

## THE DEVELOPMENT OF STUDENTS' SOCIAL SKILLS IN FOREIGN LANGUAGE CLASSES

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### Annotation:

This article describes the significance of social competence within the framework of essential competencies in education, as well as detailing the methods, circumstances, and strategies for cultivating social competence during foreign language classes through the use of competency-based teaching techniques.

**Keywords:** social expectations, history, social interactions, link – mutual control, social roles, study skills.

### Introduction:

One notable aspect of society's present state of progress is the swift and continuous creative changes occurring in numerous aspects of human endeavors, notably in the realm of social activities. In today's world, individuals must have the ability to adapt to a constantly evolving society and possess versatile approaches to interact effectively with others, as expected by both governing bodies and the community. Despite the variations in how key competencies are defined, social competence is highly valued by scientists as it encompasses one's readiness and capacity for social engagement in various aspects of life, as well as their ability to adapt and move within social contexts. The education sector's advancements are leading schools towards discovering approaches to enhance individuals' adaptability and social competence. Social competence refers to the ability to effectively carry out social expectations, either in terms of one's conduct or interactions with others. This encompasses various social skills and obligations that enable a person to meet societal norms and regulations. Social competence has been discovered to encompass a range of factors. It is based on a person's ability to interact effectively



with society and includes aspects such as interpersonal skills. Additionally, social competence is a complex construct that also takes into consideration the interconnectedness of one's personal goals and the larger societal needs. Social competence is not a universal trait, as it is dependent on the society in which it operates. The nature of a society's existence, including its economic and political system, cultural values, history, and social interactions, determines its fundamental features.

### Literature Review

Having social competence doesn't only involve a particular way of socializing, but also includes the capability of utilizing social resources effectively in order to attain success. Social competence is categorized by psychologists into a range of individual abilities as follows:

Entrepreneurship that aims to bring about positive social change can be referred to as social entrepreneurship.

A comprehensive understanding of basic legal and economic concepts.

The capacity to comprehend the covert and obscure facets of a community.

The trait of being capable of directing others (confidence in social situations).

The capacity to comprehend social norms and inter-personal connections.

The skill to build enduring collaborations.

One's capacity to regulate their own reputation. As the principal objective of instructing a second language is to cultivate the ability to communicate effectively, which is commonly referred to as communicative proficiency. The academic subject of "foreign language" plays a significant role in developing social competence by providing a means for intercultural and interpersonal communication through language. It is an essential part of the school curriculum. Competent intercultural communication is reliant on the students possessing social skills such as the capability of engaging with others, being self-assured, adept at assuming different social roles, and adaptability in dealing with varying circumstances. In our view, social competence is a crucial element of foreign language communicative competence that requires particular emphasis. This capability facilitates language acquisition, particularly in the realm of intercultural and interpersonal communication. Developing social skills is crucial, especially when communicating with individuals from different social groups. Understanding



their communication style and particularities is important to participate in a dialogue respectfully and ensure communication security for everyone. It is necessary to exert considerable effort to achieve such competence and promote tolerance.

Research Methodology: Encouraging students to take an interest in learning about and understanding the cultures of the countries where their target language is spoken, as well as fostering a desire to locate common ground and reach compromises in challenging situations, is crucial. Such an approach can enhance students' social and cultural knowledge, enriching their personality, while also equipping them with valuable communication skills for the future. Teaching foreign languages in secondary schools, with an emphasis on social components, has a holistic approach. It broadens students' knowledge, familiarizes them with their cultural heritage, and develops respect for diverse views and opinions of others. Such an approach nurtures patriotism and creates global citizens who possess skills for free interpersonal and intercultural communication. Being knowledgeable about society and having an acceptance of diverse perspectives can expand the perspectives of students, enhance their overall cultural knowledge, and inspire them to learn new languages. The teacher can enhance the educational process for teaching a foreign language to students by implementing collaborative activities, advanced teaching approaches, and group-based learning methodologies. This includes improving independent study skills, promoting group cooperation, and tailoring the curriculum to individual student preferences and tendencies. By doing so, the teacher can significantly improve the effectiveness of language instruction. The current state requirements for fundamental education aim to accomplish fresh targets in foreign language education, including the advancement of communicative competence in a foreign language along with all its elements. Social competence holds a significant position within this, enabling pupils to apply a foreign language to gain new social experiences. At present, there are distinct types of arrangements for educating foreign languages which comprise of one-on-one, lecture-style, and team-based formats. The unique way students organize their work involves an independent completion of tasks for the entire class without any interaction amongst peers, but maintaining a uniform pace. Throughout the lesson, independent work is implemented to achieve diverse educational objectives such as acquiring and reinforcing new information, developing and fortifying skills and



