

**FORMATION OF SOCIAL COMPETENCES OF PRIMARY CLASS STUDENTS**

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**Abstract:** The essence of social competence, its definitions, pedagogical aspects of forming social competences in elementary school students are revealed in the article.

**Key words:** personality, socialization, competence, elementary school, extracurricular activities.

The reforms being carried out in the republic require the school to create a system of conditions for the formation of social professional competencies in students, the personal need to consciously choose the direction of continuing education, professional self-realization in new economic and socio-cultural conditions.

The student's personality is formed and developed during the educational process, which aims to form social professional competencies in students during the educational process.

When a student comes to school, he has the task of mastering the school curriculum, as well as personal development. The result of personal development is the readiness and ability of students to develop themselves and determine their personal self; leads to the formation of axiological relations that reflect their motivation for education and targeted cognitive activity, a system of important social and interpersonal relations, personal and civil positions in the activity.

Social competence is considered as social skills (obligations) and gives a person the opportunity to fulfill the norms and rules of the society in an adequate (mutually compatible) way.

Social competence consists of knowing the norms and rules of communication and behavior in society, organizing effective interactions with other people, knowing one's own personal characteristics that contribute to success, striving to show oneself in socially approved activities.

Primary school age is an effective age for the development of social competence, and during this period, students undergo changes in the motivational, cognitive, emotional and behavioral spheres, in their

interaction with others, and in the development of their moral, mental and physical aspects.

The modern educational process is aimed at forming and developing the personality of a student who is able to integrate into society on the basis of the culture of behavior, social norms and values learned at school, forming the worldview of students and determining their own future. . The result of the educational process in a modern school is the competence of the graduate. Let's see how different authors define the concept of "social competence".

G.K. Selevko gave the following definition of competence: "Competence is an indispensable quality of a person based on knowledge and experience gained in the process of learning and socialization and manifested in the general ability and readiness for activity aimed at independent and successful participation in activities."

A.V. Khutorsky defines competence as a person's possession of appropriate powers, including a personal relationship with him and the subject of activity. He defines competence as "a complex characteristic of a person that reflects the result of subjective acquisition of knowledge, skills, relationships, which is manifested in the readiness and ability to make responsible decisions in an autonomous socially oriented situation." In general, competence is the quality of a person characterized by the presence of certain knowledge, skills and abilities necessary to perform activities in a certain field.

Social competence is a system of knowledge about social reality and oneself, a system of complex social skills and interaction skills, behavior in various social situations.

Social competence is the quality of integrated personal education, which includes knowledge, skills, abilities and abilities formed in the social process, and allows a person to quickly adapt to society and interact effectively with the social environment.

Social competence is a psychological aspect of strengthening the mental health of a person with specific characteristics at different age stages. Social competence is determined by the level of knowledge and skills and personal characteristics that contribute to a person's adaptation to society and self-awareness.

Social-psychological competence is an understanding of the variety of social roles and methods of interaction, the ability to solve interpersonal problems and the ability to control oneself in conflict situations. Social competence consists of the following components: • motivational-

emotional, including the attitude towards another person as the highest value, manifestation of affection, attention, care, help, compassion;

- cognitive, the ability to know another person, to understand his characteristics, interests, needs, to notice changes in mood, emotional state;
- behavior, choosing appropriate situations, communication methods, examples of morally valuable behavior.

In the studies of a number of authors, there is a commonality about social competence, which allows to distinguish the following components of the social competence of a young student:

- cognitive (knowledge) - a person has a set of knowledge about the specific characteristics of interaction and a set of skills that ensure effective interaction with people;
  - motivational - a person has the need to interact and communicate with other people, to show himself in socially approved activities, to be ready to have a positive attitude towards the interlocutor;
  - operative-behavioral (activity) - a person has a set of communicative abilities, the desire and ability to understand others and be understood by others, the possession of different communication styles and the ability to use them in accordance with the situation.

Thus, social competence is knowledge of the rules of interaction in society, the ability to act in accordance with these rules, and the desire to communicate with other people. We understand that the social competence of a junior high school student is the knowledge, skills and abilities that allow the student to successfully communicate with peers and adults.

Social competence consists of the following components: knowledge (knowing the norms and rules of communication and behavior in society; knowing effective methods of interaction in activities; knowing personal characteristics that help to achieve success), motivational (self in socially approved activities the desire to achieve success; the value of self-esteem and activity (the formation of socially relevant skills and methods of communication and extracurricular activities) interaction in activities; emotional self-regulation skills; behavioral skills in problem solving). Activities for the development of social competence in extracurricular activities to develop motivation, self-discipline, positive attitude towards oneself, high self-esteem and the ability to act constructively in difficult situations in young students. must be implemented.

Social of a young student in extracurricular activities

the importance of organizing the process of competence development is that it is a process of freely choosing the types of activities expressed in satisfying the child's interests, desires, inclinations and contributing to his socialization and self-management. The content of educational programs in additional educational institutions for children is aimed at providing psychological and pedagogical support in the individual development of children; creation of necessary conditions for children's personal development and adaptation to society; development of social and communicative competences.

The content of the process of development of social competence should reflect the chains of interactions with the junior student and his peers, adults, using forms that contribute to the development of the components of social competence.

The form is a stable structure, a method of organizing the educational process. The main types of extracurricular activities in general education schools:

- circles;
- clubs;
- games;
- concerts;
- exits;
- excursions;
- hiking;
- Saturdays.

In order to successfully implement forms of social competence development of young students in extracurricular activities, the following requirements must be observed:

- clear formulation of the purpose of activity;
- creating a comfortable social and psychological environment;
- actively involve the teachers of the educational organization in discussing work plans and problems in school life;
- introduction of forms suitable for the age characteristics of students into the educational process.

Social competence of a young student is an integral personal characteristic that reflects the recognition of one's own and others' worth, cooperation with children and adults; knowing the rules of behavior and mutual relations, treating people of different ages and cultures with respect, ways to get out of conflict situations manifested in responsibility for the results of one's actions and activities.

Work on the development of social competence cannot be limited to one-time events, it must be systematic. It is necessary to familiarize a young student with traditions, rules of conduct, norms of interaction with peers and adults in various life situations. It is also necessary to work on uniting the children's team, to involve children in the development of rules of interaction, to discuss different situations of interaction with children and strategies of behavior in them.

Knowledge does not provide a person with competence in society. A child who knows the rules does not always adapt to school life. Must have the ability to apply existing knowledge. This is provided by the availability of skills and the formation of skills. Social skills and abilities are formed in the child's experience, in specially organized activities. The experience of active social interaction is important for the development of social competence. It is important to teach a young student how to communicate, organize joint work, divide tasks, resolve conflicts, listen to others, ask for help, etc.

Thus, extracurricular activities are part of the educational process that solves the problems of organizing students' free time, educating them and socializing them. For the development of social competence in extracurricular activities: class meetings, conversations, workshops, clubs, studios, clubs, games, quizzes, concerts, contests, excursions, project activities, etc.

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