Systemic-Functional Model of Development of Altruistic Virtues in Students of “Education”

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Annotation.
The article highlights the need for effective use of innovative technologies, interactive methods and new pedagogical research in the development of altruistic qualities in students today. The formation of altruistic qualities in students requires a targeted focus of human intellectual, spiritual, physical and mental potential. Therefore, in the framework of this research work is to substantiate the fact that through the subject of "Education" students can not cultivate altruistic qualities without general potential, knowledge, spiritual and mental maturity, spiritual and physical perfection.

Key words: students, altruistic qualities, innovative technologies, interactive methods, new pedagogical research, intellectual, spiritual, physical and mental potential

One of the important means of achieving the goal set in the research work in the field of pedagogical sciences is modeling. Based on the modeling, a model of the object under study is developed. In this study, we relied on the definition of the concept of "model" in the field of pedagogy. That is, a model is a system of intellectual imagination or its material appearance that scientifically reflects the subject of research, allowing to obtain new information about a particular object [1]. However, today, as the model is applied to every field and its scope is expanding, its content is changing.

The goal of the dissertation was to develop a pragmatic, system-functional model. This type of model helps to find ways to organize the process of development of altruistic qualities in students on the basis of the subject "Education", as well as to reflect the functions of process management, which allows to distinguish between the initial and final state of readiness of students as a model.

The object of modeling in the dissertation was the process of formation of altruistic qualities and skills in students, and the subject was the content and methodological system for the development of altruistic qualities in students [2].

The following functions are envisaged in the modeling of the pedagogical system required in the dissertation:

- methodological support function. The implementation of this function is associated with the normative-legal documents and the social order, which determines the theoretical basis for the development of altruistic qualities in students;
- regulatory support function. This function requires the identification of the principles, content, objectives, pedagogical conditions, diagnostic tools to involve students in the educational process for the development of altruistic qualities;
- methodical support function. requires the definition of methodological conditions (content, form, methods and means) for the development of altruistic qualities in students;
- empirical function. This function allows to solve a number of tasks: to form value-oriented attitudes and stable motives in relation to knowledge, skills, abilities and competencies for the development of altruistic qualities in students, to analyze the process under study and make certain corrections; evaluation and analysis of results, etc.
The following rules were used as a theoretical and methodological basis for modeling the studied process:

- Systematic, personal-oriented, reflexive approaches;
- Theory of pedagogical design, modeling of the developmental educational environment;
- Theoretical bases of creation of didactic and methodical support;
- The concept of axiological orientation and civic education;
- Theoretical and methodological bases of development of altruistic qualities in students [3].

The system-functional model of development of altruistic qualities in students on the basis of the subject "Education" reflected the components of goal-oriented, theoretical-methodological, content, organizational and performance.

The goal-oriented block plays a leading role for other blocks in the system of developing altruistic qualities in students in grades 5-9. Based on the definition of the content of this block, the educational standard and social order, regulatory framework in the field of research were determined. The goals and objectives of the model were also clarified.

The development of altruistic qualities in students was identified as a social order through the Action Strategy for the Development of the Republic of Uzbekistan, the Concept of Continuing Spiritual Education, the Concept of Education for students of secondary schools, as well as other normative legal acts.

The analysis of educational standards and normative-legal documents on the development of moral qualities in students showed that in the school education system it is necessary to optimize educational and preventive work aimed at the development of altruistic qualities in students.

The goal-orientation of the system is determined by the achievement of certain results. Goal setting is done by focusing on a number of questions that the system being developed must answer. In order to successfully solve the problem of developing altruistic qualities in students in grades 5-9, the final result of this process must be clearly reflected. The purpose of the model was defined as the development of altruistic qualities in students on the basis of systematic improvement and teaching of the subject "Education" [4].

During the development of the model, the following tasks were addressed:

1. identification of methodological approaches to the development of a model of development of altruistic qualities in students;
2. determination of the block structure of the model;
3. reveal the relationship between the model block and the elements;
4. describe the block structure and elements of the model.

The above-mentioned goals and objectives of developing altruistic qualities in students are related to complex methodological approaches.

