



Article

Development of Social Competence in Students (Based on Vitagen Education)

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Abstract: The sphere of social competencies is needed for the socialization of students, aimed at their functioning in the social environment and personal and professional adaptation in the modern society, that is why the formation of these competencies is one of the key goals of education. One such approach that promises to enhance social competence is the one of vitagenic education that uses a person, aggregated through their life experience as an educational environmental object. However, although vitagenic education is theoretically significant, there are few studies on the specificities of vitagenic education in relation to social competence development in students. This article intends to study how it can be incorporated in vitagenic education in practice, it will strengthen the social skills of the students and aid in their development not just for academic growth but excellence in the fields of personal and professional life as well. It identifies approaches like role playing, debates, and group assignments that develop the social competence components of empathy, critical thought, teamwork, and reflection. The originality in this innovative work/research paper is the teacher education technology for vitagenic social competence development which has not been applied and no such previous studies have been found aiming at students day to day life for achieving skills which will help in personality and professional development in the social world. However, the broader pedagogical implications are that vitagenic principles should be integrated into university curricula across varied disciplines so that students thrive in the complexity of contemporary life and work.

Keywords: Vitagenic Education, Social Competence, Methodology, Educational Technologies, Personal Development, Pedagogical Innovations.

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1. Introduction

The task of education in modern society is not only to form knowledge, skills and competencies, but also to prepare students to function effectively in a complex system of social relations by developing their social competence. Social competence is defined as a person's ability to behave adequately in various social situations, communicate effectively with other people, and solve social problems [1].

As Professor A.S.Belkin noted in his research: "Vitagenous education is a pedagogical process aimed at the systematic formation and effective use of a person's life experience accumulated throughout his life". This educational approach is aimed at developing not only academic knowledge of students, but also their life competencies. The purpose of this article is to study the theoretical and practical aspects of improving the methodology for developing social competence in students based on vitagenic education [2][3].

Vitagenic education is a pedagogical approach aimed at the systematic formation and effective use of a person's life experience. This concept was developed primarily by A.S.Belkin, who emphasizes the importance of taking into account the subjective experience of the individual in the educational process [4].

Uzbek scientist M.Usmonboyeva says in her research: "The Vitagen approach provides an opportunity to update traditional approaches to education, adapt the content and methods of education to the vital needs of the individual". The works of T.G.Pushkareva confirm the need to master social knowledge, skills, competencies and abilities, which are components of a person's social competence [5].

2. Methodology

The methodology of this study is based on the multiple studies of scientific literature and practices of interaction facilitating application of vitagenic education in students to enhance proficiency of social competence. Qualitative and quantitative techniques will be employed in a mixed-methods approach to research the potential of vitagenic education strategies. The first objective was to conduct a comprehensive review of existing theoretical and pedagogical models related to vitagenic education, with an emphasis on its contribution to the enhancement of social competence. A review of relevant case studies and educational programs which have incorporated vitagenic themes into their environment was then presented. Through surveys and interviews with educators and students at higher education institutions, data were collected to gain insight on the probative impact of vitagenic education on student development. In addition, reports from observers who visited classrooms and school-related activities were used to evaluate the translation of the approaches into practice. The study also included measures focused specifically on students' social skills to test their social skills pre- and post-intervention using the vitagenic approach [6]. Such assessments involved empathy, critical thinking, teamwork, and self-reflection skills, which are core elements of social competence. Individually and together, these data sources provide the analysis of qualitative and quantitative data that reflects a holistic view of how vitagenic education fosters growth in students. This approach provides a sound basis for determining whether vitagenic education will enrich social competence on the way to a complete, socially skilled student who can blossom with or without a degree [7].

3. Results and Discussion

Analysis of scientific literature allowed us to identify the organizational and pedagogical conditions for improving the social competence of university students:

- adherence to the principles of continuity and coherence of the content of academic disciplines, strengthening the socio-humanitarian component;
- use of practice-oriented technologies in teaching socio-humanitarian disciplines;
- strengthening the practice of extracurricular activities, expanding cultural and recreational forms;
- targeted and systematic diagnostics of students' interests, needs and problems [8].

It is emphasized that social competence can be achieved by a person through primary, secondary and tertiary socialization, which is carried out in the process of education and professional activity. As part of the socialization process, the student forms his attitude to social foundations, the surrounding reality, the adequacy in perceiving and assessing the events taking place, the subjectivity of the individual is formed: active, selective, purposeful activity, the realization of the spiritual and physical potential of the individual, that is, the social competence of the student is formed. Depending on how successfully this process has passed, it becomes clear how fully the student will be able to realize his abilities and talents, become socially mature and useful to society, that is, create favorable conditions for self-realization [9].

