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THEORETICAL FOUNDATIONS OF THE DEVELOPMENT OF SOCIAL COMPETENCE AMONG STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

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Annotation:

The article conducted a theoretical analysis of the concepts of competence, competence, and social skills, examined the literature on age and psychological characteristics of high school students, the development of their social skills, selected possible psychological methods of measuring social skills, considered the forms and methods for Development of social skills of high school students, given methodological recommendations for high school teachers aimed at the development of social skills of high school students, the pedagogical conditions for the formation of social skills of high school students are created.

Keywords: Social Competence, High School Students, Forms, Methods, Methodology for Measuring Social Competence, Model, Age and Psychological Characteristics of High School Students, Motivation for Educational Activities, Creating A Situation of Success, Self-Awareness, Self-Esteem.

In the process of modernization of modern education in the Republic of Uzbekistan, one of the main tasks is the task of forming the social competencies of the individual in the process of his subjective self-realization in the educational environment. The need to solve such a problem is determined by the mandate given to educational institutions by official bodies and by society's expectations, which determine the



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needs of citizens in the development of social skills in the process of acquiring education. If one considers social competence as a realized opportunity to improve the social space in general and oneself in this space in particular, one can conclude that the educational environment of an educational institution can simulate the social behavior of a person and teach him to offer the opportunity to gain experience of subjective self-realization to develop social skills.

It is this position that matters in the process of forming social skills through the educational environment. The result of the students' socialization process, that is, the result of real interaction between school and the environment is a new level of students' social competence. Then the formation of social skills will become one of the most important pedagogical tasks of modern schools today. The issue of developing the social skills of an individual is extremely relevant, as evidenced by numerous studies recently conducted both in Uzbekistan and abroad. The extreme complexity of this problem and its importance for practice gave impetus to the creation of numerous works that were directly related to the consideration of the training of social skills. However, the currently existing methods for increasing social skills (lectures, training courses, printed materials, various educational and training programs, etc.) do not always sufficiently take into account the interests and inclinations of young people, especially their age. In addition, they do not always reflect the complexity of the situation in modern society. They are often piecemeal, focus primarily on developing certain aspects of soft skills, are not accessible to all, and require a significant investment of time and resources to complete.

Micro factors affecting the student include family, peers, micro-society, and various educational and educational organizations. The school must take an active part in the process of socialization of high school students, interacting with the listed micro factors and taking into account their direct influence on the formation of the personality of students. The school as an educational institution fulfills the social task of educating people with the greatest possible consideration of social living and working conditions, educating people according to the requirements of a specific society and epoch, and educating young generations. This implies one of the goals that the educational institution faces today: the creation of the necessary conditions for the formation of a high level of social skills, and the selection of methods and techniques of pedagogy, and social psychology. Such conditions can be created by using the possibilities of the educational environment of an educational institution,



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by directing educational efforts not at the children but at their environment, the living environment with which children interact.

Under these conditions, the school has to be restructured in terms of organization, content, and technology, taking into account the increased demands on the graduates. The main task of education is the upbringing of a student who can quickly integrate into a society based on the cultural elements, social norms and values learned in school. Based on these goals, we can talk about the result of education in a modern school - the competence of the graduate. The Council of Europe has identified five groups of key competencies that graduates of general schools should have according to UNESCO. The first group includes social skills, the mastery of which allows school graduates to take responsibility, take an active part in developing a common solution, positively resolve conflict situations and effectively participate in the activities of various democratic institutions of the 90s. The social competence of the 20th century as a personality trait of a person is recognized in all areas of social life, is considered an interdisciplinary topic, and is analyzed as a complex, multi-layered and multi-dimensional phenomenon.

This trend continues in the research of real scientists. So V.N. Kunitsyna distinguishes the following types of social competence: verbal competence; communication skills; socio-professional competence; social psychological competence; Self-identification (I-Competence). Conflicts and their solution, cooperation, tolerance, social mobility) and communication skills (oral, written, dialogue, monologue; knowledge and observance of traditions, and manners; intercultural and foreign language communication; business correspondence; communication tasks). the study of the social competence of foreign authors. The German psychologists U. Pfingsten and R. Hintch interpret social competence as the mastery of cognitive, emotional, and motor behaviors that lead to a long-term favorable correlation of positive and negative consequences in certain situations. H. Schroeder and M. Forwerg believe that four personality traits pervade the fabric of social competence: sociability, determination, influence, and self-esteem.

