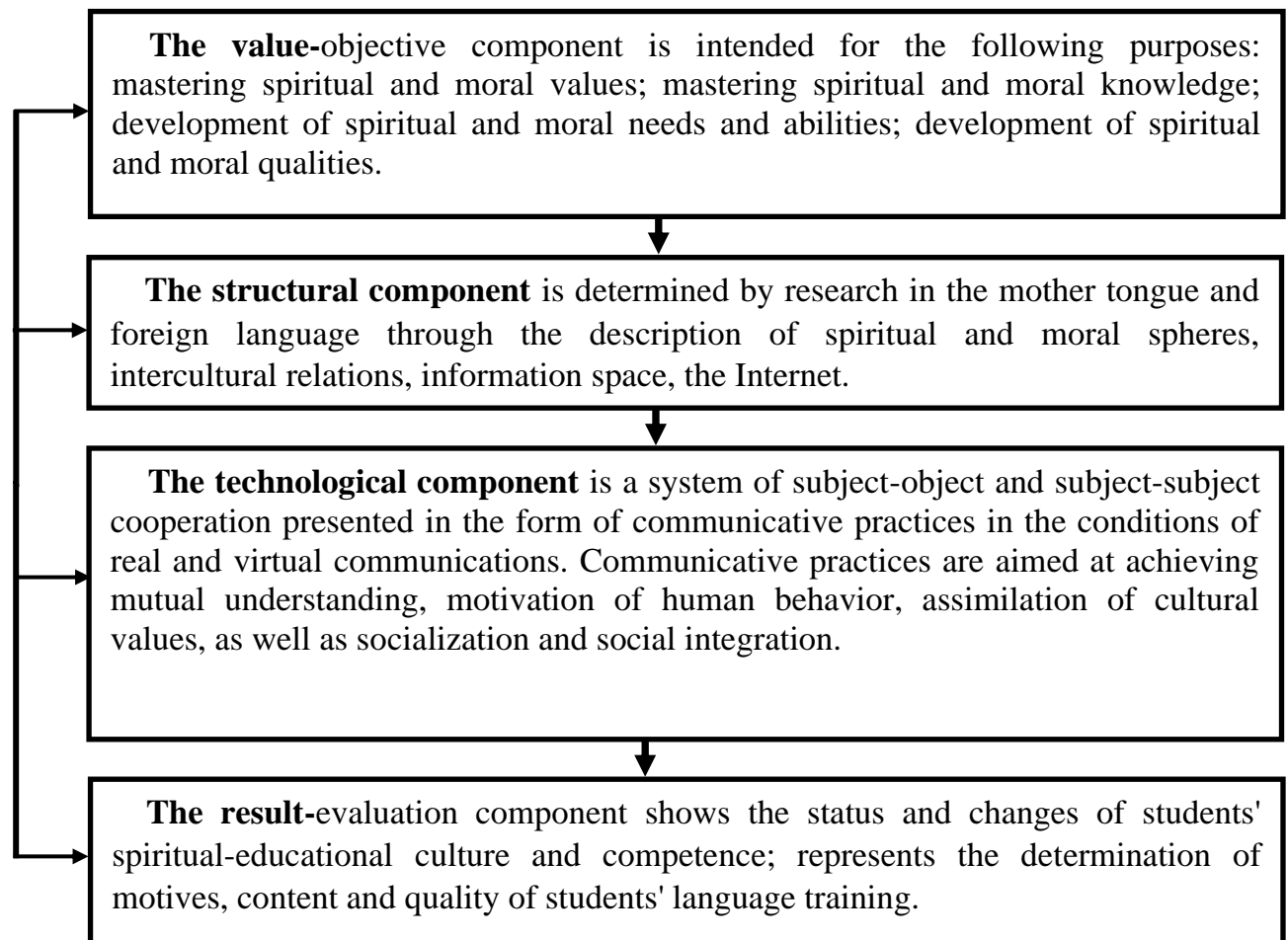
The use of various innovative methods of teaching English, debate, ICT and practical games, has a number of advantages, helps to teach students to acquire new knowledge, develops their creative and organizational abilities, and provides a strong incentive for language learning [8]. In addition, innovative methods allow combining theory and practice, form scientific knowledge, professional qualifications and skills, as well as develop moral and ethical competence.

