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Technological Approach to the Development of Altruistic Qualities in Pupils Today's Innovative Requirement

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ABSTRACT

This article analyzes the technological approach to the development of altruistic qualities in students, today's innovative demand.

KEYWORDS: Altruistic qualities, pedagogical activity, methodology, interactive methods.

In all areas of general Upbringing, the use of additional resources is of particular importance as an important didactic tool. This factor is especially important in teaching the subject of "Upbringing". In particular, lessons aimed at developing altruistic qualities are a reliable resource for students to understand moral changes in society. This, in turn, requires organizing the Upbringings process on the basis of pedagogical requirements that create certain didactic opportunities.

If the teacher ignores this pedagogical requirement, an invisible "psychological barrier" will appear between him and the student. As a result, it has a negative impact on the Upbringings process. For this, the teacher should conduct research on the achievements of psychology and pedagogy, methodological bases of teaching the science of "Upbringing", new methods, including the enrichment of moral Upbringing and Upbringing, expanding its didactic possibilities. That is why interactive methods of Upbringing are being applied to the Upbringings process in recent years. Therefore, the use of interactive methods in the Upbringings process means the interaction between the teacher and the student, strengthening and activating the relationship. In this sense, using the possibilities of "Upbringing" science that forms altruistic qualities, first of all, activates the Upbringings process. After all, the relationship of nobility activates the relationship between the teacher and the student. Second, real cases reflecting altruistic relationships enrich the possibility of effective lesson organization didactically. At this point, it is natural to ask a legitimate question about the ways of working with students, their content and forms of implementation in the course of "Upbringing" classes, so that teachers can carry out altruistic qualities based on real life cases and use them effectively in the lesson.

One of the important aspects of the work of a teacher of "Upbringing" is the closeness of the teacher to students, that is, his ability to properly organize pedagogical tactics. Because, like all pedagogical results, the

teacher is the best and kindest teacher of the student in the development of high moral qualities in students. This approach should be maintained in the process of developing altruistic qualities based on the science of "Upbringing".

A responsible stage of the pedagogical process aimed at developing altruistic qualities in students in Upbringing classes is the teacher's search for appropriate ways of presenting new Upbringingal material. In order for the new lesson to be effective, to achieve the teacher's goal in the lesson, this process should include:

- giving examples of the topic;
- it is necessary to analyze the components of the methodological system, first of all, the altruistic concepts described in the lesson, and divide them into primary and secondary parts. That is why this process is called the analysis of the textbook text in terms of concepts in didactics. In this case, the teacher should analyze the lesson, divide them into primary and secondary parts. That is why this process in didactics determines the relevance of the concepts presented in the text of the textbook, establishes interconnections, creates a system of guiding questions for students;
- The knowledge and concepts that need to be learned in the "Upbringing" lesson are described in a certain logical sequence and consistency. Therefore, the teacher, first of all, determines the ways of explaining what comes first and what comes after. At this point, it is necessary to plan in advance the didactic situation of the presentation of altruistic qualities in which part (stage) of the lesson (Upbringingal material statement) and in what form.

In order to develop altruistic qualities, to protect against vices such as selfishness and indifference, to develop students' reflexivity and immunity: "I know - I want to know - I have found out (BBB)", "Two-part diary" writing methods can also be used.

The essence of applying the method "I know - I want to know - I have found out" is shown in the following: To study the topic "Forgiveness is a powerful trait", students are advised to divide into pairs, consult, make a table and divide it into three columns. In order to answer the question of what I know about the topic, it is suggested to fill in the first column, which may include elementary concepts, some ideas, personal analysis. What do I want to learn in order to enrich my knowledge? In order to answer the question accordingly, after the discussion, the students of the group describe their goals and fill in the second column. After studying the topic, students learn to compare the information they received at the beginning of the lesson and to reflect on their thinking activities, to strengthen their immunity, and as a result, the third column, that is, I learned column, is filled.