abilities, and practicing to help understand and apply the material covered. When engaged in homework, tasks that require self-reliance and regulation are particularly emblematic. Despite its potential benefits for developing social competence, this approach has a major drawback in that it results in students working on tasks individually, leaving them isolated from their peers and solely responsible for the outcome of the exercise. This approach to education hinders students' social development as they are deprived of opportunities to interact with their peers, resolve conflicts, and collaborate effectively in a team. A tactic for structuring classroom activities is the frontal method, where the teacher leads the group in tackling a shared task. All students participate in this approach. The task is executed uniformly with all students progressing at the same speed. While relaying information, clarifying concepts, and offering demonstrations, the teacher endeavors to exert an impact on all individuals present at the same time. The arrangement of educational activities in a frontal manner within a classroom promotes strong bonding between students and teachers, encouraging collaborative and friendly work on academic and non-academic tasks. This cooperative learning environment fosters mutual assistance, develops consistent cognitive interests and creates opportunities for implementing diverse methods and techniques that enhance the learning process. This format typically serves as the initial step in absorbing fresh content. When instructional material is complex, informative, or requires vivid imagery, this mode of instruction sparks interest and motivates learners to actively engage with the material.

Methodologists consider group learning activities of students to be one of the successful ways of forming social competence. And this is not accidental, because "educational activity is collective in nature and is a system of socially organized interactions, relationships and communication". Psychologists have proved that joint activity in the collective of students and teachers themselves is the initial form of individual activity and determines their mastery of such actions as goal-setting, planning, control and evaluation, without which learning is impossible.

### **Analysis and results:**

To concretize learning activities, let's turn to the structure of group learning activities, which consists of the following links: 1. The motivational-orientation link assumes that students jointly analyze the conditions and their capabilities, as



well as accept or set themselves a single educational task. 2. Executive link – updating of existing knowledge when performing a number of educational activities and tasks collectively or individually. Mutual support and exactingness to each other, the ability of adequate self-criticism, a sense of responsibility for the result of a common cause are especially necessary here. 3. Control and evaluation link – mutual control over the implementation of the actions of the previous stage and evaluation of the results of joint work. Group work is used, as a rule, when performing speech exercises and tasks for the joint search for information and the collective solution of the problem situation. Pair work, as one of the types of group work, is mainly used to perform exercises of various types: language and conditional speech. Pair work is a commonly employed technique to teach language material, where students are provided with activity cards for tasks such as substitution, gap filling, and transformation. Effective implementation of communicative exercises through pair work can be quite challenging, leading to unfavorable outcomes in many cases. Collaborating in pairs or groups fosters a conducive environment for developing abilities in communicating in a foreign language. When studying a foreign language, it's crucial to have good organization skills. This involves finding the best way for participants to interact with each other and for the teacher to effectively manage the class. The social competence skills and abilities are affected by the educational activities that are conducted collaboratively. When considering the unique nature of the academic field of foreign language, it is feasible to differentiate the elements comprising the content of collaborative educational endeavors as follows: 1. Intelligence about the linguistic content, its distinctive characteristics in operation, and proficiency in employing it during interactions.

### **Conclusion:**

The aforementioned emphasizes the significance of social competence skills and abilities which entail team collaboration towards a collective objective, mutual encouragement, unbiased self-critique, evaluation of personal involvement in the success or failure of a joint undertaking, and conducting a joint analysis of circumstances in conjunction with possibilities. To ensure students develop social skills necessary for living in society, foreign language classes must employ educational methods that mimic real-life communication scenarios. These methods



should encourage interactions between students, allowing them to express their opinions, listen actively, rectify their behavior, and prioritize the greater good of society.

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