

Methods For Shaping And Developing Students' Moral-Social Competencies

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Annotation: This article examines the methodological foundations for shaping and developing moral-social competencies in students, as well as the effective methods for implementing them in the educational process. It analyzes methods of teaching important social values such as social responsibility, ethics, human rights, equality, and others. The article discusses opportunities for developing moral-social competencies in students through pedagogical methods and the creation of a proper educational environment.

Keywords: moral-social competencies, student, education, pedagogical methods, social responsibility, ethics, human rights, youth education.

INTRODUCTION.

Shaping moral-social competencies in students is one of the main tasks of the modern education system. Education is not only about imparting knowledge but also about preparing active and socially responsible individuals in society. Moral-social competencies include skills such as respecting one's own and others' rights, feeling social responsibility, communicating effectively with others, and ensuring justice in society. Shaping these competencies in students contributes not only to their personal growth but also to the sustainable development of society. This article explores methods for shaping and developing moral-social competencies, as well as pedagogical approaches and environments.

Main Part: The theoretical foundations of shaping moral-social competencies have been developed based on various pedagogical, psychological, and social studies. In pedagogical theory, the process of shaping these competencies is considered essential for a student to find their

place in society. For young people to be formed morally and socially, educators must adapt their approaches to modern requirements. The role of the learning environment in shaping these competencies is crucial. At each stage of the educational process, students must assimilate necessary knowledge and learn through practical activities and social involvement.

1. Importance of Shaping Moral-Social Competencies

The primary goal of shaping moral-social competencies in students is to educate them to be individuals who understand and respect both their rights and the rights of others, and who can feel social responsibility. These competencies help students develop key qualities necessary for their active participation in society. Developing a sense of social responsibility, behaving ethically, and ensuring social justice are values that play an important role in students' lives.

2. Shaping Competencies Through Pedagogical Methods

Various pedagogical methods are employed in shaping moral-social competencies. The following methods are widely used:

Problem-based learning (PBL): This method allows students to actively engage in solving real-life problems. By analyzing problems, students develop their thinking and decision-making skills. Through this method, students learn to understand and adopt social responsibility and justice.

Project-based learning (PBL): This method involves students working on a specific project. Project-based learning helps students understand social issues, propose solutions, and develop social responsibility through teamwork.

Cooperative learning: This approach encourages students to work in groups. By interacting with each other, students reinforce their knowledge and develop social responsibility. It also teaches them how to collaborate, provide assistance, and solve problems together.

Role-playing and simulations: Students assume different social roles, learning how to behave in specific situations. This method helps students understand various ethical and social responsibilities.

3. The Role of the Pedagogical Environment

The pedagogical environment plays a crucial role in shaping moral-social competencies in students. Educators have a significant role in guiding students, providing the right direction, and explaining social responsibility. Educational institutions should organize social activities, teamwork, and social service activities to help students develop these competencies. The educational environment helps students feel social responsibility and find their place in society.

4. The Role of Social Responsibility and Ethics

Social responsibility and ethics are key elements in shaping moral-social competencies in students. Students must learn to recognize their rights and the rights of others, and actively participate in ensuring social justice. A sense of social responsibility, mutual respect, and ensuring equality and justice guide young people in finding their way in society. Educators play an important role in teaching students about ethics and social responsibility.

The role of social activities in developing students' moral-social competencies is significant. Social activities provide students with opportunities to gain practical experience and test themselves in real-life social situations. By participating in various social groups and non-governmental organizations, students develop their sense of social responsibility. This process fosters empathy—understanding others and being inclined to help them. Additionally, social activities teach students to collaborate, make decisions together, and actively engage in solving societal issues. Through these experiences, students develop into active citizens, understanding and applying social justice correctly in society.

The pedagogical competence of educators also plays a crucial role in shaping students' moral-social competencies. Educators contribute to students' moral development by effectively conveying their knowledge and skills. The way a teacher approaches students from an ethical and psychological standpoint is essential in helping them grasp social and moral values. A good educator not only imparts knowledge but also exemplifies ethical behavior, social responsibility, fairness, and kindness toward others. Furthermore, students' moral-social competencies are closely related to the environment they learn in and the pedagogical competence of their teachers. To make this process more effective, teachers must diversify

the teaching process, taking into account students' individual characteristics, needs, and interests. This way, students not only acquire academic knowledge but also develop the moral-social competencies needed to find their place in society.

Conclusion: Shaping and developing moral-social competencies in students is an integral part of the education system, aimed at fostering socially responsible and cultured individuals. The methods used in the educational process, the pedagogical environment, and social activities all play an important role in developing these competencies. Educators must take on great responsibility in imparting the right knowledge and skills to students in this process.

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