

The Essence and Structure of Altruistic Competence of Students

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Abstract: The article reveals that altruistic competence, which describes a person's ability to use knowledge and personal experience in a specific situation, should be considered an integral indicator of the quality of student education in the context of modernization of education.

Keywords: Altruism, competence, pedagogical altruism, origin of altruism, selflessness, generosity, quality of student education, personal experience.



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Introduction

In the context of modernizing education and upbringing, educational activities and, accordingly, the effectiveness of education are increasingly being evaluated from the perspective of a competency-based approach. From this viewpoint, education primarily implies preparing students for life, enabling them to apply the core competencies inherent in the education system in practice. This direction in education places new demands on the student's qualities, and consequently, on the level of the student's upbringing. In the context of modernizing education, the quality of student upbringing should be regarded as an integral indicator of a person's ability to utilize the knowledge and personal experience gained in specific situations, which is characterized by competence.

Literature review and methodology

The level of study of this topic significantly differs between Uzbekistan and abroad. The necessity of preparing future teachers altruistically is supported by the research of scientists from CIS countries, such as Berberova L.B., Kharaeva J.T.A., Gidlewski A.V., Zdrikovskaya T.A., Zotova R.A., Laverycheva I.G., Pravotorov G.V., Gidlewski A.V., Zdrikovskaya T.A., Zotova R.A., K.A. Abulkhanova-Slavskaya, V.A. Pechenev, D.S. Shimanovskiy, A.V. Zosimovskiy, and E.V. Subbotkiy, which focuses on studying the psychological, pedagogical, and cultural aspects of shaping the teacher's value orientations, beliefs, and principles at various stages of their formation as specialists[1]. This topic is also addressed by foreign scholars such as O. Kont, A. Smit, J.J. Russo, K. Gilligan, N. Noddings, V.A. Pechenev, L. Kolberg, M. May, J. Piaget, X. Hartshorn, Pekman, G.N. Avkhach, M.T. Burke-Beltran, R.G. Alresyan, S.A. Amonashvili, V.S. Muxina, D.I. Feldshteyn, S.G. Yakobson, D. Solomon, M.S. Watson, K.L. Deluci, E. Schaps, and V. Battisch (1988); E. McGinnis and A.P. Goldstein (1997); V. Battistic, A.S. Bryk, and B.H. Schneider (2003); P.A.T. Grinberg, M.T. (2009); G. Dunlap, R. Iovannone, D. Kincaid, K. Wilson, K. Christiansen, P. Strain, S. English (2010); K.A. Shonert-Reichl (2017); H. Shin, A.M.

Ryan, and E. Shimoliy (2019); U. Kuswendi (2019), who focus on the social orientation and content of pedagogical activity, social and emotional competencies of teachers, their attitude towards assistance, and the support aspects of the "mentor-mentee" relationship[5].

However, the issues of moral and altruistic preparation of teachers have not been adequately addressed in psychological and pedagogical research, both in Uzbekistan and abroad. At the same time, the necessity to shape and develop altruistic competencies in students—future teachers—relates to the increasing demands for the overall cultural and specialized training of graduates from higher educational institutions in Uzbekistan; it is also linked to the need to prepare future specialists with well-formed universal and professional moral values[6].

Discussion and analysis

Altruistic competence is one of the areas that defines the student's fundamental, connective, and educational development. Altruistic competence is characterized by the following distinctive features: the ability to show selflessness in collaborative activities; the ability to work effectively in a team; psychological adaptability as the ability of students to adjust to age-related characteristics; the ability to establish horizontal and vertical connections; genuine respect for the work of others; the ability to adapt to the educational process, understand, perceive, and show tolerance; the ability to resolve conflicts; and the ability to organize work.

A student's altruistic competence is described by:

The presence of a system of knowledge that reflects the substantial essence of intellectual, ideological, and moral values;

The ability to forecast and design interpersonal relationships with peers and students in the process of educational activities, considering its unique characteristics.

In the process of education, a student's altruistic competence is a unity of moral and behavioral norms, values, and virtues aimed at implementing various types of educational activities. Therefore, system analysis allows us to examine the phenomenon of altruistic competence through its structural components (values, activity values, self-expression methods)[4].

The development of a structural model for fostering students' altruistic competence requires substantiating the structural components of the model, such as its criteria, indicators, and levels of formation.

We propose using the following criteria:

1. The cognitive criterion of altruistic competence.
2. The emotional and value criteria of altruistic competence.
3. The operational criterion of altruistic competence.

The cognitive criterion of altruistic competence refers to the existence of theoretical knowledge regarding the development of educational ethics and altruism. The necessity for students to acquire altruistic knowledge is one manifestation of cultural needs in educational activities. Moral and altruistic knowledge encompasses the moral principles and standards of behavior expressed in the form of moral demands imposed by society on the student, as well as the norms of educational conduct. In this context, the concept of 'knowledge' refers to the altruistic knowledge that constitutes the essential core of the student's personality[2].

Thus, the indicators of the cognitive criterion for developing altruistic competence are altruistic knowledge. The cognitive criterion identifies the following types of knowledge:

The fundamentals of altruism;

The norms and requirements of ethics;

The basics of altruistic culture.

