

Pedagogical Conditions for the Development of Altruistic Virtues in Students through the Subject "Education"

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Abstract In the article, the interest in the axiological approach in the pedagogical conditions of the development of altruistic qualities in students through the subject of "education" is associated with changes in the socio-cultural environment, the emergence of a new global moral crisis. Therefore, in the new millennium, the scientific community is actively working to identify, regulate and systematize the values that must be mastered by humanity.

Keywords: altruistic qualities, gnostic, leadership, information, appraisal, technological, integration approaches, components of activity, principle of cooperation

The axiological approach to the subject of the dissertation is important in terms of shaping the value system for the development of altruistic qualities in students.

The research status of the axiological approach allows students to perform various tasks in the system-functional model of development of altruistic qualities: gnostic (identification of socially significant values to protect against egoistic vices and moral depravity); guiding (selection of the necessary values to meet the needs of the formation of high moral qualities and its protection by willpower); informational (awareness of the diversity of values for the development of altruistic qualities in students); evaluator (creating a correlation between moral and social values); technological (identification of ways, methods and means of forming a system of moral and social values); integrative (harmonization of socially significant values of the pedagogical process and individual requirements of students).

The implementation of these functions allows not only the formation of a system of moral and social altruistic qualities, but also the search for ways to decide them in the personality of each student. Also, the main purpose of the axiological approach is to create the necessary conditions for the effective organization of the process of formation of universal, moral, cultural and enlightenment values in students in the development of altruistic qualities.

The main principles of the axiological approach are as follows:

- The principle of integration of social and moral factors that require the formation of a system of values in the student. This principle requires the harmonization of social and moral values in the development of altruistic qualities in students, ensuring the integrity between them;
- The principle of social activity. This principle is important and necessary for the development of altruistic qualities in students, and the connection with objective changes in society, including social relations, requires the formation of social activity in students. These changes create a high moral environment and the ability to give something to others.

Based on the above considerations, it can be concluded that the reflexive and axiological approach determines the full description of the process under study, provides effective planning, organization and diagnosis of the development of altruistic qualities in students.

In a person-activity-oriented approach, the learner and the activity components are closely linked because the learner acts as a subject in the process of this approach. In turn, under the influence of various factors and under the influence of the results of the student's own activities, his development as a subject takes place.

The following pedagogical conditions were taken into account in the implementation of the activity-oriented approach: the fact that the student's involvement in certain ethical relationships is voluntary; confidence in the student in choosing the means to achieve the set goal, confidence in the capabilities of each child and goodwill for their successful completion of the set tasks; choosing an effective and rational strategy in defining educational objectives; prevention of negative consequences in the process of pedagogical influence; taking into account the interests of students, their individual passions, desires and creating new interests for them.

The research-based approach to personal activity was introduced in practical pedagogical activity based on the following principles: relying on the active attitude of the student, his independence and initiative; to treat the student

with respect in communication; the educator must be able to rejoice in the success of the students; the educator must help the student in solving important problems; in the step-by-step solution of educational tasks, the educator must look for options for their implementation that will be of maximum benefit to each student; in the group, as well as in other communities of students, the educator must form a humane attitude, he must not allow discrimination, discouragement of students.

From an organizational point of view, the need to apply a person-centered approach requires the following rules:

- The specificity of the development of altruistic qualities requires consideration of the individuality of students;
- emerges as the basis and practical direction of the content of the development of altruistic qualities in students;
- A person-centered approach allows a full analysis of the main qualities and characteristics of the student.

Thus, a person-centered approach forms the basis for the development of methodological support for the process of developing altruistic qualities in students. This methodological approach requires the following principles:

- The principle of cooperation. This principle constitutes the activity of teachers and students as equal partners. The teacher therefore emerges as an experienced teacher who creates the conditions for dialogue and exchange of ideas;
- The principle of subjectivity. This principle requires teachers to independently acquire knowledge and experience in the development of altruistic qualities, to have a personal life position in the display of moral qualities. In this process, the teacher must be able to understand the student's "I", to think about the consequences of his actions, to assess himself as a promoter of high social relations;
- The principle of independence. This principle requires that the student independently acquire, analyze and evaluate altruistic qualities based on a clear goal, as well as the ability to resist negative egoistic qualities. In today's global moral crisis, it is necessary to demonstrate independent morality and competence through the development of high moral qualities through the science of "Education".

A personal-activity-oriented approach forms the basis of a meaning-process block.