Effective approaches to developing altruistic qualities in students include:

- The system-process approach is characterized by setting a problem that reflects the logic of scientific research, defining the main and local goals, identifying conflicting views and opinions, and provides a model for the development of altruistic qualities in students;
- Axiological and reflexive approaches, as the theoretical and methodological basis of the strategy, determine the directions of theoretical research, reflect its general appearance. These approaches make it possible to identify value systems and provide feedback on the system of developing altruistic qualities in students;
- A personal-activity-oriented approach is a practical-oriented tactic aimed at identifying the
mechanisms and procedures for organizing the activities of teachers and students to achieve the goal, revealing the specifics of the practical use of the studied phenomenon [5].

In our view, approaches need to be analyzed in a coherent manner. Only the complex application of approaches allows an objective study of the problem of developing altruistic qualities in students.

Below we illustrate the essence of these methodological approaches.

The systematic approach is a direction of scientific knowledge and methodology of social practice, which is based on the perception of objects as a system. The systematic approach directs the researcher to reveal the integrity of the object, to identify the different types of its connections, and to bring them into a single theoretical view. It follows, therefore, from a systematic approach that the specificity of a complex object does not negate the particular properties of its components, but rather creates connections and relationships between specific components.

The rules of the system-process approach are reflected in the proposed model as follows:

1. The ability to express the object of research as a whole, stable and internal self-organizing structural components, a set of functional connections and relationships. It is expedient to consider the development of altruistic qualities in students as a system-process, goal-oriented, theoretical-methodological, semantic-process, organizational, resultant blocks, their components and the interaction and interaction of functional interactions.

2. Through the versatility of this approach, management is seen as a set of interconnected and universal management processes (planning, organization, motivation, control and related processes). In this dissertation, this process is reflected in the methodological support (support, friendship, counseling and the development of altruistic qualities in students).

3. The best aspect of the system-process approach is that the "output" results of each process are objectively related to the "input" (need) state. In this way, through the integrity and continuity of all components of this process and model, an interdisciplinary connection is achieved in the development of altruistic qualities in students.

Each methodological approach is associated with a specific system of principles that allows to achieve the set goal. The principle means the requirements for the development of pedagogical models, systems, etc., the basic rules. The principles reflect the objective requirements for the formation of the direction under study.

The main principle of the systematic approach considered in the research is the principle of integrity, which requires the analysis of the system of development of altruistic qualities in students, both as a whole and as a set of parts (blocks). This principle is aimed at the analysis of the "internal structure" of the system, while maintaining a holistic view of the system. The model of developing altruistic qualities in students can be considered as a system consisting of a set of interconnected blocks and elements. This principle allows not only to see the attitude of the pupil to a particular behavior, but also to teach him to perceive a particular reality as part of the whole world.

In the research process, the system-process approach was widely used in the development of altruistic qualities in students. This allowed us to visualize the pedagogical phenomenon under study as a whole in terms of the structures, components, functional relationships and their management that occur in each block of the model. It is possible to create an objective and complete picture of the problem under study on the basis of a synthesis of a systemic and process-related approach [6]. It is characterized by step-by-step, manageability, and efficiency.

The use of reflexive and axiological approaches is also important in developing a model for the development of altruistic qualities in students.
The main features of the application of a reflexive approach to the process of developing altruistic qualities in students are as follows:

- Creating direct dependence of learners on the external environment and resistance to it as a subject of an object;
- To understand the need to develop altruistic qualities, that is, to compare existing knowledge with new knowledge about egoistic flaws;
- To set a clear goal, that is, to systematize one's actions and imagine its consequences;
- Self-monitoring, self-reporting on the situation in the competitive situation that occurs in the learning process.

Applying a reflexive approach in the development of altruistic qualities in students allows to establish active cooperation between students and the teacher, to realize the individual potential of the student in the process of moral formation.

The main principles of the reflexive approach include:

- The principle of self-awareness. It is through self-awareness that allows students to “live for others”, to be noble, to develop the idea of doing good to others, to understand the interaction of their needs, capabilities and abilities with the demands of society, to prepare for independent, creative activities;
- The principle of self-expression. It develops the ability to justify one’s moral point of view within the framework of ethical norms, to show initiative and self-expression in showing generosity and nobility. High humanity is created by instilling in students a desire for self-improvement;
- The principle of self-control. This principle is the in-depth analysis, justification and generalization of students' own behavior; the importance of shaping moral qualities in relation to a particular situation requires an understanding of what other sciences, in addition to the development of altruistic qualities, need to have knowledge of the means of influence; increases students' cognitive activity, encourages active and independent thinking.

**List of used literature**


