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TECHNOLOGIES FOR PREPARING STUDENTS FOR SPIRITUAL AND EDUCATIONAL ACTIVITIES ON THE BASIS OF A COMPETENCY APPROACH

Rasulova Sitora Saparovna

ANNOTATION: The relevance of the research is due to the transformation digitalization of education, and changes in its common functions. The process of education digitalization has negative and positive features and development trends. In particular, the education digitalization reduces the importance of cultural and humanistic orientation of education, and its potential in the field of person's spiritual and moral education at the stage of primary general education. In this regard, this article is aimed at identifying effective pedagogical conditions for the primary school children's spiritual and moral education in a digital educational environment.

KEY WORD: education digitalization, education transformation, digital educational environment, spiritual and moral education.

INTRODUCTION: One of the modern trends in the education's development worldwide is its digitalization. The society's development is closely attached to the new technologies' development, and the information technologies' (IT) introduction in the educational process has become an integral part of social development, one of the sides of this process. At the same time, active education's digitalization can have negative consequences. These include: a decrease in the level of students' physical and mental health (valeological aspect); rapid fatigue from the use of ICT tools (screen flickering, etc.); dependence on ICT when choosing information search methods; lack of direct contact between the teacher and the student ("live" communication between the teacher and the student) which can damage the spiritual and moral formation of the child's personality. Also, the disadvantages of the education's digitalization that negatively effect on the spiritual and moral sphere's development of the child's personality include an increase in the child's emotional discomfort, a lack of ability to resolve the simplest conflict, increasing irritability, aggression, consumption orientation, autism, hyperactivity, impatience, focus mainly on short-term goals. The digitalization's disadvantages in the fields of professional and general education are different. The school education's digitalization disadvantages also include a decrease in the level of student's social skills, total control over the child and his family, game addiction as a result of the digital educational environment's gamification and computer's and internet's availability, etc. (Molchanova, 2020).

Digitalization is a new approach to organization and development of a person's life and professional space, a new social situation of development. Digitalization in education is a new paradigm, which provides new opportunities and forms of educational subject's communication and interaction; an effective means of getting quality education. Digital technologies allow you to build individual educational routes, make the educational environment unified, unlimited, accessible, allowing education in several directions at once, combine study and work and other activities and receive information in accessible, fun, playful game.

Despite positive trends in the development of education's digitalization, the problems of the digital educational environment's organization and functioning are clearly identified. Thus, the education's digitalization in practice does not always lead to high-quality education for subjects. For example, the use of play-based methods DEE in primary school, will certainly stimulate the cognitive activity of primary school students, but distance learning, which widely implemented today at the higher school level often convince teachers of students' negligent attitude to obtaining professional knowledge, both in Russia and abroad.

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In the process of education's digitalization and transformation, such tasks as the person's intellectual development, communication culture's development, the development of critical thinking and creative abilities of the individual come to the fore. However, in our opinion, such a necessary and significant component, such an education's important task as the spiritual and moral formation of the person is significantly lost.

However, many of these technologies have their drawbacks. The most frequently mentioned is the absence or significant reduction of face-to-face communication between the teacher and students, between students and their parents. For the professional education system, this threatens with the loss of value guidelines and meanings, for primary school students, the threat lies in the inhibition of the speech development, the development of dyslexia and dysgraphia and the subsequent deficiencies in the development of thinking and the personality as whole. Of course, this is not the entire spectrum of the listed negative consequences of reducing the direct communication between the student and the mentor, but the most striking and the general one. No less often, in our opinion, gamification is mentioned, which on the one hand motivates and stimulates the process of learning (and independent learning), the process of developing creativity in the individual, and on the other hand – develops game addiction, leads to "digital dementia", reduced social skills, increased nervousness, and does not protect against "unverified" information on the Internet. So, for example, viewing a web page aimed at creating a value attitude to your family (which, of course, helps the teacher to solve the problems of spiritual, moral and patriotic education of younger students, the problems of interaction between school and family) leads us to one of the resources for designing postcards, where we see pictures and inscriptions that are not children's content, but dirty, vulgar, and unacceptable for use in the school educational environment. At the same time, on the forum, the colleagues of the teacherdeveloper approve and thank him for creating this web quest, which indicates teamwork in its use. This is evidenced by the protocol, which reflects the registration and teachers' consent to be responsible for the information offered to students from the World Wide Web.

