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Saodat Abdurashidovna Toshtemirova

Doctor of Philosophy in Pedagogical Sciences (PhD) Chirchik State Pedagogical Institute of Tashkent region (Uzbekistan), toshtemirovasaodat@gmail.com

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THE NEED TO IMPROVE SOCIAL COMPETENCES IN FUTURE TEACHERS

Toshtemirova Saodat Abdurashidovna

Doctor of Philosophy in Pedagogical Sciences (PhD)

Chirchik State Pedagogical Institute of Tashkent region (Uzbekistan)

E-mail address: toshtemirovasaodat@gmail.com

Abstract: This article focuses on the content, purpose of social competence and the need to improve it in future teachers. The ideas on social competence, the analysis of the literature are presented and the principles of development of social competence in future teachers are defined. The requirements for the professional activity of future teachers are indicated, in particular, the purpose, necessity, importance, development factors and the results of the formation of social competences for the teacher are listed.

Keywords: competence, competence, basic competencies, political and social competencies, freedom, competent approach, knowledge, professional activity, personal qualities, pedagogical opportunity, principles

INTRODUCTION

In ensuring the effectiveness of the ongoing reforms in the general secondary education system of the country, it is important to classify the general requirements for the competence of future teachers, to introduce criteria for assessing their social activism skills, integrated into international assessment programs. Indeed, in order for the Republic of Uzbekistan to become one of the top 30 countries in the world by PIRLS (Progress in International Reading Literacy Study) by 2030, the content of the continuing education system will be qualitatively updated, as well as

professional training, especially in higher education. It is important to develop the professional motivation and competence of graduates of educational institutions.

LITERATURE ANALYSIS AND METHODOLOGY

Research on training and retraining of teachers of the general secondary education system in the Republic Sh.Kurbanov, N.A.Muslimov, Sh.K.Mardonov, M.Abdullaeva, T.Hasanov, M.Kuronov, M.Vahobov, N.M.Egamberdieva, X.I.Ibragimov, M.H.Usmonboeva, S.Matchonov, J.E.Usarov, K.D.Riskulova, A.Sh.Muxsieva, M.Abdujabbarova, U.N.Khujamkulov, O'.Toshmatov, Z .Ismailova et al.

Scientists from the Commonwealth of Independent States (CIS) A. Kopytin, V.Anisimov, A.Aitbaeva, J.Shaygozova, M.Sultanova, E.Medvedeva, I.Levchenko, L. Komissarova, T.Dobrovolskaya, A.Kuznetsova, O.Korzhenko, E.Zargaryan studied the organizational conditions of socio-cultural development of future professionals.

Foreign scholars M.Albert, V.Greene, M.Mescon, T.Kellagan, T.Scott Murray, F.Headouri, W.John Morgan, Tony Bush, Lawrence A.Sherr, Deborah J.Theeter, C.Taylor The organizational and methodological bases of effective quality control of education in the education system are studied in depth, both theoretically and practically.

In the theoretical coverage of the topic, based on its goals and objectives, the analysis of scientific and methodological literature on the topic, the study and generalization of foreign and domestic pedagogical experience, the systematization of data were used.

RESULTS AND DISCUSSION

Today, a number of tasks are set in the qualification requirements for future teachers, their spiritual and educational activities. In particular, the ability to plan

spiritual and educational work, to master the methods of its organization, to instill in students the idea of national independence; knowledge of methods and technologies for the development of immunity in students against ideological and information attacks; Carrying out explanatory work on the role and impact of information and communication technologies in the processes of globalization; conducting individual conversations on issues of spiritual and moral education in mahallas; in conducting national customs and ceremonies, it is said that one should have the ability to reveal high human qualities such as universal values, kindness, tolerance, patriotism, devotion, and this is the social competence of the teacher.

Particular attention to the problem of developing social competencies in future teachers as a pedagogical problem will improve the competent approach in the educational process in higher education. This requires clarifying the essence of social competence through the concepts of “competence” and “competence”.

The term “basic competencies” first appeared in 1992 in the Council of Europe's 'Secondary Education in Europe' project, which ushered in a global trend towards modernizing the content of the learning process. As a result, the following 5 important competencies of modern graduates were identified at the 1996 Symposium “Basic Competences for Europe” organized by the Council of Europe in Bern [1].

