



DIDACTIC TECHNOLOGIES FOR THE DEVELOPMENT OF STUDENTS' SOCIAL COMPETENCE

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Abstract. This article highlights the basic competencies of secondary schools based on international educational standards, the basic competencies of secondary schools, the use of vitagenic education technologies in the development of social competencies among students, the content, significance, pedagogical and psychological conditions of vitagenic education technologies in ensuring the effectiveness of the educational process in Uzbekistan.

Key words: vitagenic education technologies, qualification requirement, social competence, basic competencies, students, social competence, motivation of educational activity, creating a situation of success, self-awareness, self-esteem, life experience.

Introduction. The most important and urgent task facing us in the field of education is to educate independently thinking young people who have firmly mastered modern knowledge and professions, to develop in them a sense of respect for national and universal values, and to form ideological immunity in the hearts and minds of our children.

“In implementing these tasks, we will rely on our national traditions, formed over the centuries, and the rich spiritual heritage of our ancestors. We will strengthen educational work aimed at forming in the hearts of young people a sense of love and devotion to the Motherland, educating them in the spirit of a healthy lifestyle. Our policy in this area will be continued based on the requirements of the recently adopted law “On State Youth Policy,” the head of our state emphasized.

In connection with the intensification of globalization processes and the exacerbation of social and legal contradictions in the world, a struggle is flaring up aimed at transforming the consciousness and worldview of more than 2 billion young people. Due to the fact that the level of social activity of young people determines the development of tomorrow, this issue is becoming increasingly global and relevant. The issue of educating young people as social, legal and politically active citizens is recognized by the UN General Assembly as a priority area.

Literature review. The term “basic competencies” first appeared in the Council of Europe project “Secondary Education in Europe” in 1992, marking the beginning of a global trend towards modernizing the content of the educational process. As a result, in the symposium “Basic Competencies for Europe” held by the Council of Europe in Bern in 1996, the following 5 important competencies of modern graduates were identified. The state educational standards of the member states of the European Union specified 8 basic competencies, which included:

1. The ability to communicate in the mother tongue.
2. Ability to communicate in a foreign language.

3. Mathematical literacy, scientific and technical competencies (Mathematical competence and basic competences in science and technology).
4. Competence of using information technologies (Digital competence).
5. Competence of learning or self-education to study (Learning to learn).
6. Social and civic competences.
7. Competencies of initiative and entrepreneurship.
8. Competence of understanding different cultures, values and ownership, demonstrating one's own culture (Cultural awareness and expression).

Based on international educational standards, 6 basic competencies of secondary schools have been developed in our republic:

- communicative competence;
 - competence of working with information;
 - competence of self-development as an individual;
 - socially active civic competence;
 - general cultural competence;
 - mathematical literacy;
- competence to keep abreast of and use the achievements of science and technology.

The state educational standard of secondary general education determines the necessary and sufficient level of training of students in general education subjects and the qualification requirements for graduates of educational institutions, the required volume of study load, the procedure and mechanism for assessing the activities of educational institutions and the quality of training and serves as the basis for the development of curricula and programs, textbooks, manuals.

Vitagenic learning technology ensures the implementation of a system-activity approach, which is the basis of the new educational standard.

Psychological and pedagogical research has made it possible to identify five main conditions under which cooperation in small educational groups is established:

- the first condition for involving students in the educational activities of the group is the establishment of positive relationships between group members;
- -the second main condition is the need for individual contribution to the learning outcome;
- -the third main condition is the optimization of direct interaction between students in order to provide mutual assistance both in the process of solving educational problems, as well as emotionally and personally;
- -the fourth condition for the success of group work is the presence of sufficiently developed social skills and abilities;

The fifth condition is associated with the need to reflect the group process, that is, the process of analyzing and evaluating the events that occurred in the group study.

The situational approach to the educational process, like the systematic approach, is more of a way of thinking than a specific set of actions. The method teaches future students to quickly solve problems in a specific situation.

This approach requires making optimal decisions based on the relationship between available factors. If the systematic approach is appropriate to use in a calm environment and during the planned activities of the teacher, then the situational approach is more often used in non-standard and unexpected situations. This approach supports a management process concept that is applicable to all organizations. But the situational approach recognizes that although the general process is the same, the specific methods a teacher must use to effectively achieve organizational goals may vary significantly. The educational institution must determine which management structure or method is most appropriate for the situation. In addition, since the situation may change, the teacher must decide how to change the organizational structure to maintain the effectiveness of the organization.