The transition from an industrial society to an information society, and as the result to an information educational paradigm, entails a change in the way of life and person's value system. As Mitrofanov notes, "the role of cultural leisure in relation to material values" increases (Mitrofanov, 2007). The author writes that a society aimed at goods' production and consumption becomes a society aimed at the production and consumption of intelligence and knowledge. At the same time, the person's spiritual and moral sphere impoverishment can lead to the sad consequences of the transition from the formation of false needs to false ideals (Anokhin & Ilinskaya, 2015). This leads us to the logical question of how important are the cultural and axiological education's aspects for us, how important are the values of spiritual and moral culture for a modern person? These values are called traditional. These include health, family, religion, upbringing, love, friendship, freedom, education, work and etc. The system of such values may well fit into the circle of Orthodox values, values of Russian world (Ilinskaya, 2014). The same values are presented in the legislative and regulatory documents, regulating relations in the field of the national educational system. Thus, in the Concept of spiritual and moral development and education of Russian citizen's personality, Danilyuk, Kondakov and Tishkov (2009), the Federal state educational standard of primary general education (GEF) (2018) defines the national educational ideal, orientation to the system of basic values, "students' spiritual and moral development and education, providing for their adoption of moral norms, moral attitudes, national values" (2018, p. 10) among which are patriotism, citizenship, family (love and loyalty, health, respect for parents, care for older and younger, for procreation), work and creativity, science, traditional Russian religions, art and literature, etc. (Danilyuk, Kondakov, & Tishkov, 2009).

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Thus, it seems necessary to focus on the formulation of primary school students' spiritual and moral education problems in the digital age:

- will it be right to talk today about the problems of introducing primary school students to the spiritual and moral values of their ancestors, historical roots, the values of the Orthodox culture and the Russian world (orthodox values) or should they be recognized as inappropriate to the time and raise the question of changing the value system according to time and development society and technology (relative to generations)?

- How will we position the education's digitalization as a means of increasing its effectiveness, quality, or as the ultimate goal of the society's development and human development, realized through education?

Today, in Russian schools, the problems of children's spiritual and moral education are resolved on the basis of the Concept and the primary general education GEF (Danilyuk, Kondakov, & Tishkov, 2009), therefore, on the basis of traditional spiritual and moral values. We see the need for conscious and purposeful actions to form the child's personality, rather than indulging the negative influences of the environment. So, for example, if a child's high self-esteem is not justified, then the adult's task, the task of the family and school, is to form an adequate self-esteem in him, and not accept the existing realities, as something inevitable and inappropriate change. If a child develops a tendency to expect undeserved benefits, social take – off, etc., then the task of home and school teachers is to teach him to work hard and form an understanding that "A cat in gloves catches no mice", "All in good time", "Diligence is the mother of success". Therefore, we think it is particularly important that adults understand the need to preserve the experience of previous generations, the cultural heritage of their people, and their identity, first of all, in national, professional, and social terms, and only after it – in digital terms (Ilinskaya, 2014; Smolonskij, 2014).

We often strive to develop the child in the current conditions, accepting without resistance the negative influences of the environment, accepting negative consequences as a given, as a consequence of environment's development, new values as something unchangeable, already happened and not subject to further change. However, the personality's development in the environment is a process of the mutual influence of the environment and the individual, while qualitative changes occur both in the individual and in the environment. Perhaps one of the reasons for this assessment of the education's digitalization and modern trends in the development of this process lies in the low level of primary school teachers' information literacy. The digital technologies' introduction requires overcoming the "digital divide" that has formed due to the lack of professors' and school teachers' competence. Often in the regions, we have a very uneven intermittent structure of general and professional education's digitalization: we implement breakthrough projects, build innovative digital schools and do not have time to prepare future teachers for the digital educational environment's implementation (DEE), develop its quality content and methodological support. The solution to these problems lies in the rational use of the DEE as a means, rather than developing it as an end in itself.

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