Organizationally, the conceptual model begins to acquire integrity due to the unity of "processes-components":

1. Determining the spiritual and moral experience of students, motivation to learn English, personal and professional needs and abilities of a person.
2. To define and sort the value-targeted guidelines and tasks of the educational process envisaged in this environment.
3. Spiritual and moral education: development of the most optimal strategy for the implementation of educational and educational goals based on the model of axiological, epistemological and constructive-projective education.
4. To develop the appropriate content of spiritual and moral education in learning English.
5. Development of a project of technological organization of the educational process within the framework of the programmatic strategy of moral and moral education of students.
6. Creation of methodological support of the pedagogical process (modules, cases, methodological-technological packages, creative projects, etc.) in the school educational environment.
7. Implementation of the project of technological provision of students' educational activities, testing of educational technologies [9].

Based on the conceptual rules that determine the spiritual and moral education of schoolchildren in the context of international relations, we created a model of the system of developing the spiritual and moral competence of students in teaching English in accordance with the structure of the whole pedagogical process (goals, principles, content, technologies, tools and forms, results).

The conceptual model of the system of developing students' moral and moral competence in learning English allows to realize the set goal, to consider the process of its implementation in structure and integrity, as well as to distinguish the interrelated and interacting elements of the educational process, to evaluate the effectiveness of the work of the teacher and students at school [10].



**Figure 3. The model of the system of development of students' spiritual and moral competence in learning English**

Pedagogical diagnosis is an important tool for the analysis of various aspects of the spiritual and moral upbringing and development of students, which allows to get quick and impartial information about the success of the student, to make timely corrections to the content and technologies of the educational process.

In our research, the subjective experience of the development of spiritual and moral competence of students was the subject of diagnosis, which is related to the manifestation of value orientations in self-determination of the individual, the manifestation of students' understanding of the qualities necessary for a person in today's society, the influence of various factors of the microenvironment on the formation of spiritual and moral experience.

In the process of diagnostic research, the questionnaire survey method, which includes observation, expert assessment, assessment, and test questions, was used. The following were noted as leading principles in the organization of diagnostic research:

the principle of holistic study of pedagogical phenomena;

the principle of complex use of research methods;

principle of impartiality;

the principle of studying phenomena in the processes of change and development.

Pupils of first 10th, then 11th grade of general education schools No. 14, Kanlikol district No. 1, Bozotov district No. 1, Nukus city No. 20 and No. 29 (year 2018-2019), a survey was conducted among a total of 200 students.

Diagnosis of the sphere of development of spiritual and moral competence of the person was carried out in two languages. That is, students answered the questions in two languages (mother tongue and English). In the course of the research, it became clear that the successful acquisition of the English language is related to the attractiveness of the future profession. Students who show vocational motives in learning English rate the attractiveness of their chosen profession much higher: social recognition, opportunity to gain prestige, opportunity to make a career and achieve success. There is a direct connection: a high level of language training encourages the study of additional professions.

In the course of experimental work, we tried to activate the development of students' moral and ethical competences by using the educational potential of the English language and the spiritual and moral potential of intercultural relations.

Experimental approval of the pedagogical system model developed for the development of students' moral and moral competence in English language learning in 2018-2020 in Chimboy district of the Republic of Karakalpakstan, No. 14, Kanlikol district No. 21, Bozotov district No. 1, Nukus city No. 20 and It was held in 29 secondary schools.

The validation phase of the experiment (2019-2020) included the analysis and diagnosis of motives for learning English, self-assessment of the level of language readiness, aphorisms, maxims, and the manifestation of consciousness in proverbs.

At first, 10th graders (total - 200) participated in the experiment. The project will be implemented from the 2019-2020 academic year, involving only 10th grade students. Thus, a group of students participated in the experiment for two years.

