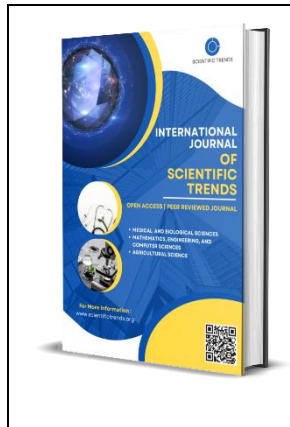


Components and Principles of Developing Students' Social Competence

Rasulova Hulkar Sadatovna

Karshi State University, PhD student at the Department of Preschool Education



Abstract

This article reveals that social competence is a complex dynamic integrated system of a person's individual qualities, which ensures his ability to act in a social environment, taking into account generally accepted social norms and rules, values, as well as social positions. The student must have social knowledge and skills, experience in making decisions in various situations, and be ready to communicate effectively with the community and the environment surrounding him.

Keywords: Personality, methodology, social competence, professional activity, values, individual qualities.

Introduction

In the modern situation, social competence develops in the process of obtaining higher education for young people. The student community is an important period in the life of a young teenager. Increasing the effectiveness of higher education, training and improving the quality of young specialists, including strategic resources for the development of a modern national society, is of great importance, since they ensure effective cooperation in the social sphere, the use of innovative technologies in the professional and social sphere. As noted at the beginning, social competence is a complex dynamic integrated system of individual qualities of a person, ensuring his ability to act in a social environment, taking into account generally accepted social norms and rules, values, as well as the positions of society. The student must have social knowledge and skills, have experience in making decisions in various situations, and also be ready to effectively communicate with the community, the environment surrounding him. It is emphasized that social competence can be achieved through primary, secondary and tertiary socialization, which is carried out by a person in the process of education and professional activity. Within the framework of the socialization process, the student forms his attitude to social foundations, the surrounding reality, the adequacy in perceiving and assessing the events taking place, the subjectivity of the individual is formed: active, selective,

purposeful activity, the realization of the spiritual and physical potential of the individual, that is, the social competence of the student is formed.

Depending on how successfully this process has passed, it becomes clear how fully the student will be able to realize his abilities and talents, become socially mature and useful to society, that is, create favorable conditions for self-realization. The success of the socialization process depends not only on the presence of natural character in individuals, but also on the occurrence of actual actions to form social competence.

Social competence in students is improved as a process, and its achievement is carried out within the framework of the educational process. The spiritual and social formation of students - the carrier of material and cultural values, norms, rules, relationships is determined by the influence of such factors as the macro-meso-microsocial environment, teaching and educational activities, the information and technical environment, interaction with the social environment, and directly the student's worldview.

Under the influence of the above factors, the social competence of students helps to expand and deepen their social knowledge, acquire and improve social and professional qualities, which allows them to most successfully act in socio-political processes, become competitive specialists, acquire the skills to successfully cooperate in the modern labor market, cooperate with employment service bodies, and changes in the social environment, thereby influencing the formation of social competence as a characteristic feature of the individual.

Taking into account the above parameters, the components of students' social competence are motivation and values (social position, attitude, worldview of young people), content (i.e., the student's social knowledge), social skills and their relationship to qualifications.

Students are adapted to manifest themselves as individuals with a very wide range of social knowledge, skills and knowledge, and they have a low level of self-analysis. In this sense, in addition to acquiring knowledge in professional disciplines, the student studies "Management Psychology", "Professional Psychology", "Ethics" and other disciplines. Thus, the future specialist begins to acquire the skills of successful social interaction with the environment, social groups, and intercultural communication mechanisms.

Among the criteria for social competence of students, the following should be noted:

1. Self-awareness of a person and his attitude to values, the ability to choose these values, justify them and evaluate them from the point of view of generally accepted

social norms, as well as their social status; in determining the specific goals and social direction of a person's behavior, social behavior.

2. Methodology, categorisation, reflexivity, projectivity and constructiveness become empirical indicators of specific social knowledge. A person must, taking into account the specific characteristics of his specific conditions, see unity in diversity, successfully solve social problems.

3. The relevance of the topic is manifested in the ability of a person to make independent choices in various areas, to be responsible for this choice, to model innovative socially significant options for action and communication; the result of subjectivity in self-management, amateur activities, self-education is the independence of the person.

4. The practical component of social competence is manifested in the mastery of techniques and technologies in various spheres of life, in the organization and constructiveness of social behavior.

As a result, a person should have the ability to coordinate personal and public interests, connect his efforts with the efforts of the team, that is, to establish innovative cooperation to achieve set goals.

Analysis of scientific literature allowed us to identify the organizational and pedagogical conditions for improving the social competence of university students:

- adherence to the principles of continuity and coherence of the content of academic subjects, strengthening the socio-humanitarian component;
- use of practice-oriented technologies in teaching socio-humanitarian subjects;
- strengthening the practice of extracurricular activities, expanding cultural and leisure forms;
- targeted and systematic diagnostics of students' interests, needs and problems.

Thus, the social competence of a student is multifunctional and means their effective performance of social roles in various spheres of life. The main of these functions are:

- implementation of social knowledge and skills in practical life;
- adaptation in interaction with individuals and social subgroups, institutions, the state and society;
- joining a team or social group;
- orientation in social and professional activities;
- obtaining a social position corresponding to the student's actual knowledge and skills;
- mastering role behavior and socio-cultural norms.

In conclusion, we can say that the social competence of students means their readiness for professional activity:

- knowledge of work activities, rules of etiquette;
- possession of the basics of professional career planning, use of job search information;
- knowledge of the regulatory and legal framework of labor activity, methods of organizing and applying employee wages;
- possessing marketing and self-marketing skills for advertising;
- readiness to create one's own family;
- knowledge of family law and the psychology of marriage and family relations; the foundations of pedagogical culture in raising children;
- household management skills;
- readiness to become a citizen of the country;
- knowledge of social institutions and structures, social groups, the specifics of their activities, role behavior.

The social competence of students includes: social knowledge, possession of social technologies of social and professional activity, that is, these are social skills and qualifications. The effectiveness of the formation of operational functions in students depends on the presence of clear value relations of the individual, the life strategies of the individual that affect the formation of social relations. As a result, the student should have the ability to coordinate personal and public interests, to link their efforts with the efforts of the team, that is, to cooperate with other individuals to achieve their goals.

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