THE MAIN TASKS OF FORMING SOCIAL COMPETENCES FOR SELF-DEVELOPMENT AND EDUCATION IN STUDENTS

Sabirova Nasiba Rasulovna
Docent , Bukhara State Pedagogical Institute, Uzbekistan, Bukhara

Yusupov Jurabek Nusratilloyevich
Master's Student of Pedagogy and Psychology at Asia International University

Abstract:
This article discusses the main tasks of forming social competences for students' self-development and learning.

Keywords: social, extracurricular activities, pedagogy, communication, cooperation, integration, educational process, school, self-development.

The priority goal of modern education is not the reproductive transfer of knowledge, skills and abilities from the teacher to the student, but the ability of the student to independently define the educational problem, formulate an algorithm for solving it, and fully develop the ability to control the process. formation and development. Currently, the rapidly developing innovative changes in the social development of society in all spheres of human activity, i.e. social spheres, testify to the extent to which it is developing. Society and the state today have a great need for capable people who know how to socialize in a rapidly changing society, who are active, creative, who have mastered universal methods of action .

The idea of a competency-based approach to the organization of the educational system differs from the ordinary educational system with its advantages. A distinctive feature of this approach is to strengthen the orientation of education to practical life. In the framework of basic skills , social competence occupies an important place as a unit of readiness and ability for social interaction, social adaptation and mobility in various spheres of life. Reforms in the field of education in our country, modernization of education, focused on the search for ways and means of development of adaptability of a person at school , ensuring his social competence.

Sociocultural competence is one of the important components of communicative competence, because it helps to interact in the modern multicultural world.

Successful socialization of students and experience of independent social tests, students' acquisition of methods of implementation of their initiatives, self-organization skills, experience of communication and cooperation between children and adults in joint activities. will help. Social behavior skills learned in childhood lay the foundation for a person's social behavior and largely determine it later in life. Self-formation of behavioral skills does not always ensure effective social adaptation, therefore neglecting their formation is not appropriate. A purposeful direction is needed in the formation of the student's behavior , therefore, the school is of great importance in the development of the social capabilities of schoolchildren. Based on knowledge, abilities, skills and various experiences of activities and

relationships, basic competencies related to the general content of education are formed in the student, which leads to the student's knowledge and competence in a certain field. .

Competence is an educational result expressed in the student's mastery of a certain set of activity methods in relation to a certain subject of influence. Competence refers to knowledge, skills, experience and the ability to realize certain opportunities.

Social competence defines technical tasks that connect it to the social sphere, that is, to society, behavior and interaction in it. Such a concept of competence can be formed mainly if students develop a deep personal interest in this type of activity. If the teacher wants the students to have competence as a result of education , he should not force them, but encourage them to perform certain activities.

One of the main means of motivation is classroom and extracurricular activities. In order to form and develop social competence, it is necessary to create a development environment that does not put obstacles in the way of the realization of a person's intentions, but rather creates conditions for their realization. Classroom and extracurricular activities can and should play a major role in creating such a thriving environment .

Extracurricular activities are an additional part of the main education, the purpose of which is to help both the teacher and the student in mastering a new type of educational activity and forming educational motivation, and their education helps to expand the worldview in the environment.

Developmental conditions are created for students along with adaptation, supporting children in the stages of adaptation, and building a network that provides the ability to consciously apply basic knowledge in non-academic situations.

Extracurricular activities perform a number of tasks, including:

- developing the ability to work independently
- development of cognitive activity
-creating creative thinking
intellectual and work activities
-save time and plan each activity
- and to develop the ability to do every job with responsibility and initiative.

Extracurricular activities play a leading role in the formation and development of social competence .
Benefits of extracurricular activities in increasing student activity ;
- provides an opportunity for creative cooperation with teachers and students;
– creates an environment where external evaluation does not exist;
- directs students' activities to success;
implies variability in forms of educational process organization, means of activity and conditions;
-reflects universal human values.

 There are different approaches to determining social competence in pedagogical literature. However, the expression of social competence through the formed abilities and the new formation of the personality prevails. According to researchers, social competence:
-reflects the interaction of the person and the social environment;

implies that a person has methods of interpersonal interaction, which he can acquire through personal social experience, imitation of traditions, social relations or acquisition of knowledge ;

– is an integral feature that includes several components;

involves taking into account the relationship between one's own goals and needs with the goals of another person, a group of people, and society as a whole.

