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TECHNOLOGIES FOR THE DEVELOPMENT OF SPIRITUAL COMPETENCE IN HIGH SCHOOL STUDENTS

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Annotation:
To create a comprehensive system of organizing spiritual and educational processes in our country, to improve the organizational and scientific aspects of protecting students from spiritual threats, in the dark direction, state organizations: general education schools, neighborhood, which is considered a social institution, and parents great importance is attached to effective establishment of social cooperation.

Key words: Competence, spirituality, scientific, management, pedagogical, didactic, methodical, socio-psychological competence, integrative personality.

In the period of new development of Uzbekistan, to increase the effectiveness and effectiveness of spiritual and educational work, to further expand their scope and scale, to strengthen the sense of belonging to the reforms being implemented in the hearts of young people, to work in the direction of propaganda and education organization on a scientific basis, increasing the effectiveness of scientific and methodical research in this field, and introducing a permanent monitoring system aimed at strengthening the stability of the socio-spiritual environment is being paid great attention.

Competence is a term that expresses the level of a person in a certain field, having knowledge that allows one to make a correct judgment about a certain situation. Competence is a complex set of personal characteristics and conditions, which embodies knowledge, skills and experience in a certain field. Competence allows a person to express an opinion on certain issues, to participate in the development of certain decisions or to make decisions on his own. In modern science, professional competence is widely used in researches related to scientific, management, pedagogical, didactic, methodical, socio-psychological competence. Management

competence is determined by the presence of knowledge and skills related to this field, practical experience in management activities.

"Competence - knowledge, suitability for the profession, competence, experience, instilling in leadership activities". Scientists have used it to express various characteristics of a developed person.[5]

Based on the above points, it can be said that in terms of content, spiritual competence has an integrative description as a cultural phenomenon, and reflects a certain level of mastering universal human values and moral norms considered important in modern conditions. Spiritual competence is a person as an integrative feature, it combines spiritual knowledge, the ability to determine one's place in the system of spiritual values, and the ability to demonstrate spiritual maturity in a wide range of life situations.

When choosing educational technologies for the formation of basic competencies in students, the subject teacher determines the basic competencies specified for this class in the calendar subject plan. After that, taking into account the topic to be studied and the competences to be formed, the method of passing the lesson is chosen.[4]

An interactive approach. Teachers create a comfortable environment for good organization of the lesson process. Students are allowed to exchange ideas (information). They discuss and resolve the pending issues together. They will find a solution in cooperation to get out of the situation. They demonstrate their knowledge to each other based on the information they have received.

Design method. The design method is a teaching system in which students acquire knowledge, skills, and competences in the process of planning, constructing, and executing practical tasks that are continuously increasing in complexity they carry out projects related to the issues. In order for this method to be highly effective, it is necessary for students to have a high level of motivation in completing the project. The following personal competencies are formed in students through the project method: team work; diligence; sense of responsibility; self-confidence; teachability; quick thinking; being able to see the progress of the process; ability to observe; foresight; diagnosis; motivation.

Method of critical thinking.

Problem-based modular education method.

The method of problem-based modular education involves the practical application of acquired theoretical knowledge. This method forms the didactic basis of various

models of teaching and differs in teaching tools and methods of using pedagogical techniques. It represents the division of the educational subject into relatively small parts - modules.[3]

Education aimed at the development of the student's personality. A person who enters into social relations and actively participates in social development is called a person. A person born as an individual later becomes a person. In the concept of an individual, a person's lineage is embodied. The design method is a teaching system in which students acquire knowledge, skills and competence in the process of planning, constructing and performing a practical task that is continuously increasing in complexity creative, informational, communication, etc.) perform projects related to issues. In order for this method to be highly effective, it is necessary for students to have a high level of motivation in completing the project. The following personal competencies are formed: team work; diligence; sense of responsibility; self-confidence; teachability; quick thinking; being able to see the progress of the process; ability to observe; foresight; diagnosis.

CLUSTER (Cluster-set, bundle) - a way of creating an information map - gathering ideas around some main factor to center and determine the essence of the whole structure. It accelerates the activation of knowledge, new ideas on the subject to the thinking process. It helps to freely and openly engage interconnected imaginations. In the center of the blackboard or a large sheet of paper, write the main word or the name of the topic consisting of 1-2 words and propositions are added by writing small circles "companions". They are joined by dashes with the word "main". These "satellites" may have "sub-satellites". The recording can continue for the allotted time or until the ideas run out.[2]

A (general) symptom that shows the importance of categories, properties and relationships. Provides integration of information obtained on the basis of separate symptoms. Develops the skills of systematic thinking, structuring and systematization of information. They formalize categories in the form of a table. They divide the ideas according to the data category. In the course of work, some names of categories may change. New ones may appear. Presentation of the results of work. BBB Table - I know/ I want to know/ I learned. It allows you to find out about the topic, text, section. It develops the skills of systematic thinking, structuring, and analysis. They got acquainted with the rules of making a table. In separate small groups, they draw up a table and answer the questions "What do you know about the topic" and "What do you want to know" (a guiding basis for future

work is created). They fill in sections 1 and 2 of the table. They listen to the lecture, read independently. In independent small groups, they fill in section 3 of the table. Compare or contrast aspects 2 and 3 of the VENNA diagram and their common aspects or is used to contrast. Develops the skills of systematic thinking, comparison, comparison, analysis.

They get acquainted with the rule of VENNA diagramming. In separate small groups, they make a Venn diagram and fill in the non-intersecting areas (x). They get into pairs, compare and fill in their diagrams. At the intersection of the circles, they make a list of data that is common to two or three circles.

1. You choose whether to use circular or rectangular shapes.
2. You choose the appearance of the drawing - whether the chain of reasoning is straight or not.
3. Direction indicators define your search: your direction from the initial position to the search.[1]

Conclusion:

Didactic games also help students to develop such qualities as feeling for the community, being disciplined, being brave and determined, and being able to overcome difficulties. Didactic games created by school teachers and coaches are intended for children and schoolchildren in preparatory groups of preschool educational institutions. Through the game, the student understands the team. He has a conscious attitude towards the training he is doing. Didactic games eliminate shyness and fear of making mistakes in students. Therefore, it is necessary to effectively use didactic games and interactive methods in every lesson.

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