Technological Issues of the Formation of Social Competencies of Students

Kadirov Kuvondiq Ayitbaevich

Associate Professor, Vice-Rector for Youth Affairs and Spiritual and Educational Affairs at Nukus State Pedagogical Institute

Abstract: Currently, Uzbekistan is undergoing significant transformations in such areas as politics, economics, education. The ability to effectively apply one's knowledge, experience, personal qualities, the ability to adequately present oneself in the labor market and realize one's abilities in a competitive environment is gaining more and more importance.

Introduction

A competitive specialist is a person who is able to profitably "sell himself" on the labor market, who meets the needs of the labor market in accordance with his professional, personal and other characteristics, has mobility, the ability to adapt to changing labor conditions, ready for professional growth, able to make decisions and bear for their responsibility. Employers now pay attention not only to the professional skills of the applicant, but also to such qualities as communication skills, the ability to work in a team, the ability to adapt to any kind of changes and requirements, creative thinking, persuasion, and commitment. That is why the formation of students' social competencies is a very urgent task at the present time.

In this article, we will consider the technological issues of the formation of social competencies of students, we will try to understand the factors that negatively affect the training of competitive specialists.

The human potential of a country is determined by the level and quality of education. Effective economic growth and development of the state directly depends on the upbringing of a competitive generation. Thus, education ensures sustainable economic growth and socio-economic development of the state. At present, the Uzbekistan education system is at the level of the educational systems of advanced countries. Nevertheless, one of the most pressing problems in the education system is the problem of the correct organization of pedagogical conditions to ensure the maximum efficiency of the educational process, regardless of the individual characteristics and skills of the student.[1], since the pedagogical process ensures the productive and purposeful development of a competitive personality.

Pedagogical activity is also modernized over time, replenished with experience and should be aimed at creating all the necessary conditions that allow the student to become competitive in his profession. Often in educational institutions there is an imperfection or flaw in scientific theories, educational methods and technologies, principles of organizing the educational process.

The modern system of school education is not able to sufficiently ensure the development of students' social competencies. In this regard, students subsequently face certain difficulties in the process of further education: difficulties in establishing

---

[1] Shikina L.S. Formation of students' competitiveness in the conditions of the provincial college: Dis. ... Cand. ped. Sciences: 13.00.01. - Kazan, 2006 .-- 255 p.

contact, inability to correctly formulate and ask a question, inability to correctly understand the interlocutor, inability to argue their thoughts and defend their point of view, inability to control their emotions, inability to listen and etc. All these difficulties often lead to conflicts in the learning process, and then in the professional sphere of activity.

Also, the problems of the formation of social competences of students are insufficiently studied in the literature of a scientific and methodological nature.

Materials and research methods

Currently, there is no consensus on what social competence is. Having studied the work of various researchers in this area, we can conclude that social competence is nothing more than a person's ability to interpersonal interaction with other people. Thus, social competence is the main characteristic that reflects the skills of a person "to develop interpersonal relationships with colleagues, to ensure a full-fledged mastery of social reality and allowing you to effectively build your behavior in conjunction with situations and in accordance with the values and norms accepted in society at the moment"[2]...

D.A. Pochebut describes social competence as the ability to effectively apply various kinds of social knowledge, skills and abilities to create a complex of formal and informal social ties, through which adaptation and self-realization of a person in society is ensured[3]...

According to the point of view of Pryamikova E.V., social competence is a person's ability to build strategies for interaction with other people in the changing social reality surrounding him[4]... As for the structure of social competence, the German psychologists M. Schroeder and M. Forwerg believe that it consists of four components. This is sociability, the readiness of the individual to communicate, the ability to persuade, and self-respect.[5]...

Let us turn to the technological issues of the formation of students' social competencies. The formation of students' social competencies is achieved thanks to the following pedagogical technologies:

➢ technologies based on the modernization of the management of the learning process;

➢ technologies based on the modernization and updating of educational material and the development of new information technologies;

➢ technologies based on the modernization of the communicative aspects of the learning process;

➢ technologies based on the development of individual qualities of a student[6]...

In our study, we used the technology of the psychologist and teacher A.A. Verbitsky based on sign-contextual learning[7]... It includes the gradual formation of the student's position regarding his future professional activity. In addition, this technology provides contextual learning, thanks to which university graduates adapt more successfully to a new team, acquire the abilities and skills of social interaction, responsibility for the work performed.

[2] E.A. Korotkova, N.V. Lateral Formation of social competences of university students. - author. dis. ... Cand. ped. sciences. - Russian Economic University named after G.V. Plekhanov, Voronezh. - 2018

[3] D.A. Pochebut A tourist approach as a means of developing students' social competence at a university: abstract of Ph.D. dis. ... Cand. ped. sciences. - Chelyabinsk, 2011 .-- 24 p.

[4] Pryamikova E.V. Social competence of schoolchildren: meanings and practices \\ Socio-political journal. 2009. No. 7. - S. 126-132.

[5] Ivanov D.A. Competence approach in education. Problems, concepts, tools. - M .: Education, 2003 .-- 74 p.

[6] L.V. Zagrekova Theory and technology of teaching: textbook. manual for universities / L.V. Zagrekova, V.V. Nikolina. - M .: Higher school, 2004.

[7] Pedagogy and psychology of higher education: textbook / M.V. Bulanov-Toporkov [and others]. - Rostov n / a: Phoenix, 2006.