Social competence is a component related to goal setting: it is focused on the implementation of tasks such as taking responsibility, participating in decision-making, setting goals and planning, analyzing, and adjusting results. It forms the ability to control the student's activities, search for and use feedback , think about the future, the habit of abstraction, pay attention to problems related to achieving goals, and make decisions in various life situations.

At school, motivation for socially significant activities is developed and refined. In addition, it is located at one of two poles: the pursuit of success (achievement) and the fear of failure (avoidance). If the student often encounters failure in the process of activity, the motive of escape will dominate his motivational field.

and qualitative change of the cognitive sphere, the child learns to master his mental processes and control them. They are indirect in nature, conscious and voluntary. This creates the basis for the emergence and development of the ability to voluntarily regulate behavior and self-regulation.

Self-esteem is one of the central formations of a person, which largely determines the character of social adaptation of a person and regulates behavior and activities. Consequently, self-satisfaction and sufficiently high self-esteem are important components of social competence.

In the process of studying at school, children develop new types of relationships with people around them. Children absorb social norms, introduce "good and bad" categories into interpersonal relationships, lose their unconditional orientation towards adults, and become closer to their peer group.

In this regard, constructive interaction skills are required for social adjustment. The dialogic nature of consciousness allows for constructive communication with peers and adults.

By learning to distinguish his own opinion from the opinion of other people, the student learns the possibility of influencing his "I" to change it. He begins to understand that solving many life situations, including difficult situations in terms of social interaction, depends on his behavior, which means that he is ready to acquire the skills of constructive behavior in problematic situations.

The universalization of general education content in the form of defining the unchanging fundamental core of general education includes a set of the most important ideas of science and culture, as well as the concept of development of universal educational activities.

As part of the main types of universal actions that correspond to the main goals of general education, they can be divided into four groups:

1) personal ;

2) regulator ;

3) educational ;

4) communicative .

Each group is responsible for the formation of social competences at this level.

learning, knowledge and creativity is the main condition for further continuous self-education of a person. But a creator can only be created by practicing creativity.

In short, every process in a child's life determines what kind of person he will grow up to be in society , it just requires the formation, direction and consideration of all his abilities.

References

1.Богачева Г. Г. Внеурочная деятельность как средство формирования социальной компетентности учащихся [Текст] / Г. Г. Богачева // Актуальные задачи педагогики: материалы V междунар. науч. конф. (г. Чита, апрель 2014 г.). — Чита: Издательство Молодой ученый, 2014. — С. 92-106.

2.Аверченко, Л. К. Человековедение: психолого-педагогическая технология курса / Л. К. Аверченко, Л. Н. Антилогова. – Омск, 1993. – 42 с. 2.

3. Бардиер, Г. Я хочу! Психологическое сопровождение естественного развития детей / Г. Бардиер, И. Ромазан, Т. Чередникова. – СПб. : Стройлеспечать, 1993. – 196

4. Гельфан, Е. М. От игры к самовоспитанию / Е. М. Гельфан. – М. : Просвещение, 1964. – 84 с. 13. Годфруа, Ж. Что такое психология : [пер. с фр.] : в 2 т. Т. 1 / Ж. Годфруа. – 2-е изд. – М. : Мир, 1996. – 496 с.

5. Клюева, Н. В. Учим детей общению. Характер, коммуникабельность : популярное пособие для родителей и педагогов / Н. В. Клюева, Ю. В. Касаткина. – Ярославль : Академия развития, 1996.

6. Кряжева, Н. Л. Развитие эмоционального мира детей : популярное пособие для родителей и педагогов / Н. Л. Кряжева. – Ярославль : Академия развития 1996. – 208 с. 27. Латохина, Л. И. Хатха-йога для детей : кн. для учащихся и родителей / Л. И. Латохина. – М. : Просвещение, 1993. – 160 с.

7. Nusratilloyevich Y. J. AKSIOLOGIK METAPRINTSIPLARNING PEDAGOGIK AHAMIYATI VA AFZALLIKLARI //ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ. – 2023. – Т. 18. – №. 5. – С. 148-152.

8. Rasulovna S. N., Nusratilloyevich Y. J. Possibilities of using the tools used in teaching short-distance running techniques. – 2021.

9. Xalqaro Y. J. N. O. et al. PEDAGOGIK INTEGRATSIYANING ASOSI, MOHIYATI VA UNI TATBIQ QILISH MEXANIZMLARI: 1-SON 2-TO'PLAM IYUL 2023 yil //Ta'lim innovatsiyasi va integratsiyasi. – 2023. – Т. 1. – №. 2. – С. 154-159.