

The Nature of Developing Social Competencies in Primary School

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Abstract

This article explores the essence and importance of developing social competencies among primary school students. It examines the roles of teachers, parents, and peers in this process. The author discusses the psychological, communicative, and emotional development of young students, highlighting the formative stages and the significance of games and social interaction in shaping social values and behavior.

Keywords: Primary education, social competence, education and upbringing, communication, school-family collaboration, psychological development, teacher's role.

Introduction

Today, the increasing informatization of social life and the complexity of the content of social relations among schoolchildren require the preparation of the younger generation for social life, their socialization.

Any competence begins with the word "to be able to", because the basis of competence is ability. However, not only skills are important, but also knowledge, abilities, personal qualities and experience in creative activities corresponding to this competence, says V.I. Andreev¹.

Preparing schoolchildren to properly organize their social relationships will allow them to function effectively in a very complex process in the future.

Social development competencies:

- establishing strong relationships with the family,

¹Асмолов, А.Г. Образование в России: от культуры полезности к культуре достоинства / А.Г. Асмолов // Воспитание школьников. – 2015. - №5. - С. 2 - 5.

- Emotions and their management
- Socialization, communication with adults and peers

Each class is given educational and educational tasks aimed at introducing students to social relationships.

Certain conditions are necessary for the formation of a student community. These are:

- mutual cooperation of school staff;
- organization of student life;
- appropriateness of classes to the age and interests of students, and also their quantity to the number of students;
- classes that help to cultivate mutual harmony, care, community, humanity in students;
- organization of various interesting activities for students;
- teaching students the norms and rules of behavior.
- creating a positive atmosphere of goodwill among students.

The correct organization of life in schools is the main and necessary condition for the upbringing of a culture of behavior, the general direction of the moral educational process. The atmosphere of trust and goodwill surrounding students, the teacher's composure, and their external and internal culture are extremely important.

Achieving the quality and effectiveness of school education involves organizing students' daily activities in a meaningful and interesting way, making the most of free time, identifying their abilities and, accordingly, a creative approach to the process, rationally and systematically analyzing the activities and resources provided for students in order to bring them to a state that meets the needs of students and society.

In order to ensure the comprehensive development of the student, the school's work with parents is also important.

In this regard:

- taking into account the opinions of parents about the school;
- providing parents with knowledge on issues of early development;
- involving parents in active participation in the educational process;
- to support the initiatives of parents to participate in school life.

The school's system of working with the family should have a clear goal. In terms of cooperation with parents, it is necessary to first analyze the results of the achieved achievements and experiences, show the positive aspects of the student, and then gradually work hard to eliminate negative situations in their behavior, increase their interest in the world around them. So, what should be the preparation of a school-age student? An important question arises.

For students to study successfully at school, it is not important that they have a meaningful preparation in subjects. Because overloading them will lead to a weakening of the desire to study. The main thing is to form a certain level of his psychological readiness for school, interest in knowledge, self-control skills, communicative and creative abilities, speech, memory, attention, thinking.

It should be noted that if the teacher does not develop, school education will not develop. The development of the teacher is significant in his constant search for himself, the ability to create innovations by harmonizing education and upbringing, and the ability to assimilate foreign experience with a deep knowledge of folk pedagogy, enrich his work and apply them in practice.

School education is considered the foundation of primary education. If the foundation is solid, the building will stand for many years. Therefore, we need to understand that educating the young generation, who are the successors of our future, to become fully developed people in all respects, is one of the urgent tasks facing today's educators.

Younger schoolchildren feel the need for love and sincere attitude from adults. They develop trust in adults, the ability to feel their emotional state (joy, pride, humility, anger), and strive to understand the reasons for changes in the mood of others. New forms of communication with adults: communication related to the cognitive process initially occurs in connection with cognitive activity (for example, during classes, experiments with objects made of paper and natural materials, as well as with toys), by the end of the 6th year they begin to use types of communication related to the cognitive process that are not related to specific situations.