The situational approach focuses on differences in the relative positions of educational institutions. It tries to determine what the important situational variables are and how they affect the performance of the organization.

Vitagen education is an experience of emotions, events and actions combined into a single whole. From this point of view, the teacher is not just an informant, a person who knows how to lead, but also a partner, an inspirer, who has the ability to sympathize with successes and failures. The essence of Vitagen education is the formation of a person's social image, a unique personality, that is, individuality.

Vitagen education uses the possibilities and potentials hidden in the mind of the student. Reliance on the subconscious in education Vitagen is, first of all, the creativity and imagination of the student, manifested in various forms, internal experiences, that is, the ability to perceive the world at the level of momentary awareness and make decisions based on "intuition", without the participation of consciousness. Intuition, like imagination, reflects life experience, and its actualization is an excellent tool for organizing the learning process.

The pedagogical potential of "Event technologies" as a technology for students' free time when teaching the science of "Education" in secondary schools is to satisfy personal needs for cultural leisure time, reveal personal qualities and characteristics, develop the social competencies of event participants, demonstrate their learning objectives, knowing that reality consists of the legal, political, economic, cultural, psychological and relaxation effects of "Events".

Identification of dangers and ways to eliminate them when organizing a teacher's activities in teaching students based on "Event technology" will help prevent difficulties and errors in the practical use of innovations and, above all, foreign experience in the local socio-pedagogical reality.

Humanitarian technology for organizing students' free time based on "Event technology", structurally includes conceptual, substantive and procedural parts; logically - a systematic change of periods, stages and types of activities: initiative, beginning, preparation, commissioning, impact, subsequent impact, summing up. In the practice of organizing leisure and extracurricular activities for children and youth, the theoretical and methodological basis for the use of "Event technology" is made up of areas aimed at helping to satisfy personal needs, solving personal problems, helping in the socialization of the individual to form a culture of free time and self-concept.

Results and discussion. Thus, the following educational technologies are an effective means of developing students' social competencies, perform the function of adaptation to social life and professional self-determination, and are a powerful tool for unifying the relations of school students.

So, what is vitagenic training technology?

The word consists of two parts: vita and gene.

Vita - Vital, related to the phenomena of life

The second part is genetic, i.e. important, manifested in something.

VITAGENIC – vital, vitally significant.

Vitagenic learning is training aimed at updating and turning into necessity life experience, the intellectual, psychological and pedagogical potential of the individual in the process of education, which is based on two types of life experience.

Life experience is vital information not lived by a person, associated only with his awareness of certain aspects of life and activity, but not of sufficient value for him.

Life experience is vital information that has become the property of the individual, stored in the reserves of long-term memory and is in a state of constant readiness for updating in adequate situations. This is what in modern pedagogy is called competencies.

Vitagenic learning is the experience of feelings, the experience of actions, the experience of activities, welded into something indivisible. From these positions, a teacher is not so much an informant as an accomplice, an inspirer who not only knows how to lead, but also has the ability to sympathize and empathize with successes and failures. The meaning of vitality training is the formation of a social image of a person, a unique personality, i.e. individuality.

Vitagen education uses the student's resources hidden in the subconscious. Reliance on the subconscious in vital education is, first of all, the student's creativity and imagination in a variety of manifestations, intuition, i.e. the ability to perceive the world and make decisions based on "gut feeling", without the participation of consciousness, at the level of instant comprehension. Intuition, like fantasies, reflects vital experience, the actualization of which is an excellent tool for organizing the educational process.

The fact is that Vitagen technology, unlike others, considers life experience as the basis for the formation of personality, while other technologies that I have worked with use life experience only as illustrative material, which is also, of course, a big plus. If earlier I solved problems through self-analysis and self-education, now I see this solution in the fact that children themselves are a unique material that you just need to learn to work with. Vitagenic learning comes precisely from an understanding of the uniqueness, unconditional significance, and value of the child's vital experience, and considers this experience as the key to cooperation, which is understood as the joint activity of participants in the educational process aimed at achieving common goals. At the same time, not only the auxiliary, but, above all, the independent educational function of vital experience is recognized.