Analysis of existing approaches to defining soft skills thus provides us with the basis to define soft skills as an integrative characteristic of a person, encompassing the necessary knowledge, experience, and skills formed through socialization to enable a person to adapt to a society capable of functioning and interacting effectively in society ... Social competence enables you to solve problems in the social environment with sufficient effectiveness. The analysis carried out leads to the



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conclusion that there are different approaches to understanding the nature of social competence: social competence is presented either as an integrative characteristic of a person or as a social interaction; social competence is characterized as a result of an activity or as an indicator of a person's performance in a specific type of activity; The contents of the social skills training are age-dependent. The emergence and development process of social competence in different age groups shows both similarities and peculiarities, including different and similar components.

Based on theoretical research, the following concept of social competence can be formulated: it is a complex of knowledge about social reality, a system of social skills, abilities, and social and personal characteristics that determine the level of education of each person, his behavior, the peculiarities of social situation and fills the given social role effectively. In our opinion, social skills are not ordinary knowledge; It is a person's ability to solve life problems and tasks, cope with everyday real situations, using acquired skills and abilities, educational and life experiences, social values, and personal motives. The development of social skills requires careful determination of the wearer's age characteristics. The most difficult and most important thing from the point of view of personality development is puberty.

The general development of the personality of the young person, the expansion of his range of interests, the development of self-confidence, and new experiences in communication with peers - all lead to the intensive growth of socially valuable motives and experiences, such as empathy for someone's grief, the ability to selfless self-sacrifice, etc. Significant problems in this period are associated with the rapid development of the emotional sphere: a sharp change in moods and experiences, increased excitability, impulsiveness, and a wide range of polar feelings - all this is associated with the youth complex, which is present in many children observed between the ages of 10 and 16 years. which directly affects the process of further self-knowledge, self-education, and personality development in general. The years of adolescence are determined by specific social circumstances, above all by a change in the child's position in society, a change in his position when entering new relationships with the world of adults, the world of their values, which largely determine the new content Consciousness. Adolescents' desire for introspection, self-esteem, self-affirmation, and self-improvement arises from analyzing their strengths and weaknesses and understanding what is right and wrong, what should and should not be achieved, in their actions and goals. To date, psychologists,



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sociologists, and teachers have received a great deal of factual material about the specifics of youth development. The self-determination of the individual is the most important task of old age. Building on this, a series of pedagogical tasks are planned, which aim to acquire increasing skills concerning future self-determination, in particular the ability to make conscious decisions and to be responsible for these decisions. The development of a young person's will and arbitrary behavior is closely linked to the formation of responsibility. The ability to control oneself is an important quality of an adult, mature human being. It is greatly appreciated by a teenager. However, a typical adolescent is characterized by weakness of will, disorganization, and a relatively easy refusal to achieve the set goal. Goal strengthening, therefore, plays a special role in the development of the will. Antisocially competent teenager masters conscious goal setting.

The required level of social competence of adolescents in school conditions is achieved through the formation of a complex of social and communicative knowledge and relationships (conceptual and essential component); Systems of social and communicative competencies (exercise and activity component); experience of productive social and communicative activity (motivational and ideological components); personal values attitude towards improving social and communicative competence (conceptual component). Based on the fact that the content of any competence, including the social one, takes on several sides (knowledge, motivation, activity) and is based on information, communication, intuition, and practice, we can imagine the following structure of social competence. Based on the theoretical analysis of psychological and pedagogical approaches to determine the social leadership roles of young people, the content of social competence can be determined, which shows three directions of development for each component of social competence: personality, citizen, and profession. An important task in the process of forming social skills in adolescents is the creation of the necessary conditions that will ensure the development and acceptance by students of social values and ideals, as well as the development of forms and methods of social behavior.

The development of social skills in young people in the educational process is successful if: the essential characteristics of social skills are revealed as an integrative personality development: the concept is shown, its structure and content elements are defined; It is worth emphasizing the pedagogical tasks of developing students' social skills on the basis of new education dictated by the peculiarities of



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age-related development and leading socially significant activities; developed and purposefully implemented in the educational process, a model for the development of social skills in students through group work, dialogue training, discussions, arguments, communicative teaching techniques; the development of skills for solving practical problems, a situation of choice is carried out through the organization of project activities, solving problems of choice; in extracurricular activities, the inculcation of spiritual and moral values is realized through essay contests, projects, and other types of extracurricular activities; One of the most important components of an individual's social competence in the conditions of a complicated, unstable social environment is the ability to reflect on social situations.

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