The successful course of the socialization process depends not only on the presence of natural traits in individuals, but also on the occurrence of actual actions to form social competence. Social competence in students is improved as a process and its achievement is carried out within the framework of the educational process. The spiritual and social formation of students – the carrier of material and cultural values, norms, rules, relationships is determined by the influence of factors such as the macro-meso-microsocial environment, teaching and educational activities, information and technical environment, interaction with the social environment, and directly the student's worldview [10].

Table 1. Important components of social competence development and methods for teaching them.

No	Components	Description	Teaching Methods	Results
1	Empathy	Understanding others' emotions and interacting accordingly.	– Role-playing games	– Debates
2	Critical Thinking	Analyzing thoughts, studying evidence in detail, and making logical decisions.	– Debates	– Analytical writing
3	Teamwork	Working together to achieve common goals and collaborating.	– Group projects	– Collaborative exercises
4	Self-assessment	Analyzing and improving one's own performance.	– Self-assessment surveys and tests	– Reflection sessions

Under the influence of the above factors, students' social competence helps them expand and deepen their social knowledge, acquire and improve social and professional qualities, which allows them to most successfully act in socio-political processes, become competitive specialists, acquire the skills to successfully cooperate in the modern labor market, cooperate with employment service bodies and changes in the social environment, thereby influencing the formation of social competence as a characteristic of the individual. Taking into account the above parameters, the components of students' social competence are motivation and values, content, social skills and qualifications [11].

Students are adapted to manifest themselves as individuals with a very broad range of social knowledge, skills and knowledge, and they have a low level of self-analysis. In this sense, in addition to acquiring knowledge in professional disciplines, the student studies "Management Psychology", "Professional Psychology", "Ethics" and other disciplines. Thus, the future specialist begins to acquire the skills of successful social interaction with the environment, social groups, and intercultural communication mechanisms [12].

As a result, an individual should have the ability to coordinate personal and public interests, to link their efforts with the efforts of the team, that is, to establish innovative cooperation to achieve set goals. The reverse process is observed when there is a discrepancy between the values and knowledge of the individual, the capabilities of the student and his real social position, social incompetence is observed. Inability is manifested in the absence of value formation, indifference to the life of the family, community, society, state, country; in the inability to work in the process of mutual work, that is, the student does not know how to use the available social opportunities [13].

Thus, the student's social competence is multifunctional, which means their effective fulfillment of social roles in various spheres of life. The main of these functions are: – implementation of social knowledge and skills in practical life; – adaptation in interaction with individuals and social subgroups, institutions, the state and society; – joining a team

or social group; - orientation to social and professional activities; – acquisition of a social position corresponding to the student's actual knowledge and skills; - mastering role behaviors and socio-cultural norms [14].

The main directions of the organization of educational work of higher education institutions are: 1) the educational process - access to the curricula of courses whose purpose is to master the profession and form social knowledge and skills in performing basic social roles; socio-economic and regulatory-legal training of students; knowledge of work ethics and the basics of pedagogy and psychology; 2) extracurricular activities - search and testing of such forms of extracurricular activities as interest groups aimed at mastering the family, professional, and social functions of students; 3) systematic diagnostics of students' interests, needs, and problems.

Thus, the social competence of students means their readiness for professional activity: knowledge of work activities, rules of etiquette; possession of the basics of professional career planning, use of job search information; knowledge of the regulatory and legal framework of labor activity, methods of organizing and applying employee wages; possession of marketing and self-marketing skills for advertising; readiness to create one's own family: knowledge of family law and the psychology of marriage and family relations; the basics of pedagogical culture in raising children; household management skills; readiness to become a citizen of the country: knowledge of social institutions and structures, social groups, the specifics of their activities, role behavior.

The social competence of students includes: social knowledge, possession of social technologies of social and professional activity, that is, these are social skills and qualifications. The effectiveness of the formation of operational functions in students depends on the presence of clear value relations of the individual, the existence of life strategies of the individual that affect the formation of social relations. As a result, the student should have the ability to coordinate personal and public interests, to connect his efforts with the efforts of the team, that is, to cooperate with other individuals to achieve his goals.