I believe that the systematic application of knowledge to expand life experience gives an active and purposeful nature to students' activities, creates in them the habit of looking closely at life and accumulating knowledge "in reserve." The result of my work within the framework of this technology will be my own style, which I have been moving towards for so long. The author of this technology is Belkin August Solomonovich. A.S. Belkin distinguishes the following methods of the vitagen method in teaching: (I would like to dwell on certain methods of vitagen technology that I have already tested)

1. The method of retrospective analysis of life experience with the disclosure of its connections in the educational process.

It is used in cases where it is necessary to use the analytical abilities and skills of students, correlate valuable educational information with the supply of vital information and draw conclusions necessary for educational purposes.

The teacher's task is to be able to diagnose the degree of discrepancy that occurs between scientific and everyday ideas of a person, discrepancies, contradictions, rejection between vital and educational knowledge and, based on a system of scientific evidence, to reveal the educational value of students' life experience. Students are encouraged to turn to the biography in cases where in the facts of their own or someone else's biography they find confirmation or denial of the educational significance of the information received in the teacher's presentation.

This method was successfully tested in the 8th grade in the education lesson "Overcoming Difficulties," where various ways of overcoming difficulties will be discussed with students. Then there is a discussion about which method is the most correct, and in what cases one or another method cannot be used.

Today, the lesson should be based on a systemic activity approach. It takes time. The students themselves demand this, asking the constant question: "Why do we need to know this and how will it be useful to us in life?" Motivation as one of the aspects of the system-activity approach comes to the fore.

Studying new educational and information technologies, applying their elements and principles in the classroom, I came to the conclusion that the systematic application of knowledge to expand life experience is most effective in implementing new standards, this gives an active and purposeful nature to the activities of students, creates in them the habit of closely peer into life, accumulate knowledge "in reserve."

The importance of educational technologies in the field of development of social competencies among students of secondary schools, as well as the processes influencing this process, contributes to the correct scientific and pedagogical organization, and also makes it possible to clearly determine the directions for the development of social competencies.

Conclusions. It is important to take into account, from a scientific and theoretical perspective, the pedagogical possibilities for developing social competencies in students on the basis of educational technologies. Expands the range of opportunities for social activity of secondary school students in the formation of their social competence. Because in this process new needs and opportunities arise, an active movement arises to satisfy the need.

There are three types of social activity: labor activity in the sphere of socio-political processes and culture, work and everyday life is manifested in the sphere of labor relations and arises in conjunction with the subject's fulfillment of a professional and social task. The education of socially active youth in educational institutions is acquiring a democratic and national character. In this regard, a pedagogy of a democratic nature is increasingly being formed, aimed at creative activity, scientific knowledge and cooperation, social activity and friendly relations. The goal of developing social competencies is to educate an "active citizen," which is the main task of every state.

A technological system or educational technology in the development of student competencies is a system for choosing pedagogical methods, techniques and means that allow achieving planned and expected results that have a specific impact on the individual and the team. Represents the possession of skills and abilities to properly organize and manage the practical activities of students. An important issue is also the study of the model of development of social competence of adolescents in secondary schools. The technology for developing student competencies requires scientific analysis and research. Personality education is a unique complex process, the implementation of which requires several important factors. It should be based on a correct and creative approach to the education system, consistency of education, equal responsibility of members of society for education, education by personal example. The use of educational training in the formation of national qualities has both scientific, theoretical and practical significance.

Firstly, student youth inherit the achievements achieved at the stage of development of the state and society, and today they are considered the heir to the progress of society thanks to the formation of social competencies, increasing responsibility for their future.

Secondly, their lack of life experience and unformed ideas about values, moral and spiritual orientations when comprehending, like other social groups, the goals and interests of society, will negatively affect their ability to make the right decisions for themselves in life. On the other hand, while young people enter into social and labor relations, they are both the object and the subject of the technologization of the process of learning, education, socialization and adaptation.

Fifthly, youth is, on the one hand, the main social stratum of society, serving as a source in the socio-economic and spiritual development of Uzbekistan, and on the other hand, a source of crime, drug addiction and social instability.

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