

Methodological Basis of Developing the Moral-Aesthetic Competence of Future Teachers

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Abstract: In this article, in the methodology for developing the moral and aesthetic competence of future teachers, the main function of the teacher is to educate, train and form a person. Educating a person as a person with high spirituality is considered a basic concept in pedagogy and means a joint priority activity of the family and society aimed at forming a perfect person. It is intended to establish the spiritual aspects of the human personality with the help of education. It is highlighted that the transformation of worldview, beliefs, virtue, beauty, goodness, and justice into personal qualities is possible only with the help of education.

Key words: science, competence, moral and aesthetic education, feelings, family and society, man, state, perfect generation, perfect person.

INTRODUCTION

Reforms aimed at radically renewing the life of the state and society in the new Uzbekistan are aimed at creating conditions and all opportunities for the upbringing of a well-rounded personality, embodying high moral and aesthetic values in all respects. Today, it is not difficult to deeply understand that, against the background of the reforms being carried out in our country in the field of science, our people are boldly taking steps towards noble ideas. In particular, the fact that Uzbekistan has entered a new era of development based on the idea of "From national revival to national progress", the large-scale reforms carried out in society in the socio-economic and spiritual-educational spheres, first of all, have created the basis for the development of our country. The tasks of developing modern education have become national goals, a nationwide movement.

In the process of implementing the Development Strategy on seven priority areas of development of the Republic of Uzbekistan for 2022-2026, it will be possible to clearly demonstrate the aspects of the practical application of work in the spiritual and educational sphere, including the renewal and enrichment of the moral and aesthetic thinking of future teachers. Because, where there are issues related to the development of a person, the all-round development of the individual and the development of society, which require the development of emotions, feelings and imagination, the need for moral and aesthetic education increases.

The role of educators, educators and teachers in the upbringing of the younger generation as well-rounded, perfect people is incomparable. "Our country has set ambitious goals in all spheres and industries. Their implementation and continued development will depend on the knowledge and thinking, upbringing and patriotism of the younger generation."

Methodology

In the methodology for developing the moral and aesthetic competence of future teachers, the main function of the teacher is to educate, train and form a person. The education of a person as a person with high spirituality is considered a basic concept in pedagogy and means the joint priority activity of the family and society aimed at the formation of a harmonious personality. With the help of education, the spiritual aspects of the human personality are determined. The transformation of worldview, beliefs,

views on goodness, beauty, goodness, justice and skills into personal qualities is carried out only with the help of education.

In this regard, the head of our state has set a goal of "ensuring spiritual and educational development and bringing the field to a new level" and implementing significant work to improve the quality of education based on advanced foreign experiences. The concept of education is an activity aimed at mastering the set of knowledge, skills and qualifications necessary for living, surviving and working among people. As a result of education, a person is provided with the necessary knowledge and in the future has the opportunity to receive specialized information of various levels. As a result of upbringing and education, certain personal qualities are formed in a person. Through upbringing and education, a person acquires spiritual and intellectual qualities that he did not have before. This state continues continuously throughout the life of a person and becomes a factor in his development.

At the new stage of our country's development, the assessment of moral and aesthetic relations based on the principles of "state - for man", "man - society - state", the creation of a unified system of spiritual and educational work based on the introduction of the "enterprise - university - scientific organization" system of developing intellectual creative potential, and the creation of a modern and attractive image of the society of New Uzbekistan, the enhancement of youth's potential in the field of creativity, inventiveness and labor, the purposeful organization of educational processes by uniting the spheres of moral and aesthetic activity into a single cluster, the expansion of the scope of specialization and the creation of clusters in the areas of art, sports, pedagogical education, and the creation of a spiritual space that will become a solid support for the development strategy of the new Uzbekistan will be the basis for creating a spiritual space that will become a solid foundation for the development strategy of the new Uzbekistan. "The goal of developing the intellectual creative potential of young people is to develop and protect the intellectual potential of young people.

The joint efforts of science and state power, as well as the modernization of the education system, the protection and development of intellectual reserves are of great importance. It should be noted that the regulation of work on the development of intellectual creative potential, the creation of psychological and pedagogical organizational and methodological foundations for the development of the intellectual creative potential of young people"[1]. In this process, the implementation of effective forms and methods of implementing the necessary tasks of improving moral and aesthetic education on the basis of a cluster system, purposefully directing society's attitude to artistic and aesthetic values, and integrating moral and aesthetic feelings and imagination into practice are of great theoretical, methodological and practical importance.

It is necessary to take into account the level of education, the level of knowledge provided in it, and the processes of forming a new worldview through the development of skills. "In this sense, the thinker Abdurauf Fitrat's statement "This world is a battlefield. The weapon of this struggle is a healthy body, a sharp mind and good morals"[2]. In this case, the socio-cultural aspects of the intellectual potential of young people as "intellectual potential" "reflect the intellectual side of human activity, which is closely related to issues of professional competence"[3].