Social adaptation is an important factor in the development of social competence. Social adaptation, in turn, is the response of students to the requirements of the social environment. It is an indisputable fact that students operate under the concept of "I" in the conditions of higher education institutions, the environment of academic mastery, and various transformation situations. Therefore, we tried to analyze the essence of the concept of "I" separately. In the sources, the structure of the concept of "I" is divided as follows: 1) perception - self-knowledge, understanding; 2) feeling - self-evaluation, analysis of actions; 3) behavior formation – consists of a personal, analytical attitude to oneself.

Socialization and social adaptation are interrelated processes, reflecting the integrity of the relationship between the individual and society. Socialization is usually determined by general (spiritual, mental, physical, social) development, and adaptation is determined by communication and organization of activities in new conditions, environments, situations. The need to pay attention to the pedagogical and psychological structure of a stable analysis of the "I" of students has been demonstrated in practice. For this, we turned to the structure of the concept of "I".

Thus, successful socialization and adaptation to transformative conditions can only be achieved when a balance is formed between active individualization and active individualization. This socially oriented process takes place in three main pedagogical and psychological areas: 1. Expansion of the types of activities in which students are involved, acquisition of their forms and means, free goal-setting. 2. Expansion of the circle of communication, deepening of its content, mastering the norms of behavior. 3. Formation of the image of the personal "I" as an active participant in the activity, awareness of one's social belonging and place, formation of self-assessment. S.L.Rubinstein classifies the

structure of the personality as follows: – abilities; – temperament; – character; – will; – emotions; – motivation; – social values (settings).

It is not always easy for socially passive students to join a certain team. On the contrary, obstacles that arise in the lives of students within the framework of one or another influence cause a process of disadaptation. Currently, there are no integrated methods for eliminating such socialization problems in practice. Because this problem includes various aspects of a student's life. In this situation, it is necessary to take into account medical, pedagogical, psychological and social factors. In practical psychology, the following procedure is established for the prevention and elimination of disadaptation: – the social environment in which they live is studied, data is collected; – the content and nature of existing internal resistance are studied; – factors that oppose adaptation are identified and summarized; – indicators of psychophysical development according to age periods are studied through special tests; – based on the results, pedagogical and psychological correction work is planned and partners are identified [15].

If this work plan and cooperation are purposefully drawn up and appropriate training is organized, the student's life motivation increases, a positive attitude towards others and a sense of interest in news appear. Based on the theories of Z. Freud, two levels of the adaptation process can be distinguished: 1) adaptation; 2) disadaptation.

Adaptation to new conditions and the assimilation of information occurs when the field of interaction between the individual and the environment is created. If the interaction-effect between the individual-student and the environment does not occur, disadaptation occurs. Each student responds to social influences in accordance with his gender, age and life experience. In our opinion, since each person uses appropriate ways and unique methods of solving the obstacles and difficulties he encounters in life, adaptation can be interpreted as a system of methods and life experiences. This conclusion was based on A.A.Rean's recommendation that social adaptation should be approached from the perspective of the relationship between internal and external indicators. According to him: "... internal indicators are psycho-emotional moderation, satisfaction, comfort, and the absence of stress and danger. External indicators are covered by environmental laws, requirements, and societal norms". The socialization of students has psychological roots and is nourished, developed, and reconstructed by pedagogical influence. Therefore, it is important to study the characteristics of psychological processes and rely on their influence in the content of scientific research in these areas.

From the above, it can be concluded that students are adapted to self-expression as individuals with a very wide range of social knowledge, skills and knowledge, and they have a low level of self-analysis. Also, successful socialization can only be achieved when a balance is formed between adaptation to transformative conditions and active individualization. As a result, a person must have the ability to coordinate personal and public interests, to link their efforts with the efforts of the team, that is, to establish innovative cooperation to achieve set goals.

4. Conclusion

In conclusion, the development of students' social competence based on vitagenic education is a vital process in modern pedagogy. This approach allows students to connect academic knowledge with life experience, promoting personal growth, emotional maturity, and effective social interaction. Through vitagenic education, learners acquire essential life skills empathy, teamwork, critical thinking, and self-reflection that contribute to their ability to function effectively in society and the professional sphere.

The integration of vitagenic principles into educational practice encourages students to develop not only intellectual potential but also moral, communicative, and adaptive abilities. Successful socialization and adaptation occur when students learn to coordinate

their personal interests with public values, engage in constructive collaboration, and apply social knowledge to real-life situations.

Thus, vitagenic education serves as a pedagogical foundation for forming a socially mature, responsible, and competitive personality. The systematic implementation of this approach in universities will ensure the creation of an educational environment where each student can achieve social competence, self-realization, and lifelong learning readiness.

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