By establishing the following criterion for the development of altruistic competence, we argue that the process of developing students' altruistic competence should rely on the system of values of educational activities and their emotionally positive accompaniment, which ensures students' positive emotional attitude towards the future, as well as the ethical and altruistic principles of educational activities[8].

The effective teaching of students in general educational institutions and the development of their altruistic competence are usually linked to emotional manifestations that accompany educational activities. Emotions play a significant role in students' educational activities. We believe that in the process of developing students' altruistic competence, it is necessary to foster positive feelings that should be based on moral relationships in the social and educational activities of general educational institutions.

We propose to view values and emotions as a semantic education that forms at the intersection of students' motivational sphere and ideological structures, and from this perspective, it is considered the most effective category of becoming a socially mature student. It is difficult to overestimate the importance of values and emotions in daily activities. Human values and emotions serve as a means of social regulation, acting as an intermediary that connects the student's actions with their most significant social ideals, interests, needs, and requirements[3].

An important stage in shaping and developing students' altruistic competence is revealing its content, which should be based on universal values. These values are objective because they have historically formed during the process of societal development and have been solidified in the form of ideas, concepts, and theories within social consciousness. In the preparation process for future educational activities, students must assimilate values by internalizing them.

Thus, a student's attitude towards educational activities can be manifested through the following set of indicators: understanding and assessing the goals and objectives of educational activities, recognizing the significance of educational knowledge, and job satisfaction. The degree of subjectivization of educational values reflects the level of actualization of that value, transforming potential into reality. This serves as an indicator of the student's personal and educational development, as well as their altruistic culture[5].

The approaches to summarizing the criteria and indicators for developing students' altruistic competence are presented in Table 1.

Criteria and indicators for the development of students' altruistic competence and methods for diagnosing selected indicators Table 1

Criteria	Indicators	Research methods
Cognitive	Knowledge: <ul style="list-style-type: none">• The fundamentals of altruism;• The norms and requirements of ethics;• The basics of altruistic culture	<ul style="list-style-type: none">• student questionnaire.• questionnaire for the subjective assessment of the content of future activities..
Emotional-Value	<ul style="list-style-type: none">• Understanding the values of altruistic culture and accepting them as personal qualities;• The desire to approach examples of altruistic	<ul style="list-style-type: none">• test for identifying value orientations.• methods for studying the state of educational identification.• test for determining the

	<p>culture;</p> <ul style="list-style-type: none">• A positive emotional attitude towards the process of educational activities	<p>importance of altruistic values</p>
<p>Operational</p>	<ul style="list-style-type: none">• Accepting behaviors that conform to the norms and rules of altruistic culture as personal qualities;• Engaging in actions that meet the requirements of altruistic culture;• Involving others in the implementation of the norms of altruistic culture	<ul style="list-style-type: none">• method for analyzing pedagogical situations.• questionnaire for the educational process

The criteria and indicators for assessing the effectiveness of developing altruistic competence allowed for the identification of a list of factors that should be considered when evaluating the development of students' altruistic competence. Such factors include:

A moral position reflecting the social role of future altruism in modern conditions;

The development of the student's personal virtues;

The unity of applying the norms and principles of educational ethics in educational activities;

Guiding students in "moral choice" situations;

The aspiration for self-improvement and self-education.

The theoretical and methodological analysis of the research problem enabled us to clarify the content of the concept of the level of development of indicators of students' altruistic competence. We identified four levels of developing students' altruistic competence:[1]

1. Adaptive Level: The adaptive level of developing altruistic competence is characterized by the student's unstable relationship with reality. The goals of their activities and moral standards are generally defined by them and are not a guideline for development. Their attitude towards psychological knowledge is indifferent, and there is no readiness to utilize the knowledge system in necessary situations.
2. Reproductive Level: At the reproductive level of developing altruistic competence, students highly evaluate the role of educational and moral knowledge and express a desire to establish subject-subject relationships among participants in the educational process. Such students find joy in fulfilling the moral standards of activities. At this level, students have the ability to find new solutions in standard situations.
3. Constructive Level: The constructive level of altruistic competence is characterized by greater goal orientation and the stability of educational and moral activity methods and pathways. Significant changes indicate the formation of the student's personality as a subject of educational activity. At this level, students substantiate the meanings of basic altruistic concepts. However, personal awareness of the content of these concepts is insufficient. At this level, there exists a certain structure of the ideas, standards, and requirements offered by educational institutions, as well as a system of the student's educational and moral knowledge, skills, and abilities. Students at this level understand the importance of actions that conform to the norms and rules of altruistic culture.

4. Creative Level: The creative level of developing altruistic competence distinguishes students by the dynamism of their educational and moral knowledge. This group of students stands out with a positive-emotional orientation towards altruistic activities. Students at the creative level exhibit tendencies such as sensitivity to altruistic culture, creative imagination, and the ability to quickly and effectively solve moral problems. They demonstrate a very high level of knowledge about the norms and requirements of altruistic culture. This knowledge is systematic and stable.

Thus, the systematic quality of students' altruistic competence is a unity of moral standards, values, and virtues aimed at implementation in various types of educational activities. Structurally, a student's altruistic competence implies the unity and interrelation of cognitive, emotional-value, and operational-processual components. We have identified the criteria, indicators, and levels for developing students' altruistic competence, which allows us to substantiate the content and structural components of the structural and dynamic model for developing altruistic competence.

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