Results

The effectiveness of the intellectual potential of young people in modern societies can be assessed according to the following criteria. First, the scientific and research activities of young people (scientific publications, grants, academic mobility, activity in competitions and conferences). Second, the demand for graduates in the labor market (the number of graduates employed). Third, the participation of employers in the educational process (performing graduate qualification work on the orders of organizations, ensuring the relevance of theory and practice). Thus, the growth of the level of knowledge of young people, the formation and development of intellectual potential are a guarantee of high competitiveness in the modern labor market. Continuing education and professional development help

expand the intellectual abilities and capabilities of young people, which increases the prospects for professional growth and raising the standard of living.”[4] . It is of great theoretical and methodological importance to study the spiritual heritage of young people in society, to create modern educational mechanisms based on enhancing their respect for national values, to reveal the socio-pedagogical aspects of cognitive, political, and moral development in the spiritual culture of young people, and to reveal the objective capabilities of the individual, society, and state.

“Competence” (English “competence” – “ability”) – the effective use of theoretical knowledge in activities, the ability to demonstrate a high level of professional competence, skills and talent. The concept of “competence” entered the field of education as a result of psychological scientific research. From a psychological point of view, competence means “how a specialist behaves in unconventional and unexpected situations, enters into dialogue, takes a new path in relations with opponents, performs ambiguous tasks, uses conflicting information, and has a plan of action in consistently developing and complex processes. Professional competence is the acquisition by a specialist of the knowledge, skills and abilities necessary for the implementation of professional activities and the ability to apply them in practice at a high level. The word “competent” is derived from the Latin word “copeto”, which means “I am able, worthy” and indicates knowledge and experience in a certain field.[5] .

The concept of developing the ethical and aesthetic competence of future teachers is of great importance in the pedagogical process, and this concept includes methodological activities of teachers aimed not only at imparting knowledge, but also at educating students in terms of their moral, aesthetic, and intellectual potential. The ethical and aesthetic competence of a teacher is his ability to implement ethical and aesthetic values, standards, norms and requirements in his activities, as well as to convey them to students and apply them in his relations with them. The realization of moral and aesthetic competence means the application of one's knowledge and skills in harmony with moral and aesthetic values and includes the following factors:

on the basis of moral principles, such basic values as humanity, justice, kindness, sincerity;

on the basis of aesthetic views, it covers the understanding of beauty and art, the management of thinking and emotions, and the development of aesthetic perception.

The process of methods for developing moral and aesthetic competence of future teachers is used. The process of applying enlightened pedagogical training consists of conducting training aimed at developing moral and aesthetic values, artistic and aesthetic tastes. Another method of development is modeling. This requires taking into account the demonstration of moral and aesthetic norms by the teacher in his activities, teaching students by his own example. Another method of development is mental and emotional development. Teachers can consider practical exercises that help them express their thoughts clearly and develop emotional intelligence. In this regard, the personal example of a teacher is the main tool in his teaching activity. In order for a teacher to influence his moral and aesthetic views, his students, teachers need to constantly educate themselves and show their personal examples to students.

“In recent years, the development of the education system, the training and improvement of the qualifications of pedagogical personnel in our country have been radically reformed. Special attention is paid to the development of a well-educated, competitive, capable, modern technology-equipped personnel with a worthy place on the world stage, as well as to improving the preparation of future teachers for innovative professional activities, improving the quality and efficiency of teaching, adapting to international standards, increasing scientific literacy, and improving the education system”[6]. In pedagogical processes, an age-appropriate approach, for example, moral and aesthetic norms, is formed from childhood, therefore, great attention should be paid to caution and sincerity in communicating with children in pedagogical processes. Methodological skills, personal examples and credibility of the teacher are important in solving moral and aesthetic problems with young people. Moral and aesthetic

competence ensures not only the professional success of the teacher, but also the upbringing of future teachers on the basis of high moral and aesthetic values. This supports the individual development of the future teacher and helps to raise a more conscious, fair, aesthetically rich generation in society.

Discussion

The concept of developing the moral and aesthetic competence of future teachers helps future teachers develop not only professionally, but also personally. This process is important not only for students, but also for society as a whole. The concept of developing the moral and aesthetic competence of future teachers is based on principles that ensure the implementation of moral, aesthetic values and norms in pedagogical activities, which serve the professional and personal development of the future teacher. Moral and aesthetic competence is the ability of a teacher to implement moral and aesthetic values not only in his work, but also in every area of his life and to teach these values to students. This competence includes certain elements:

- moral principles, in which values such as humanity, justice, respect, recognition and observance of the rights of others should and are the main principles in the pedagogical activity of the teacher. The future teacher should rely on these principles in his behavior and decisions, teach students to treat them fairly and equally;
- through aesthetic views, understanding beauty, appreciating art, and feeling aesthetic effects. The teacher's aesthetic views on the arts (works of art, music, drama, literature, etc.) help to develop the aesthetic taste and thinking of future teachers. The basic principles of the development of moral and aesthetic competence determine the main directions in the formation of moral and aesthetic competence of teachers.

