

TASKS OF DEVELOPMENT OF SPIRITUAL COMPETENCE OF STUDENTS LEARNING LANGUAGES

Sattarova Nasiba

Teacher, Termez State University

Abstract: In the development of spiritual competence of students, it is advisable to take into account the organization of spiritual educational events, students ' giftedness, intellectual potential and individual characteristics.

Keywords: Giftedness, intellectual, communication, cooperation, student, creativity(creative), competence, spiritual.

While the place of our independent Republic in the world community is developing more and more, and external relations between states and foreign countries are being strengthened, one of the most urgent tasks of modern times is the development of the spiritual competence of young people who are the creators of the future of our country.

The relationship of our country with many foreign countries in the economic, social-political and spiritual-educational sectors, very much, hangs its modern significance of the development of the spiritual competence of youth. That is why in the Republic of Uzbekistan, much attention is paid to the development and formation of the spiritual competence of youth.

In the fourth direction, the state program called "Development of the social sphere, we are talking about the implementation of the Action Strategy in the" Year of Communication with the People and Human Interests "by the Decree of the President of the Republic of Uzbekistan dated February 7, 2017" On the Action Strategy for the further development of the Republic of Uzbekistan, there are tasks and activities to create favorable goals in preschool educational institutions to improve and develop the quality of general secondary vocational and higher education.

It should be especially noted that 16 percent of the effectiveness of training and education depends on the material and technical base, 20 percent on information resources and 64 percent depends on the human factor. Etitri factors are inextricably linked, and the reasonable use of the material and technical base of training and education, existing resources and opportunities will serve the interests of a person and will contribute to rational development.

Today, the introduction of the above facts into all links of the educational system, in particular, into the system of higher education, as well as when organizing spiritual and educational events, it will be reasonable to take into account the ability, intellectual potential, as well as individual abilities of students.

When creating and managing these processes effectively, mentor teachers should consider the following:

- When organizing spiritual and educational events, the protection and strengthening of the perceptive, moral, psychological and physiological education of students;
- Studying the influence of perceptive and spiritual relationships among students;
- Awakening and support in students of a sense of initiative in the economic, social, political field and in all types of activities;

- Achieve students' skills of communication and cooperation;

- Self-esteem and support of trust in oneself;

To achieve these goals, it is of particular importance to achieve the following objectives:

- Revealing and development of hidden possibilities existing in the consciousness and thinking of students.

Formation of new opportunities in students from an early period of learning contributes not only to the successful assimilation of educational material, but also to the solution of life problems.

Here, firstly, students will master the basics of mental, moral, psychological and physiological education.

Secondly, when performing tasks, an independent identification of the necessary information is provided when working with a source, which contributes to the development of students' skills of independent research, an increase in experience in service work. Thirdly, after completing assignments by students, they develop relationships in solving problems on emerging issues. What is the line between spirituality and a spiritual person? What are the qualities of spiritual weakness? What qualities does a spiritual person have? Why do you need to be spiritual?

What other measures can be recommended for developing students' spiritual competence?

The search for solutions to higher-level problems creates opportunities for activating and developing cooperation between teachers-mentors and students. It should be noted that in this area, the competence and creativity of the teacher-mentor, paying special attention to the advanced methodological qualifications and its improvement is of great importance. The assimilation of advanced experiences of developed countries and their application in spiritual and educational processes indicates the effectiveness of the teacher's work. Main text Professional education in universities provides not only the development and improvement of professional competence, but also an increase of the general cultural level. It is the harmony of the overall cultural, socially moral and professional development that promotes creative formation of a human being in his life. General cultural competence can be attributed to inter-subject and / or above subject. Among these environmental competences as components of ecological culture of personality are the most popular due to the necessity of "sustainable development" of society, and implementation of professional occupation, taking into account environmental safety. Therefore, the development of ecological culture during the process of learning in higher education system, involving a display of ecological competence in a subsequent career, is relevant. Ecological culture is seen as the highest expression of human environmental education and environmental competence (Ignatov, 2011). It contributes to the formation of a true human of intelligence and civility. Furthermore, the development of ecological culture of the person acquires the status of public education standard. There is a view according to which education is seen as a necessary condition for the creation and maintenance of a constructive dialogue on environmental improvements (Beyersdorf, Michelsen, & Siebert, 1998). The literature discusses the impact of education on the environmental setting and views of students and adults. The results of these studies often show that in general there is a positive correlation between level of education and personal environmental awareness (Huber, 2001, P.234). Therefore, education is a factor that positively affects the environmental settings: the higher the educational level, the more clear individual guidelines on the protection of the nature (Grunenberg & Kuckartz, 2003, P.54) and higher environmental consciousness (Kuckartz & Rheingans-Heintze, 2006, P.52). However,

comparative characteristics of ecological competence and ecological culture of students enrolled in different educational programs, is still poorly understood. We can assume that there is a relationship between the selected educational program and environmental competencies of students, the future graduates, as appropriate training modules of educational programs filled with unequal teaching material, which affects the acquired knowledge, promotes understanding of environmental problems, making judgments and basic everyday behavior of students. Assuming that environmental culture is an integral category that embraces many components, among which most often mentioned are cognitive, emotional-aesthetic, value-semantic and active (Glazachev & Kozlova, 1997), we have identified indicators and criteria that can be used to define high level of environmental culture development of the students: x The presence of environmental interests, fundamental ecological knowledge and understanding, as well as interaction skills with natural objects, x Maturity of the system of beliefs and values that characterize the attitude of the individual to nature, x Update of the environmental relevance of teaching and research work, x Carrying out the research on environmental issues, x The constant need to communicate with nature and responsibility for the results of interaction with it. These indicators were used as a basis of developed by us diagnostic techniques of self-ecological concepts and personal qualities that will allow exploring the features of the development of ecological culture of pupils and students (Asafova, 2003). In the period of 2003-2007 technique was tested, and 600 students became respondents. In testing during 2007-2012 participated 210 students of 3-8 semesters of studies of the Institute of Ecology and Geography, as well as the Faculty of Journalism and Sociology of the University of Kazan. The differences in the levels of ecological culture development of students of these departments were determined (Table 1). It was defined that the majority (69%) of students studying sociology have an average level of environmental awareness and the majority (51%) of students of the Institute of Ecology and Geography assess their ecological culture as high. Table 1. Levels of development of ecological culture of students of Kazan University (% of total number of respondents)

Institute/Faculty	Low level	Middle level	High level
Institute of Ecology and Geography	4	45	51
Faculty of Sociology	3	69	28

The analysis of the component composition of ecological culture shows that students enrolled in different educational programs differently evaluate their ecological culture and its constituent components. Students of ecology, nature management departments, future professionals in the field of environmental protection, have the highest amount of points that characterize ecological knowledge (I), environmental beliefs and installation (II), environmental performance (III) (Figure 1). These results are consistent with the direction of training and indicate an effective system of environmental education that focuses on the relationship of students' training with specific tasks on greening the scientific and technological progress. Students majoring in "Meteorology", "Physical and Economic Geography" evaluate the development of their environmental culture and its component lower, compared with students studying on profile training "Ecology", "Nature Management"

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