Let us consider in more detail the application of this technology in the process of teaching students in the specialty "Tourism and hotel business". It is advisable to carry out contextual training of students in the form of gradual transitions from academic educational activities (seminars, lectures), through the forms of quasi-professional activity (business game) to educational and professional (industrial practice, course and diploma design). The result of this system is the professional activity of the graduate. Thanks to the contextual learning system, conditions are provided for the development of the individual abilities of each student. In our research,

we examined three main stages of the formation of social competences of students in the process of studying the discipline "Information technology". The first stage is educational activity of an academic type, during which students study the theoretical foundations of a given subject (information and its types, processing methods, etc.). The second stage is a quasi-professional activity, during which students apply the theoretical knowledge gained in practice. At this stage, the image of the future profession and its features are formed. The third stage is the study of the social components of information technology. The results of our study are presented in Table 1.

Table 1 Stages of the formation of social competencies of students

Stages	Item	Well	Kind of activity	Forms and methods of teaching
I	Information Technology	I	Academic	Lecture, seminar, presentation, lecture-conference, webinar
II		III	Quasi-professional	business games, solving specific situations and problems (case-study)
III		IV	Educational and professional	Industrial practice, course and diploma design

At each stage we have named, it is advisable to apply both traditional and the latest teaching methods. At the first stage of training, such forms as lecture, seminar, presentation, lecture-conference, webinar are used. The materials were selected for freshmen and were distinguished by ease of perception in order to avoid difficulties in assimilating knowledge, since during this period the students had not yet had time to get used to the new educational process. The training materials were the following topics: "How the PC appeared", "Local and global networks", "Algorithmizing", "Fundamentals of applied programming". Conference lectures were held at the end of the semester in order to prepare students for the exam in this discipline. Several people were selected from the group, to whom the remaining students asked questions about the course in writing.

To prepare for an answer, students were given time - 5 minutes. In the event that the student had difficulties with the answer, then all the others were connected.

The second stage of the formation of students' social competencies was carried out with the use of business games, analysis and practical solution of specific situations and problems (case-study). For example, develop a strategy to improve the efficiency of a travel company using the latest information technologies. To complete this task, the students were divided into several groups, each of which put forward its own proposals on this issue. The best proposals were selected from the total number of proposals. This lesson format requires serious preparation of both students and teachers, therefore it is advisable to apply these lessons at the

end of the study of the discipline, to consolidate the knowledge gained.

In the process of preparing for this assignment, students independently develop a package of documents for conducting a case-study (attendance lists, agenda, regulations, minutes, etc.), using a text program Microsoft Word, as well as graphs, diagrams, slides necessary for conducting a group discussion using the spreadsheet editor Microsoft Excel. To conduct the presentation, students work in Microsoft PowerPoint.

Conclusion

Thus, in the course of the educational and professional activity described above, the formation of social competencies in students takes place. This is manifested in the performance by students of actions and deeds that are similar to professional and social relations both in the work collective and in any social relationship, in interpersonal interaction and communication. Students learn the norms of collectively distributed labor.

One of the priority directions in the formation of students' social competencies is the ability to perceive, process and transmit information received from various sources. In the course of the classes described by us, students learn to work with information, distinguish between unreliable and reliable sources, generalize, analyze, compare, describe, share information with others and effectively display the results of their work. All of these skills are essential components of social competencies. Consequently, one of the priority tasks in the process of professional training of students is to ensure the necessary conditions for the effective formation and development of social competences of students, with the aim of increasing their competitiveness in the labor market.

Based on the analysis carried out by us, it can be argued that the main technologies for the formation of social competencies of students used in the learning process are: educational activities of an academic type, quasi-professional activities, and educational and professional activities. All of these activities must be applied in stages.

In order to produce a competitive specialist, who will be in demand in the labor market in the future, an educational institution must ensure the current content of educational materials and disciplines, develop new methods for presenting educational material, organize the availability of internship for students at a particular enterprise, expand the conditions and opportunities for employment. graduates.

The effective formation and development of students' social competencies is facilitated by the use of group work methods in the learning process in order to make group decisions, apply the skills of interpersonal interaction and influence the interlocutors.

For the successful provision of all the factors considered, it is necessary: public support for the ongoing educational policy, responsibility and an active role of the state in this area, deep and comprehensive modernization of education with the allocation of the necessary resources and the creation of mechanisms for their effective use.

Reference list

1. Andreev V.I. Competitionology: A training course for creative self-development of competitiveness / V.I. Andreev. - Kazan: Center for Innovative Technologies, 2004. P. 468.

2. Gulyakin D.V.Distance learning as a factor in the formation of social and informational competence of a future specialist // Open and distance education. - 2010. - No. 2.

3. L.V. Zagrekov Theory and technology of teaching: textbook for universities / L.V. Zagrekova, V.V. Nikolina. - M .: Higher school, 2004.

4. Zimnyaya I.A. Key competencies - a new paradigm of the result of education // Higher education today. - 2003. No. 5.

5. Ivanov D.A. Competence approach in education. Problems, concepts, tools. - M .: Education, 2003 . P. - 74.

6. E.A. Korotkova, N.V. Lateral Formation of social competences of university students. - author. dis. - Russian Economic University named after G.V. Plekhanov, Voronezh. - 2018

7. Pedagogy and psychology of higher education: textbook / M.V. Bulanova-Toporkova and others - Rostov n / a: Phoenix, 2006.

8. D.A. Pochebut A tourist approach as a means of developing students' social competence at a university: abstract of Ph.D. dis. - Chelyabinsk, 2011. P. -24.

9. Pryamikova E.V. Social competence of schoolchildren: meanings and practices \\ Socio-political journal. 2009. No. 7. P. 126-132.

10. Shikina L.S. Formation of students' competitiveness in the conditions of the provincial college: Dis. 13.00.01. - Kazan, 2006 . P. 255.