In terms of humanity and respect, a future teacher, that is, a pedagogue, should treat students with respect as human beings and value their opinions. This requires that the pedagogue himself have a culture of respect and interaction. The teacher's respect for students increases their self-confidence, and this ensures the effectiveness of the pedagogical process. The creativity of future pedagogues, their interest in art, music and culture increase their success in forming aesthetic views in students. The pedagogue's help in developing aesthetic taste through art, music and literature teaches them to think creatively. It is worth noting that moral and aesthetic competence serves the general goals of the pedagogue. The main pedagogical goals are to educate students on the basis of their inclinations and moral values, and one of the main tasks of the pedagogue is to teach students moral and aesthetic values. This, in turn, helps to form personal moral standards of students. In this case, the teacher should teach students such moral values as sincerity, honesty, justice, patience and respect.

The development of aesthetic perception as a priority area for the development of moral and aesthetic competence of future teachers should be considered, the teacher should teach students to understand and feel beauty through art, literature, music and other aesthetic activities. The teacher explains this by creating an aesthetically rich environment, attracting students to the arts, as well as developing students' aesthetic views. This, in turn, strengthens the artistic taste, imagination and creative approach of students. One of these is the creation of a personal role model. The personal role model of a teacher is very important for his students. The reflection of moral and aesthetic values in his work is the most effective way of teaching students. The teacher must show students not only knowledge, but also correct behavior and aesthetic views. Methods for forming ethical and aesthetic competence include reflection and self-analysis of the teacher. It is necessary and important for teachers to improve their ethical and aesthetic views by analyzing their own activities. Because by evaluating their own activities, future teachers can make their own behavior and decisions more fair, effective, and ethically and aesthetically correct.

One of the priority areas for developing ethical and aesthetic competence of future teachers is the organization of trainings and seminars, which allow teachers to update and develop their knowledge, and also teach them to apply ethical and aesthetic aspects through practical exercises. Teamwork, learning from each other, and sharing experiences among future educators in conducting collective work and collaborations help educators develop their ethical and aesthetic competencies in collaboration.

The personal example of the teacher and the process of educational influence, the personal example of the future teacher is the most powerful tool for influencing students. When the teacher demonstrates high moral and aesthetic values, this teaches students to adhere to them. The teacher's own behavior, aesthetic views and professional skills lead to changes in students. This creates the opportunity for the teacher to teach students not only knowledge, but also life values. In the development of moral and aesthetic competence, the following needs exist in the development of moral and aesthetic competence of teachers through pedagogical needs:

- personal development, future teachers must constantly analyze themselves and strive for innovation in order to develop their moral and aesthetic image. This process is an impetus for the personal and professional development of the future teacher;

-as a social partner, it is necessary and important for future teachers to actively participate in the fight against moral and aesthetic problems of society. Promoting moral and aesthetic values in society increases the social responsibility of teachers and teaches students to apply these values in society.

The concept of developing moral and aesthetic competence of future teachers ensures the personal and professional development of the teacher. This process helps to form the moral and aesthetic views of not only students, but also the entire society. By applying moral and aesthetic values in their work, teachers educate the future generation as full-fledged, fair and aesthetically rich individuals. The essence of moral and aesthetic competence means that the future teacher will be able to implement moral and aesthetic values in his professional activities. This competence embodies not only the knowledge and skills of the teacher, but also his worldview, commitment to moral principles, and aesthetic views.

The teacher will need to constantly develop and strengthen himself in order to convey this competence to students. At the same time, this competence is not only about conveying knowledge to students, but also about forming moral and aesthetic values in them, but also about the moral norms and values that are implemented by teachers themselves in the implementation of moral norms, and even the behavior of the teacher affects the students. Moral qualities of the teacher, such as justice, sincerity, respect, form the right decisions and behavior in students. Aesthetic thinking, the teacher's aesthetic views and attitude to art help develop aesthetic thinking and ideas about beauty in students. This competence focuses on appreciating art, forming artistic taste, and teaching aesthetic perception. The following basic principles play an important role in the development of moral and aesthetic competence:

- in terms of humanity and respect, the teacher should approach students with respect as people, recognize and respect their personal boundaries. This, in turn, develops solidarity and mutual respect in students. The teacher, by demonstrating high moral and aesthetic values in his behavior, educates and shapes students to high moral standards;
- creativity and aesthetic thinking: A creative teacher not only teaches students knowledge, but also develops creative thinking and aesthetic thinking in them.

Conclusion

Based on the above considerations, the personal example of the teacher has a great influence on students. The teacher's aesthetic taste and creative approach are important for strengthening students' artistic and artistic skills. Through a creative approach, the teacher creates opportunities for students to see the world through art and perceive it in a new way. In implementing the pedagogical goals of moral and aesthetic

competence, pedagogical goals include the development of not only moral, but also aesthetic values in students. Teachers should not only give students moral knowledge, but also form an artistic and aesthetic taste in them. The teacher teaches students the basic norms of life through moral values. These include honesty, justice, goodness, humanity and social responsibility. These values develop the moral consciousness of students and teach them to use correct behavior in society. In developing aesthetic perception, the teacher should introduce students to various types of art and culture. This can be an important methodological basis for appreciating beauty, developing and improving imagination and creativity in students.

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