In the deep understanding of altruistic qualities by students, the 6th grade "Living with conscience and duty", "Gratitude lives in my heart", "Patience means going to the end", "Friendship and kindness", "Honesty, honesty and technologies" in the subject "Upbringing" "Stop and read" method is also highly effective in learning the topics, developing students' critical thinking and interpretation skills. In this case, the reading of the text is divided into parts, each part is analyzed with a logical critical approach and its interpretation is told aloud, separate stops and comments are made on unfamiliar words and terms. However, it is not considered effective for upper classes. Because it is effective to teach 8th-9th graders to solve cases arising from more situations.

Observations show that it is appropriate to combine this method with a class discussion, because students often give different, and sometimes conflicting, options for analyzing the situation. In reflection, students encounter the multiplicity of information, the occurrence of invariant terms, and the presence of internal, hidden meanings of a text or thought. The use of reflection methods also allows students to first absorb and then develop altruistic qualities, and develop the qualities of generosity and nobility.

The technology "Development of critical thinking through reading and writing" can also be used to eliminate negative qualities related to selfishness, indifference, individualism in students, which is context analysis; narrative analysis of plots; character analysis; biographical, i.e., person-specific analysis, is reflected in adaptive analyses. Thus, context analysis, plot analysis, and stereotype analysis can be used to develop students' critical thinking and interpretation skills.

In addition to developing altruistic qualities in students, having high moral qualities, as well as developing logical critical thinking and interpretation skills, the use of context analysis in teaching high morality has shown its effectiveness.

Analysis aimed at breaking stereotypes in the development of altruistic qualities in students is the analysis of people, ideas, events, plots, themes, and the like. In the development of altruistic qualities, the social process aimed at avoiding and exiting stereotypes is manifested in the development of schematic, habitual, stable ideas about events, ideas, people, and in increasing creativity.

Another pedagogical condition for the formation of critical thinking as a means of protecting primary school students from negative qualities associated with egoism and individualism is the combination of individual and collective situations in Upbringing.

The method of implementation of this pedagogical condition, on the one hand, is the individualization of the Upbringing process due to conducting a diagnosis, which allows to divide students into three groups according to the level of formation of critical thinking as a means of protection against selfish qualities: low, medium, high.

On the other hand, as a result of the implementation of various forms and methods of Upbringing, it implies the introduction of a methodological team type in the teaching process that uses exercises: discussions, games, training exercises.

All human abilities, including thinking, are unique - interaction, conversation. The participants of the interview, realizing that their point of view is not perfect, reject or support the interlocutor's position and lay the foundation for further expansion of the range of thinking. Based on the need to eliminate the contradiction, due to the disproportion between the concepts of internal and external reality, thinking appears in the conversation. Conversation, as a method, is semi-functional, that is, in the pedagogical process, it simultaneously functions as a method, form and conditions. This means that its functions: diagnostic, transformative, design are mutually conditioned.

The implementation of the diagnostic function of the interview reveals the reasons for different relationships between the students and shows their initial information, wishes, plans, possibilities. The transformative function of conversation greatly expands the dynamics of relationships, allowing students to interact, and the processes of self-transformation are accelerated.

As a way to protect students from selfishness, indifference, social irresponsibility and other moral vices, the following are used to create conditions for conversations within the Upbringing process aimed at forming

altruistic qualities: exchange of thoughts, ideas, points of view, discussions; collective emergence of ideas (heperation), giving feedback to ideas, proposals, etc. Each participant in the conversation should be given the opportunity to express his or her point of view. By asking different questions to the students who do not join the group discussion according to different situations, it is possible to determine their point of view, opinion, and interest, and as a result, ways to encourage their activities can be developed. The conversation does not consist in mastering the science, but its application expands the boundaries of the topic studied as a result of not only information, but also evaluation and exchange of ideas. When we create interview situations, we not only proceed from the classification of objective problems, but also determine the importance of evidence in these problems.

In conclusion, the technological approach to the development of altruistic qualities in students is an innovative demand of today. Based on this, on the basis of the science of "Upbringing", the tasks of developing the qualities of generosity and nobility in students, educating them on the basis of high moral ideals, and developing pedagogical technologies for inculcating humanity are gaining priority.

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