These are:

political and social competencies (taking responsibility, participating in decision-making, resolving conflicts without violence);

competencies to live in a multi-ethnic society (accepting differences without passion, respecting others, interacting with other cultures);

be able to communicate orally and in writing in one or more languages;

competencies to live in an informed society (knowledge of new technologies, their application, information disseminated through the media, critical attitude to advertising);

the ability to self-teach independently in the context of vocational training for lifelong learning.

Modern vocational education focuses on the formation of a new value system in future professionals. At its center, according to G.P. Shedrovitsky, is “an individual based on free communication, able to change lifestyles and forms of communication through communication, and have the principle of social responsibility” [2].

In dictionaries, the term “competent” comes in several senses. In particular, a problem that arises in the activities of an organization, an individual, which has a certain competence, that is, the situation: *competentia* (lat.) Able to perform functions related to the law; represents a qualified official who can answer a set of specific questions. In the dictionary “Pedagogical dictionary” published by E.A. Seytkhalilov, B.H. Rakhimov, I.U. Madjidov, the term “competent” is replaced by the word “knowledge, awareness”, and the word “competence” someone who knows the answers well or a circle of people who have the right to do something[3].

Today, the concept of "competence" has become a central concept that combines the results of modernization of educational content, the intellectual and qualitative components of education. A competent approach to education does not negate the need for the necessary knowledge base, but implies the integral effectiveness of competence.

In this regard, the scientific views of pedagogical scientists of Uzbekistan on the issues of competence education, competence are of great interest. M. Vahobov,

Doctor of Pedagogical Sciences, believes that “in our opinion”, competence means the ability to independently apply the knowledge and skills acquired by students in personal, professional and social activities [4].

When it comes to the ratio of “competence” and “knowledge”, scientists N.A. Muslimov, M.H. Usmonbaeva, D.M. Sayfurov and A.B. Turaev, who studied the basics of pedagogical competence and creativity, and that competence is manifested in the use of theoretical knowledge in activities, in the demonstration of a high level of professionalism, skill, and talent [5].

Scientific and methodological research aimed at improving the professional activity and competencies of teachers is being carried out in our country. In particular, the pedagogical scientist of the Republic of Uzbekistan M.B. Bekmurodov said that competence is defined as the ability of a specialist to mobilize their knowledge, skills and generalized methods of action. Basic competencies ensure the universality of the educator-specialist and therefore cannot be deeply specialized. The specialist demonstrates his competencies only in his activity, in a certain situation. Undiscovered competencies, on the other hand, will be available as a potential opportunity.

Researchers I.A. Zimnyaya noted the differences in the content of the categories of “competence”. That is, competence is a set of procedural and valuable knowledge about a particular science, and competence is a category of cases that characterizes the “application of knowledge - the activation of competence”, ie the ability of an individual to function in a particular professional situation[6]. I.A. Zimnyaya emphasizes that such competencies are derived from the characteristics of the social sphere and the interdependence of people as a person, a subject of activity [7].

In the book “General and professional pedagogy” by V.D. Simonenko, a special place is given to social competencies, defined as “the combination of intercultural and intersectoral knowledge, skills and abilities of a specialist in production activities in different professional communities” [8].

According to the researcher N. Muslimov, competence is characterized by the fact that the student acquires the knowledge, skills and abilities necessary for the implementation of professional activities of personal and social significance and is able to apply them in professional activities. At this point, the essence of the concept of “competence” is fully revealed, which is manifested in two ways: competence as a set of personal qualities of students and the basic requirements of the professional field [9].

An analysis of the above definitions suggests that, in addition to skills and abilities (activity components), social competence includes cognitive components (comprehension, expression, analysis, etc.), as well as personality traits.

An analysis of the conceptual perspectives of the competency-based approach to education suggests that in social pedagogy [10] “considers the ability to interact with other people, strengthen family, family relationships and raise children to be` conscious` and realize their socio-pedagogical potential” [11] .

In this regard, we note the opinion of N.Yu. Rajinov that the main indicator of social competence is assertiveness, ie self-confidence (insecurity). In the psychological literature, the concept of “competence” is interpreted in connection with the characteristics of behavior, the dominant form of personal activity, the current level of knowledge about life activities. At the same time, the psychological understanding of the nature of competence is mainly focused on a defined personal quality - a merit.