The block on the content-process reflects the following complex pedagogical conditions:

1. to identify the manifestations of selfishness contrary to altruism in the pedagogical process and in practical life, in real situations, aimed at the development of altruistic qualities, and to establish a system of social and personal values in students;
2. to form in students a reflexive attitude to high moral qualities in the context of global moral change through the analysis of situations and the performance of tasks;

The block also includes components for the development of altruistic qualities in students (cognitive, action and methodical), the functions of the teacher (informational, motivational-facultative, counseling) and the tasks of students for the development of altruistic qualities (adaptation, reflection, self-expression). the content of the methodological support also applies.

In the development of altruistic qualities in the pedagogical process, the cognitive component includes several interrelated elements: 1) mastery; 2) application; 3) generalization. It shows the interrelationship of the listed processes, reveals their essence and content: the acquisition of knowledge and values for the development of altruistic qualities; to have knowledge of egoistic and individualistic qualities that contradict altruistic qualities. This component is also related to the application of a system of knowledge and values by students in the development of altruistic qualities in the analysis of situations and the performance of tasks, and the generalized use of this knowledge in the development of educational projects.

The activity component includes the following three elements: 1) assistance; 2) support; 3) counseling. It reveals the relationship of these processes, their content, ways of implementation. Use seminars, discussions, games, etc. to help students learn preventive methods of developing altruistic qualities; the use of forms and methods of teaching such as seminars, discussions, essays to support student activity as a subject of the development of altruistic qualities; Advising on self-expression in the process of development of altruistic qualities is carried out in the process of developing author's educational projects, participation in group discussions, implementation of life cases.

The activity component is a set of mechanisms of interaction between teacher and students (cooperation, support, consultation), organizational forms of implementation of methodological support in close connection with pedagogical functions (informational, motivational-facilitative, consultative) and tasks on development of altruistic qualities in students (adaptation, reflection, self-expression).

The methodological component covers the forms, methods and means of developing altruistic qualities in students. It is directly related to the cognitive and activity components and represents the methodological basis for their implementation. In this regard, it can be concluded that the methodological component reflects a set of forms, methods and tools that allow to achieve the set goal.

The next block of the model reflects the performance. This block performs an evaluative function and reflects the practical aspect of the research. Therefore, it reflects the levels, criteria and indicators of development of altruistic qualities in students.

It is well known that a criterion is a character, a feature, a definition or classification of something that forms the basis for the development of a price. An indicator is a discussion of why something is going and evolving, and the degree is that something is changing, evolving, and gaining importance.

In our opinion, the level of development of altruistic qualities in students and the effectiveness of this process should be assessed in terms of defined goals and objectives. The performance block includes the following elements: Criteria, indicators, and levels for determining the development of altruistic qualities in students. The study considered four evaluation criteria: 1) cognitive; 2) related to the activity; 3) personal; 4) axiological.

In determining these evaluation criteria, the following requirements were met: the number of criteria should not be less than three, each criterion should have at least three indicators;

1. criteria are measured on the basis of indicators on which it is possible to draw conclusions about the degree of their more or less manifestation;
2. criteria should be adopted, if possible, taking into account the main types of pedagogical activities.

The study identified the following three measurement criteria: 1) cognitive; 2) related to the activity; 3) axiological.

Based on the identified criteria, indicators of the development of altruistic qualities in students were identified (see Table 2.1.2).

The following principles were used to determine the indicators of the development of altruistic qualities in students:

- maximum autonomy of indicators;
- Possibility to diagnose the symptoms of the evaluation system of the obtained results. The purpose of this assessment is: a) the uniqueness of the quality being

diagnosed; b) availability of a measuring instrument; c) the possibility of scaling the measured character;

- reliability;
- validity - the conformity of the established indicator to the aspect that the experimenter wants to evaluate;
- Neutrality - the stability of the impact on the process under study.

The study used a tiered approach to assess the development of altruistic traits in students. This approach allows us to analyze the dynamics of the process under study in the transition from one level to another on each criterion.

Determining and substantiating the level of development is carried out to determine the initial level of readiness of students in order to study and understand the general directions of the problem in the process of experimental work. In the process of preparation for the activity, students develop from a low level to an acceptable level.

The effectiveness of developing altruistic qualities in students is determined by the presence of certain qualitative changes.

The proposed program for diagnosing the level of development of altruistic qualities in students was tested at the substantive stage and used in the educational experimental process, which allows to determine the level of development.

The model developed as part of the study has a holistic description, the blocks of which are interrelated and serve to determine the final result; has a pragmatic orientation as a means of organizing actions aimed at developing altruistic qualities in students; expresses an open system in itself as shaping and preparing for life moral qualities in students.

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