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DEVELOPMENT FORMATION OF PROFESSIONAL COMPETENCE AND MORAL EDUCATION SYSTEM FOR STUDENTS OF UNIVERSITIES

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Abstract.

In the article, from the standpoint of the competence-based development of the formation of professional competence and the system of moral education of students of a technical university, the organization of the educational trajectory of students of a technical university in teaching a foreign language is considered. This paper describes a system of educational activities for those employed in a foreign language, which is aimed at improving the moral education of students of a technical university.

Keywords: education, morality, student, development, competence, technical university

Introduction: The development of a personality in conditions of joint training and education is carried out by changing some and improving others of its qualities. Our task, in this work, is to find out by what means of a foreign language, with the help of what forms and methods of teaching and upbringing, it is possible to influence the moral upbringing of a person in order to achieve the greatest efficiency of the educational process.

In our research, we relied on the statement of Yu.K. Babanskiy [1] that to assess the educational effect of a lesson, much is given by the analysis of statements taught by students on the issues discussed.

Considering the level of moral upbringing through the student's speech activity, we determined the influence of a foreign language on moral development by improving students' foreign language speech. To do this, we needed metrics that could be captured and measured.

Measurement of the parameters of students' moral knowledge was carried out before and after passing the next topic. If a student cannot formulate the knowledge he has acquired, it follows that either he has not mastered them, or they have not yet become his inner conviction.

Active speech activity makes it possible to more fully express the moral values of the individual.

To determine the moral knowledge of students, we used various methods: a) conducting slices that determine the level of knowledge about moral qualities; b) ranking of written responses; c) using the stoichiometric method, the moral knowledge of students on certain topics was clarified.

Much attention in the study was paid to the practical side, that is, the use of the acquired moral knowledge in practice, in school with children. Here observations were

carried out by senior students (3-4 courses).

The study also took into account the nature of moral knowledge [2-4]: active, voluntary, passive, compulsory, as well as the level of use of linguistic units: productive or reproductive. The study of the level of moral upbringing was carried out by the methods of questioning, conversation, interviewing, oral and written polls, observation, and introspection.

The third and fourth year students studying a foreign language as a future specialty were subjected to the diagnostic research. The following indicators determined the initial level of students' moral upbringing: I - students' knowledge of basic moral concepts; II - the use of knowledge in independent speech activity in English.

In the course of the ascertaining experiment, most of the students found it difficult to answer questions aimed at assessing the moral deed of a person; although they were given, time to think it over. They suffered from one orientation and knowledge in the field of culture of the country of the studied language. Thus, the received students' answers were poor in content, did not meet the requirements of the university program.

Simultaneously with determining the level of moral upbringing in the course of the ascertaining experiment, the task was to determine effective methodological methods and means used by advanced pedagogical practice for the moral education of young people in the process of teaching a foreign language, the difficulties that teachers face in educating student youth by means of a foreign language.

Interviews of teachers were conducted during the academic year both before the start of a new topic, and immediately after its completion. The data were compared and analysed. Surveys of teachers were also carried out during lectures, seminars and practical classes at advanced training courses at the Navoi State Mining Institute and Tashkent State Agrarian University for the 2019-2020 academic year.

Conducting questionnaires among teachers and conversations with them made it possible to establish that moral education of student youth is not always carried out directly during the educational process.

In the course of the ascertaining experiment, the task was also set to determine effective methodological methods and means used by advanced pedagogical practice for the purpose of moral education of youth in the process of teaching a foreign language, the difficulties that teachers face in educating student youth by means of a foreign language.

Interviews of teachers were conducted during the academic year both before the start of a new topic, and immediately after its completion. The data were compared and analysed. Surveys of teachers were also carried out during lectures, seminars and practical classes at advanced training courses at the Navoi State Mining institute and Tashkent State Agrarian University for the 2019-2020 academic year. The main difficulties were explained by the lack of awareness of teachers about the techniques and means of moral education in the learning process, the inability to identify the formulation of educational tasks of the lesson. As a result, 28% of students showed an extremely low level of moral knowledge.