According to S.N. Krasnokutskaya, social competence is an integral part of socialization, which allows a person to cope with changes in social roles, to cooperate with others, to communicate, to adapt easily, to be ready for change, to self-determination, to take social responsibility for the consequences of their actions. implies the ability to obtain.

The idea of creativity, creativity and its development, which is the basis of art pedagogy, belongs to the American scientist-psychologist E. Torrens. He believed that creativity is limitless, it includes all human senses: sight, smell, hearing, taste buds, feelings and psychic qualities. E. Torrens [12] defines four aspects of creativity: creative environment, creative personality, creative product and creative process. For this reason, we believe that when organizing the process of developing social competencies of the BUNC, along with the principles of activity of the subjects of the educational process, dialogicity, connection of education with the innovative experience of primary school teachers, vitagenic experience, competence, it is necessary to use the artpedagogic principle.

The principles of development of social competencies in future teachers can be defined as follows:

First, social competence is a complex social pedagogical phenomenon that is formed in a set of social, psychological and pedagogical sciences. At the same time, the social competencies of the future teacher are the basis of his successful activity. Because it provides adequate choice of social behaviors and the effectiveness of individual social roles. Given the social nature of pedagogical activity, social competence is the basis of a teacher's professional competence.

Second, the purpose of forming a teacher's social competencies is to develop his or her human position on the world around us: the Motherland, people, animate and inanimate nature, material and spiritual values. At the heart of the development

of social competence are socio-political, spiritual enlightenment, economic, aesthetic values and self-development.

Third, for the effective development of social competence in teachers, it is necessary to study the socio-cultural environment of students, family, community relations.

Fourth, in the development of social competence, the transformation of this process into an open socio-pedagogical system, the high level of professionalism of teachers and the socio-spiritual environment in higher education play an important role.

Fifth, to describe the life values of students in the development of social competence in future educators, openness, gentleness, tolerance, mutual affection, civic qualities, moral qualities, life goals, national idea, career choice motives, self-education, level of social adaptation and socialization, social mobility and factors such as activity need to be considered.

To date, the training of personnel on the basis of the state educational standard of the bachelor's degree direction approved as the "qualification requirements of the direction" consists of social competencies directly aimed at educational and spiritual-educational activities and its organization.

This: organization and management of social, spiritual and educational work in society;

preparation, control of the work plan for the work performed and evaluation of the results of the work carried out;

consideration of interrelation and commonality of components (purpose, result, content, forms, methods and means) of the educational process;

rational use of basic and auxiliary forms of organization of the educational and educational process;

effective organization and leisure activities of students;
be able to intelligently choose various methods of teaching and upbringing, modern pedagogical technologies;
have the ability to ensure that methods and technologies correspond to national education on the basis of a creative approach.

When organizing spiritual and educational work:
plan spiritual and educational work, master the methodology of its organization, introduce the national idea into the consciousness of students;
know the methods and technologies of forming students' immunity to ideological and information attacks;
to carry out explanatory work on the impact of information and communication technologies on the processes taking place in the context of globalization;
conducting an individual conversation on spiritual and moral education in mahallas;
the use of national customs and rituals in order to clarify the content of universal values, kindness, tolerance, patriotism, devotion.

Competencies that are considered necessary for competitive, modern educated and highly spiritual professionals today include social, communicative, socio-informational, cognitive and special competencies. At the same time, the leading role of social competencies is recognized.

The social and personal development of the pupil was one of features in ensuring the quality of education. According to the analysis of results, a person has a desire to constantly change for the better, the ability to strive for high results in life, responsibility in the person, flexibility to the existing system, the ability to

manage their position wisely and protect themselves from external influences, the pupil's self-awareness is important in ensuring quality [14].

CONCLUSION

Social competence is a newly emerging generalized socially interconnected qualities of an individual that are necessary for successful performance of social roles, effective activity in society and in the conditions of this society. Accordingly, the social competencies of the future teacher are social pedagogical and social psychological knowledge, skills, abilities, methods of activity, necessary, effective qualities necessary for professional pedagogical activity. The competency approach shows the need to introduce it as a methodological component in defining the content of pedagogical education programs.

The activities of future teachers are essentially social, and therefore social competencies remain at the top during her career. Therefore, it can be said that social competence is formed on the basis of professional pedagogical competence and forms a priority component of the model of personal qualities of the student, which includes individual personal characteristics.

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