The experiment formed during the years 2018-2020 was carried out as part of a long-term project, which includes the following sub-projects: the teacher develops basic concept-texts in the mother tongue and English, then the students use them as essays, questions and answers, exercises, annotations, theses, etc. . they comment in the form. Essentially, the following is done:

Expanding and enriching the concepts of information space, spiritual and moral spheres thanks to the Internet, intercultural communication space;

students' mastery of intercultural communication tools and methods in the context of description of processes, including moral culture, explanations, interpretation of communicative cooperation, figurative analysis of language systems of texts given in Uzbek and English languages;

involving students in social cooperation (real and virtual) using the potential of meta-technologies of communicative practice and various forms of creative activity in dialogue projections.

Experimental (100 people) and control (100 people) groups were determined at the stage of evaluation of experimental results (2019-2020). The following set of methods was used to diagnose the formation of students' values and moral goals: morphological test of life values (V.F. Sopov, L.V. Karpushina), S. Schwartz's questionnaire, interpretation of data according to S. Schwartz's questionnaire, which values of students of the control and experimental groups made it possible to determine the hierarchy of preferences.

In general, the experimental group is characterized by the moral determinants of cooperation and tolerance. This was demonstrated by 88% of survey participants. The vector of competition with aggression characterizes the peculiarities of social cooperation of the control group.

The level of development of spiritual and moral competence of students in the experimental (EG) and control groups **CG** (on a scale of 0 to 5) is given in Table 2.

**Results of self-assessment of students' moral and ethical competence**

№	Indicators of moral and ethical competence	2018-2019 years		2019-2020 years	
		CG	EG	CG	EG
<b>I.</b>	<b>Spiritual and moral values</b>				
1.1	Spiritual development as the meaning, goal, and value of	4,1	4,0	4,2	4,8

	life				
1.2	Humanity, conscientiousness and responsibility as life values	4,0	4,0	4,1	4,7
1.3	Spiritual and moral development and self-expression as a personal need	3,9	3,8	4,1	4,7
<b>II.</b>	<b>Spiritual and moral knowledge</b>				
2.1	Knowledge of moral principles and moral norms	4,2	4,1	4,3	4,9
2.2	Seeking to know the world, national and personal spheres of spiritual culture	4,1	4,1	4,2	4,6
2.3	The need for creative activity in the field of communication	3,6	3,7	4,1	4,6
<b>III.</b>	<b>Spiritual and moral needs and abilities</b>				
3.1	The need to search for ideals, the meaning of life	3,8	3,8	4,1	4,7
3.2	The ability to achieve personal, professional, spiritual and civic perfection	3,6	3,7	4,0	4,6
3.3	The need for dialogic communication and the ability to cooperate	3,9	3,9	4,0	4,7
<b>IV.</b>	<b>Spiritual and moral qualities</b>				
4.1	Humanity and conscientiousness as the governing basis of all human activities	3,8	3,9	4,1	4,8
4.2	Manifestation of acceptance of one's duties and obligations to people, the state and society as one's own	3,8	3,8	4,2	4,8
4.3	Manifestation of tactical ability, tolerance, mutual respect as the ability of social cooperation	3,9	3,9	4,1	4,7

Indicators such as "Spiritual and moral development", "Ability to achieve personal, professional, spiritual and civic perfection", "need to search for the meaning of life, ideals", "Manifestation of duty and responsibility" of the students of the experimental group, that is, characterizing the spiritual and educational development of the individual the ratings of indicators increased from 0.8 points to 1.0 points. In the students of the control group, these indicators did not change, the best increase was 0.4 points. In this way, the effectiveness of the system of development of spiritual and moral competence developed in the teaching of a foreign (English) language is confirmed.

When the initial level of formation of spiritual and moral competence of students in the educational process was diagnosed for the first time, it showed that its development and quality indicators were approximately the same. However, at the formative stage of the research, the positive dynamics of the formation of the development of moral and moral competence of students was revealed after the implementation of various methods for the development of their spiritual and moral competence in teaching English to the schoolchildren of the Republic of Karakalpakstan with the systematic use of active learning methods.

Mathematical processing of the obtained data confirmed the difference between CG and EG. Moreover, the difference in readiness and ability to engage in communication in the mother tongue and in a foreign (English) language was also confirmed, which confirms our assumption that the formation of spiritual and moral competence will be more successful due to the improvement of intercultural competence in a foreign language.