The data of the ascertaining experiment allowed us to formulate the following pedagogical provisions, which formed the basis of the formative experiment. Teaching a foreign language and moral education by means of a foreign language should be considered as a single process both in planning and in the process of organizing all educational activities of students under the guidance of an experienced teacher of a foreign language. Moral education of students by means of a foreign language must be carried out through the purposeful organization of differentiated education with a rational combination of group and individual work.

Based on these provisions, the goal of the formative experiment was: a) the implementation of an integrated approach to the moral education of students through the implementation of differentiated creative types of work; b) determination and testing of effective methods of pedagogical guidance of classroom work of senior students studying a foreign language as a specialty

The tasks of the formative experiment were to check the effectiveness of the developed types of collective, group and individual work on moral education by means of a foreign language. The study of their influence on the development of mental and speech activity and moral upbringing, cognitive for; in the development of skills that form the skills of creative work, the development of the content and methods of effective management of moral education in the learning process.

Based on the goal and objectives of the experiment, as well as taking into account the pedagogical requirements for the methodology of teaching a foreign language in the conditions of a pedagogical university, we have outlined three stages of the experiment. At the first stage of the experiment, unified thematic plans were drawn up, combining educational and educational tasks. Then, on their basis, current plans were drawn up, where differentiated tasks for students were indicated, based on the level of their mental and speech independence, the level of knowledge of a foreign language and literature, the development of the skill of independent work, and moral upbringing. The fulfilment of these tasks was accompanied by the use of scientifically grounded methods of educational work by the teacher.

Improvement of moral education of students was revealed by testing, questionnaire survey of foreign language teachers, students, as well as analysis of oral and written works. Tests and questionnaires were compiled based on educational material, books for reading in English, textbooks.

In order to organize moral education in the process of teaching a foreign language at a high level, taking into account age and individual characteristics, the possibilities of self-education, in the course of the experimental study, students were conditionally divided into four levels of moral education and knowledge of a foreign language.

The analysis of the results of the first stage of the experiment showed that 14.8% of 184 students showed knowledge at a high level of moral upbringing, making generalizing conclusions based on observation when performing tasks. The element of creativity in this group of students prevailed over the actions of reproduction, while they used various functions of the language. In the process of completing independent oral and

written assignments, these students freely transferred ethical knowledge to foreign language.

Students of the average level of moral education (46.3%) coped most successfully with independent work of a reconstructive nature, but with elements of creativity. The rethinking of the educational material, the ability to literally reproduce the author's text of moral content, was replaced by an independent activity of a reproductive nature.

Students with a low level of moral upbringing (23.1%) were able to perform only reproductive independent work according to the model, characterized by reproduction, comprehension and memorization of educational material.

Students of the zero level of moral education (15.6%) were unable to complete tasks of moral content even at the reproductive level using samples, which was the result of unsatisfactory knowledge of ethical standards and poor command of a foreign language.

Conclusion: These data and the results of the analysis of the proposed moral situations by the students were the basis for the compilation of differentiated tasks for the second stage of the formative experiment. These tasks were compiled based on the identified personality characteristics of students at each of the four levels. Differentiated tasks of a copying, reproducing and creative nature were not a simple set of various forms of group and individual tasks, but their optimal system. In the course of the experiment, we tried to bring the content of moral knowledge into line with the constantly changing level of moral education, knowledge of a foreign language and literature, as well as interest in the subject.

The content and conditions for the application of these tasks are determined by the logic of the educational process in a pedagogical university.

The essence of the third, final, stage of the formative experiment was in the further development of students' moral upbringing because of knowledge, abilities and skills acquired at the I-II stages of the experiment. At this stage, the levels of moral education of students were determined according to the following criteria:

- 1 - Breadth of moral knowledge, mastery of basic moral concepts on the topics covered;
- 2 - The ability to use this knowledge in independent speech activity in a foreign language;
- 3 - Students' activity when discussing moral issues in the lesson;
- 4 - Creative approach to solving moral problems;
- 5- Independence of opinions on the issues discussed;
- 6 - A responsible attitude to learning;
- 7 - Social activity.

The control sections held at the end of the experiment showed that not all intermediate-level students mastered the skills of independent work, knowledge and skills corresponding to a high level. Their level of moral education did not reach the programmed level. The reason was the low knowledge of a foreign language, insufficient development of the ability to solve educational problems and carry out self-education.

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