Students begin to communicate with adults with questions. In such conditions, the questions that younger school-age students ask adults are aimed at communicating with adults. Through these questions, students strive to obtain new information and are interested in learning a lot.

By going to the first grade, a student accepts his peer as a partner during the lesson (introduction to nature, visual activities, making, construction-making lessons, staged). The student can address his partner with simple suggestions and requests. Younger school-age students are able to evaluate the negative aspects of their peers, such as stubbornness, touchiness. At this age, the desire to communicate with peers and play together is formed.

Under the influence of adults, new forms of communication emerge in the student, such as entering into extracurricular communication, in which the student adapts to the "world of people". The student understands a person as a representative of the society in which he lives, begins to understand the interconnectedness in social life. This form of communication depends on the formation of the lesson, because during the play period, students are interested in human relationships, their behavior in society.

At this age, a student has an increasing need to communicate with peers, compare themselves with others, and imitate. Participates in activities (training, plot-role-playing activities, productive activities) as a peer-partner. During communication with peers, students strive to work together in training and other activities based on the distribution of information, plans, and tasks. Depending on age, communication begins to reflect the student's feelings, mutual understanding, and emotional closeness to peers. By the 3rd and 4th grades, the student begins to distinguish the personal characteristics of his peers ("comes up with interesting activities", "runs well", "is a very good student", etc.).

A group of students who have been in the same class for several years is considered a fairly close-knit family. The intensity and breadth of students' communication begins to be clearly visible. During the playing period, the stability of student teams increases, the team consists of 4-5 people, especially among boys, the number of students in teams is 8-9 students.

The ability to communicate increases in students of the class. The proposals, requests, and assessments made by students are expressed more reasonably. In the life of younger school-age students, the need to communicate with peers increases. The assessments that peers give to other students are generalized, and this indicates an improvement in the attitude of older students to school. ("makes friends with everyone", "responds with good suggestions if students have a conflict", "takes someone's side if they are offended").

Reflects mature norms formed as a result of mastering behavioral norms and rules, and does not use these norms only in relation to himself. The student's personality begins to form independently, independently of anyone. The student's social experience, interaction with others increases. This leads to the student's awareness of himself, his position and shortcomings. Unlike primary and junior schoolchildren, senior schoolchildren define themselves by the assessment of adults, senior schoolchildren independently have an idea of themselves and have the opportunity to evaluate themselves, their situation and external characteristics.

Junior schoolchildren often evaluate their personal moral qualities and begin to understand these qualities, begin to distinguish emotional states. Independence increases, students' criticism of assessment and self-assessment increases. Students first evaluate the qualities and characteristics of their peers and themselves, and accordingly can determine their position in the group.

During school age, students begin to naturally evaluate other students in relation to themselves. The self-esteem of students of junior school age is considered high. During school age, the student's self-esteem, his thoughts about himself, are complete and well-founded. The student begins to understand himself, his position among adults and peers, his attitude towards others. ("Bobur loves me: he plays with me, gives me toys, treats me with candy").

By the end of the junior school age, the student fully understands his "I" and on this basis his internal situation (the student's understanding of people's attitude towards the student and the student's clear position among adults and peers) is formed.

The teacher seeks to form the attention and memory of students, forms self-control, the ability to manage their own situations. In this, they are helped by various exercises in which they compare certain things by their signs, apply general rules taking into account their mistakes, and perform conditional situations. Such exercises should be carried out with students every day.

One of the conditions for the comprehensive formation of students in grades 3-4 is meaningful communication with adults and peers. The teacher seeks to diversify communication with each student. Entering into communication and cooperation, the teacher develops a sense of trust, love, and respect for the school-age student. In such conditions, he uses several models of communication, and communication, feelings develop and are formed:

- through conducting experiments, the teacher teaches the student new skills, how to perform situations;
- by introducing him to animate and inanimate nature during nature walks, excursions;
- during playing classes (staging, plot-role-playing, construction, educational, physical);
- in the processes of visual activity;
- through equal partnership, the teacher is an active participant in the activities of students;
- through "leaning on adults", the teacher encourages students to deliberately ask for help in solving problems;
- offers advice on correcting "mistakes made by adults";
- Evaluating attitudes towards oneself and others is a key indicator of self-awareness in elementary school students.