During the entire study, we noted the dual orientation of each criterion of spiritual and moral competence. As a result of the implemented pedagogical procedures and methods, we observed that quality changes occurred in high school students. In particular, it should be noted that EG students began to actively participate in school creative activities related to the organization and holding of creative fields and festivals in English, English-language conferences and Olympiads, and prepared video clips for cross-cultural events.

Thus, the analysis of the results of the validation and control stages of the experiment showed that there are qualitative changes in the level of development of moral and ethical competence of students in learning English in the experimental group.

The positive dynamics of the development of the phenomenon under study was observed during the experiment in the control group, where pedagogical procedures and methods were not presented. However, he did not acquire a bright enough character. Therefore, the hypothesis put forward at the beginning of the research was confirmed during the experiment: actualization of the cultural potential of the educational content in English classes in order to form and develop the moral and moral competence of students in learning English, use of modern interactive technologies that expand the field of intercultural communication, and in learning English in the schools of Karakalpakstan it became clear that it is effective to establish a pedagogical activity enriched with a dialogic method, which enables the formation and development of students' spiritual and moral competence.

## CONCLUSIONS

The issue of conceptualizing the spiritual and moral competence of schoolchildren in English language learning is the conceptual basis of the spiritual and moral competence of students.

1. The meta-theory of spiritual and moral education of students in learning English, developed with technological and diagnostic tools, is universal and can be used in general secondary and secondary special vocational education system of the Republic of Uzbekistan.
2. The conducted analysis made it possible to determine the methodological foundations of the formation of metatheories of spiritual and moral education of a person in the space of intercultural communication: processes of globalization, intensification of communicative cooperation of representatives of different cultures, universalization of the language of communication in the conditions of the expanding information space. The listed basics of learning English are determined by the educational method.
3. Peculiarities of spiritual and moral upbringing of students in the context of intercultural communication in English language learning, assimilation of thoughts in the context of a person's native language and foreign language culture; content of texts enriched with new forms of metaculture (informational, intercultural communication); related to the use of communicative practice (dialogue, access to the virtual reality environment, creative activity).
4. In the study, the meta-technology of spiritual and moral competence development applied to Karakalpakstan schoolchildren in learning English was developed. The English language teacher's activity system (metatechnology) and students' activities are represented by a complex of communicative practices that include polyphonic dialogue, access to virtual reality, large-scale creative activity.
5. Renewal of the system of development of students' spiritual and moral competence depends on the conditions affecting education in the context of intercultural communication. These conditions include: processes of globalization, interdependence of cultural spheres in the world; intercultural communication, which is considered a factor of human socialization and is a form of existence and cooperation between man and society; actualization of the valuable and spiritual aspects of the mother tongue and foreign language culture, development of the ability to communicate with people and personal rules; manifestation of the subject's position (activity, independence, creativity, self-management, self-analysis) that determines the individual-personal development of students in the spiritual-educational sphere.



6. Issues such as expanding the technological means of developing students' spiritual and moral competence in learning English, classification of indicators of the quality of dynamics of changes in the individual field of the person were embodied as current tasks facing the field of pedagogical education.

Based on the theoretical and practical study and analysis of advanced pedagogical experiences on the development of students' spiritual and moral competence in learning English, the following recommendations can be made:

1. Learning English should improve the spiritual and moral culture of students, develop their logical thinking, have a serious effect on memory, expand their worldview and increase the general level of knowledge.
2. It is appropriate to use effective means of forming and developing general cultural and spiritual-moral competences of schoolchildren. Traditional and innovative educational technologies are such tools: problem-based learning, cooperative learning, contextual learning, interactive learning, case method, brainstorming method, pyramid, World cafe, Mind map and many other technologies.
3. In the process of mastering the English language, it is necessary to improve theoretical professional knowledge, as well as educational-organizational, educational-informational and educational-communicative skills.
4. Learning English should help moral and aesthetic development, influence the spiritual formation of a person. In modern society, knowledge of the English language creates all the necessary conditions for the thorough fulfillment of professional obligations, makes a specialist competitive, and raises his rating.

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