

FORMATION OF SOCIAL COMPETENCE AT STUDENTS OF PROFESSIONAL COLLEGES

Bakhtiyar Dilshatovich Bekmatov

Teacher of the Chirchik State Pedagogical Institute of Tashkent region

b.bekmatoff@yandex.com

Nizomiddin Ne'matovich Bozorov

Chirchik State Pedagogical Institute of Tashkent region

ABSTRACT

One of the main tasks of secondary special vocational education is to bring up students not only with well-formed analytical thinking, politeness, creative approach to business, cooperation, ability to show personal qualities, but also with a sense of social responsibility formed through social competence.

Keywords: social competence, teamwork skills, social interaction, tolerance, college students.

INTRODUCTION

In this case, social competence is studied as a student's social interaction with the outside world, which is appeared in the following skills: teamwork skills, tolerance, conflict solution and more.

The educational process of college students should be focused on respecting and accepting the rights and cultural traditions of another person, the tendency to think about the future, making decisions in different life situations, being ready to use new goals, ideas and innovations to achieve a goal.

However, practical practice shows that the problem of forming the social competence of the college is not solved. The concept of "social competence" has been used by many scholars in different ways: according to A.G.Asmolov, social competence is the product of development of a specific system of relations between the social situation, the environment and the subject, reflected in his experiences and work with other people.

LITERATURE REVIEW AND METHODOLOGY

According to I.P.Jirova and M.V.Mikhno, social competence is a set of personality traits, social knowledge and skills that provide positive integration into

society in the process of creative solution of social problems and fulfillment of social roles;

According to the definition of I.A.Zimnyaya, social competence is a collective concept that determines the level of socialization of an individual, his social activity and a high level of mastery of reality; moral and legal maturity of the person; personal character that ensures the interaction of man with the world on the basis of his attitude to himself, society, activity;

According to D.A.Pochebut, social competence is the effective (constructive) use of social knowledge, skills and abilities to successfully create a system of formal and informal social relations that ensures adaptation in the system of social relations ability.

From the definitions given to social competence by many authors - its structure can be distinguished, which includes a set of knowledge and skills applied in the main areas of human activity.

To determine the content of social competence, we refer to L.S.Spencer and S.M.Spencer, who emphasize the following: "Competences at the heart of which there are motive, property, I-competences make predictions of the behavior and action, and this in turn, makes predictions of the results of fulfilled task". The basis of any action has the direction to select the action and the aim, i.e. motive. It is difficult to measure a motive, but the motive of action is directly related to the purpose of the action, and the goal is sufficiently clear in its place.

Under "Features," L.S.Spencer and S.M.Spencer understand "physical traits and reactions to a situation or information (e.g., emotional self-regulation)", i.e., focus on others. The 'self-concept', in turn, refers to the field of research in psychology and reflects self-awareness. No person exists without self-awareness.

RESULTS AND DISCUSSION

It cannot be called the property of the person, in other words, the person is his perception, but the "I-concept" is appeared through human characteristics. The authors study not the rules of the 'I-concept', but how it manifests itself through the specific characteristics of the individual. These elements are reflected to some extent at most researchers studying social competence, which allows us to distinguish the following three components of its composition:

1. Goal-related component: ability to take responsibility, participate in decision-making, set goals and plan, analyze and adjust results. This component reflects the motive presented by identifying the goals a person has set for themselves.

2. Component related to focus on others. Social competence reflects an individual's ability to engage in effective interpersonal relationships. According to V.G.Romek, the content of such a relationship is the desire to share personal feelings and desires, things that are related to the manifestation of feelings, values, personality and personal interests, and interest in the feelings of partners. The author emphasizes that the open expression of feelings and desires is a basic skill of interpersonal relationships.

3. A component related to social mobility and human activity. Social competence is directly related to the manifestation of a positive assessment (self-assessment) of personal skills and abilities, which is one of the components of a positive 'I-concept'. Self-assessment is necessary to form a bold behavior that is reflected in the manifestation of "social courage" in setting goals, initiatives. Bold behavior is manifested in a person's willingness to work on something in dispute, to take advantage of new ideas and innovations.

Thus, social competence, as an integrative feature that reflects a person's ability to engage in effective interpersonal and social relationships, assess and analyze risks, make decisions in conditions of uncertainty, taking into account personal interests and goals, needs and norms of society - its The diagnosis can be made using defined methodological systems based on the analysis of the structure.