A positive image of the student's future self-image helps the student to be critical of his own shortcomings and to eliminate them with the help of adults. In this way, a school-age student compares his ideas about himself and how he will develop or become in the future. A positive

image of the student's "I" by the student affects the successful conduct of his activities, making friends, making friends of others: his positive qualities in their mutual joint activities.

It is impossible to allow the teacher to work with his students in an authoritarian manner, it is extremely important for him to have a kind and positive attitude towards him. The teacher's attitude to the student should not be based only on his specific success. In the growth of students' speech, their studies at school play a large role. At school age, a student speaks without thinking, and at school the language that the student speaks becomes a subject that is taught and learned. In the process of studying grammar, the phonetic aspect of the student's speech becomes correct, the syntactic structure of speech improves. In the process of studying all subjects taught at school, the student's speech vocabulary is enriched, the meaning of words deepens and expands. The students' mastery of written speech is an important stage in the development of their speech. The student tries to express his thoughts in written speech. When performing written work according to the teacher's instructions, the student knows in advance that his work will be evaluated, and his thoughts will be evaluated depending on the language in which he expresses them. The fact that the student practices reciting this task to himself while preparing for the assignment given at school has a great impact on the development of the student's speech. The teacher's speech plays a big role in the development of students' speech and expression of their emotions, because his speech is a model speech for students.

During our observations, we studied the textbooks "Tarbiya" intended for students in grades 3-4. The textbook explains the methods of social pedagogical influence, gives examples by means of examples. In the textbook "Tarbiya" intended for primary grades (grades 3-4), we found that the following social competences are indicated (see Table 1).

Table 1 Criteria for social competence included in the textbook "Tarbiya" for primary school students (grades 3-4) of general secondary schools

Social competence criteria			
	Loyalty to the homeland		Respect for parents
	Greeting Etiquette		Remembering People
	Knowledge		Clarity
	Telephone etiquette		Hard work
	Appearance etiquette		Prudence
	Common sense		Culture of dress
	Table etiquette		Freedom
	Behavior in public places		Human etiquette
	Courage and courage		Kindness
	Patriotism		Respect for the elderly
	Book reading		Neighborly etiquette
	Doing good deeds		Public transport etiquette
	Fortitude		Discipline
	Honesty		Harmony (cohesion)
	Honesty		Humanity
	Respect for the native language		Hospitality
	Frugality		Friendship
	Successfulness		Gift giving and receiving etiquette
	Obedience to the law		Pilgrimage etiquette, etc.

This table shows the criteria for social competence, and primary school students master these criteria during the school years under the guidance of a teacher. The greatest responsibility in this lies with the teacher, who must always work on himself, master new knowledge, develop the spiritual consciousness of students, and educate them as complete people.

Conclusion

1. In conclusion, consistency in the implementation of the educational process at school is an important factor in the development of the student's personality.
2. In this regard, consistency in the organization of preschool education and school work is of great importance. This consistency is ensured by all links of the education system and is implemented on the basis of the existing possibilities for implementing consistency, the principles of the education system and its structural and ideological structure. The goals and objectives of school education are determined based on the general goals and objectives of education, taking into account the age characteristics of students.
3. Students of junior school age feel the need for the love and sincere attitude of adults. Trust in adults is formed, the ability to feel their emotional state (joy, pride, modesty, anger), and strive to understand the reasons for changes in the mood of others. New forms of communication with adults: communication about the cognitive process initially takes place in connection with cognitive activity (for example, during the lesson, experiments with objects made of paper and natural materials and with exercise books), by the end of the 9th year, he begins to use types of communication about the cognitive process that are not related to specific situations.
4. The determination of the relationship between the tasks, forms and methods of education at school at different age stages for the purpose of comprehensively forming the student's personality is an expression of consistency.

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