

MODERN METHODS AND METHODOLOGICAL ASPECTS OF DEVELOPING ALTRUISTIC COMPETENCES IN THE EDUCATIONAL PROCESS

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Abstract

This article analyzes the theoretical and methodological foundations, pedagogical conditions and effective methods of developing altruistic competencies in the educational process. The role of altruism in personal development, social adaptation, collective activity and the formation of spiritual values is highlighted. The importance of interactive methods, trainings, collaborative educational technologies and reflective approaches that serve to develop altruistic competencies is also shown.

Keywords: Altruism, altruistic competence, educational process, pedagogical methods, socio-emotional development, cooperation, reflection, upbringing.

Introduction

In the context of globalization, informatization, and the increasing dominance of individual interests in society, the formation of such qualities as humanity, cooperation, empathy, and a willingness to help others in the younger generation is becoming an important task. In this context, the development of altruistic competencies is emerging as one of the priority areas of the education system.

Altruism is a person's desire to prioritize the interests of others over their own interests, to help them selflessly, and to demonstrate behavior that serves the interests of society. From the point of view of modern pedagogy, altruistic competencies are an important component not only of moral education, but also of socio-emotional development.

Today, educational institutions are faced with the task of educating not only knowledgeable, but also spiritually mature, socially active and compassionate individuals. Therefore, the development and implementation of a methodology for developing altruistic competencies is one of the urgent scientific and pedagogical problems.

The concept of competence refers to the set of knowledge, skills, abilities and personal qualities that an individual needs to successfully perform a certain activity. Altruistic competencies include the ability to help others, show empathy, cooperate, feel social responsibility and make decisions based on humanity.

The main components of altruistic competencies are:

1. Empathy is the ability to understand and feel another person's emotional state.
2. Collaboration is the ability to work in a team and communicate effectively with others.
3. Social responsibility is an awareness of one's duty to society and those around them.
4. Altruism is helping others regardless of one's own interests.
5. Tolerance is respecting the opinions, views, and actions of others.

In pedagogical literature, altruism is often interpreted in close connection with the concepts of humanity, empathy, social activity, and spiritual maturity. Therefore, the development of altruistic competencies serves the comprehensive development of the individual.

The development of altruistic competencies relies on a number of psychological and pedagogical theories.

Representatives of humanistic pedagogy - A. Maslow and K. Rogers - attached great importance to the development of a person's inner potential, self-expression, and positive relationships with others. According to Maslow's theory of the hierarchy of needs, as a person achieves higher levels of spiritual needs, his tendency to altruistic behavior increases.

According to LS Vygotsky's sociocultural theory, a person's social behavior is formed in the process of communication and cooperation. Therefore, it is important for students to be involved in collective activities to develop altruistic competencies.

According to the activity theory developed by AN Leontiev and SL Rubinstein, human qualities are formed during practical activities. Therefore, it is effective to involve students in helping in real-life situations, volunteering, team projects, and social actions to develop altruistic competencies.

L. Kohlberg's theory of moral development outlines the levels of a person's moral decision-making. According to this theory, in order to develop altruistic behavior in students, they should be guided to analyze moral problems, participate in discussions, and understand humanistic values.

The content, form, and methods of the educational process are of particular importance in developing altruistic competencies.

1. Using interactive methods: Interactive methods ensure active participation of students, develop cooperation and communication. The "Brainstorming" method, the "Role-playing" technology, the "Case-study" method, the "Teamwork" technology, the "Discussion" and "Debate" methods are effective in forming altruistic competencies:

For example, in the "Role Playing" method, students model various social situations and try to feel the feelings of others. This develops empathy and tolerance.

2. Organizing volunteer activities: Volunteering is one of the most effective forms of developing altruistic competencies. By involving students in activities such as visiting nursing homes, helping families in need, and participating in environmental events, they develop social responsibility and selfless service skills.

Here, "volunteerism" actually refers to volunteering. In the current context, the most popular volunteering areas that can be most strongly linked to the development of altruistic competencies in young people are the following.

Today, volunteering is becoming increasingly popular among young people. For example, in Uzbekistan, official sources reported at the beginning of 2026 that the number of volunteers had increased several times, and special funds and grant mechanisms were being introduced to support volunteer initiatives. At the international level, online volunteering requests increased sharply in 2024, and young people are listed as a separate active group in the UNV system.

Currently, the most popular volunteer activities that are most effectively linked to the development of altruistic competencies in young people are social assistance volunteering, environmental volunteering,

educational mentoring, digital volunteering, inclusive-protective volunteering, and peer-support. All of them form the values of empathy, selfless help, social responsibility, cooperation, tolerance, and humanity in a young person. Peer-support, mental health conversations, and supportive initiatives are also expanding among young people. Volunteer programs associated with UNICEF also include stigma reduction and emotional support on campuses. This approach develops the emotional-intellectual component of altruistic competence, namely empathy, listening, understanding, and caring.

Volunteering, aimed at working with people with disabilities, migrants, children, and groups in need of social protection, is also very effective for altruistic education. For example, the UNICEF-UNV "Youth on the Move" program mobilizes young people in the spirit of social inclusion and support. Such activities strengthen qualities such as tolerance, social sensitivity, and respect for human dignity at a young age..

3. Reflective approach: Reflection helps students analyze their own behavior, evaluate their attitude towards others, and plan their future behavior. At the end of the lesson, reflective analysis can be conducted through questions such as "Who did I help today?", "In which situation did I show empathy?"

4. Family and school cooperation: The development of altruistic competencies should be continued not only in the educational institution, but also in the family. The personal example of parents, positive relationships in the family and the presence of an atmosphere of respect for the child are important factors in the formation of altruistic qualities.

5. Educational activities and projects: Activities such as "Courage Lesson", "Week of Kindness", "Do Good", and "Volunteer for a Day" serve as effective tools for developing students' altruistic competencies.

To effectively develop altruistic competencies in the educational process, it is necessary to create the following pedagogical conditions:

- Creating a positive psychological environment in an educational institution;
- Promoting mutual respect and cooperation among students;
- Teachers' personal example;
- Encourage students' initiatives;
- Integrating national and universal values into the educational process.

Also, the teacher should take into account the age and individual characteristics of students in the process of developing altruistic competencies.

In conclusion, the development of altruistic competencies is one of the important directions of the educational process. These competencies serve the spiritual, moral and social development of the individual. In their formation, interactive methods, volunteering, a reflective approach, educational activities and family-school cooperation play an important role.

It is necessary to develop special methodological recommendations, programs, and trainings aimed at developing altruistic competencies in the education system, because the development of society requires not only educated, but also humane, compassionate, and responsible individuals.

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