I.A.Zimnyaya proposed an integrated approach to the assessment of competence criteria. It is based on a synthesis of professional and social competencies. It forms a social block consisting of five basic social competencies: health, citizenship, social interaction, communication, and information technology. Each competence consists of five components, which are integrated into a single system: knowledge, practical experience (skill), value-semantic relationship, readiness, emotional and voluntary regulation.

The author emphasizes that one of the important principles of organizing an evaluation system is to involve users in assessing the quality of educational services, where the "quality" of educational outcomes is expressed in a conditional quantitative form and is a set of important consumer characteristics important to the consumer.

A.A.Demchuk uses the following methods to determine the level of formation of social competence:

- Dj.Gilford's psychological test of social intelligence (assessment of the general level of understanding of human behavior and specific abilities);
- Express diagnosis of social values of the person (identification of leading personal, professional and socio-psychological values);

- Diagnosis of social empathy
- Express questionnaire "Tolerance (tolerance) index" (tolerance (determination of the level of general (tolerance) and its types, such as ethnic tolerance (tolerance), social tolerance (tolerance);
- K. Thomas' questionnaire to determine the strategy of conflict behavior (to determine the propensity of students to cooperate, avoid conflict situations, adapt or compromise, and compete).

The term “socio-personal and general cultural competencies” is used in the federal state education standards for secondary special vocational education. Socio-personal competencies include:

- readiness for social partnership, cooperation with colleagues and the community;
- understanding of the moral obligations of man to society, himself and other people;
- readiness to understand and analyze sociological (social) information;
- in joint activities, which are an integral part of the communicative and cognitive functions of communication between people - readiness to confirm assertions;
- to understand the nature and social significance of the future profession and to show a constant interest in it.

Analyzing the sources of the RDTs (Republic State Education Standard), we can conclude that social competence is universal for all specialties of secondary special vocational education students.

CONCLUSION

In conclusion, the scientific, applied and pedagogical importance of further specification of the concept of social competence should be noted. This concept is especially significant in the development of state educational standards, regional and college components of such a standard, working programs of disciplines. This concept, which appears in the metaphor's form of ‘social maturity,’ is understood intuitively rather than discursively. As a result, the proper clarity and accuracy in educational standards and work programs disappear. Social competence is an important characteristic of college graduates, as well as the teachers themselves. Finally, the question of the social competence of college graduates is a question of their social protection and self-protection, their ability to master the technique of social and spiritual security in the sphere of temptations of anti-culture, illegal social

groups, secret mystical hermetically closed associations and totalitarian sects. Social competence as the final result of humanitarian training of specialists is a necessary part of effective training, the product of which is a cultural person, a moral personality, a creative individuality, a socially competent citizen, a professionally competent specialist and a patriot of the Motherland, open to creative dialogue with other ethno-cultures.

REFERENCES

1. A.G. Asmolov Social competence // M., 2012.
2. I.P.Jirova, M.V. Social competence of the individual // Modern problems of science and education. - №1. M., 2012.
3. М.А.Шукурова, С.Б.Эргашева & Б.Д.Бекматов (2021). ЖАҲОН ТИЛЛАРИ ТИЗИМИДА РУС ТИЛИ. *Academic Research in Educational Sciences*, 2(1), 1041-1046.
4. I.A.Zimnyaya Pedagogical communicative competence: theoretical and practical aspects, Ijevsk, 2011.
5. D.A.Pochebut Competences in education: formation and evaluation. - Moscow, Natsionalnoe obrazovanie Publishing House, 2012.
6. L.M. Spencer, S.M. Spenser Competence at work. - Per. s angl. M.: HIPPO, 2013. - 384 p.
7. V.G. Romek. Development of confidence in interpersonal relationships // Journal of Practical Psychologist. - 2013. - № 12. - p. 74-113.
8. Бекматов, Б. Б. (2020). Роль и функции русского языка в условиях суверенного Узбекистана. *Наука и общество*, 1(65), 33-37.
9. Дилшатович, Б. Б. (2020). ОБЩЕСТВЕННО-ПОЛИТИЧЕСКАЯ ЛЕКСИКА. *Academic Research in Educational Sciences*, 1(4), 1044-1050.
10. I.A. Zimnyaya, E.V. Zemtsova An integrative approach to assessing the unified professional and social competence of university graduates // Publishing Center for the Problems of the Quality of Training of Specialists. Specialist competence. - M., 2011.
11. A.A.Demchuk Psychological content of students' personality resilience // author., Dis. ... PhD. Yaroslavl, 2011.
12. B.D.Bekmatov, E.E.Bekmatova (2021). SITUATIONAL ANALYSIS METHOD. *Academic Research in Educational Sciences*, 2(1), 1035-1040.