STAGES OF IMPROVING THE METHODOLOGY FOR DEVELOPING SOCIAL COMPETENCIES

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Abstract: The formation of a personality as a qualified, hingly qualified specialist in a chosen field is a complex process that can only be achieved as a result of many years of fruitful work and creative searches. However, the foundation for the formation of these qualities is laid in the process of training in higher educational institutions.

Keywords: professional competence, social competence, higher education system, pedagogical conditions, primary education teacher, pedagogical technologies, interactive methods, innovative education, personal development, improving the quality of education

The Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 was developed in order to improve the quality of education, train competitive personnel, effectively organize scientific and innovative activities, and develop international cooperation based on the needs of the higher education system in the social sphere and economic sectors, as well as in order to implement the Resolution of the President of the Republic of Uzbekistan No. PQ-4391 dated July 11, 2019 "On measures to introduce new principles of management in the system of higher and secondary specialized education". This concept is an indication that the reforms being implemented in all areas in independent Uzbekistan are now recognized by the world community. In this regard, attention is paid to the development of science and education in our country at the state policy level, and special attention is paid to a fundamental reform of education [5].

The formation of a person as a qualified, highly skilled specialist in his chosen field is a complex process, which can be achieved only as a result of many years of fruitful work and creative research. However, the foundation for the formation of these qualities is created during the process of studying in higher educational institutions. In particular, in the process of improving the professional competence of future primary school teachers, along with the acquisition of knowledge, skills and qualifications related to the specialty, the formation of theoretical and practical knowledge in pedagogical and psychological sciences is also important. In order to solve socio-economic problems in various sectors of the national economy and successfully implement current tasks, it is appropriate to pay attention to the formation of professional competence in this specialist. The organization and improvement of students' educational activities in the higher education system are among the urgent issues. After all, the main goal of higher education is to train mature personnel with high scientific and creative potential and high spirituality in accordance with the requirements of the time [9].

We expressed these pedagogical conditions in general as levels of individual characteristics and defined them in the form of improvement: through statistics (diagnostic, target, meaningful, process and analytical), the level qualities were determined, consisting of a description of the three levels of criteria for the development of social competence: the necessary (level of social orientation).

This hierarchy of levels allows students to form ideas about the goals of improving their social competence in the areas of individual approach and the means of assessing the results of this process. The resulting hierarchy of level qualities played an important role in developing a mechanism for improving social competence.

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Having clarified the pedagogical conditions in primary education, it was possible to distinguish the following main components: the Strategy for the Development of Uzbekistan after the target component: using the possibilities of the content, diagnosing the achieved level of social competence, improving the qualities of socially active students, designing lessons, developing and implementing social projects, using the "Vote for Me" and "Project" methods, and "scarab" technologies in educational tasks, instilling a democratic lifestyle in the educational institution, improving the opportunities for students to realize their interests and abilities in educational and educational activities.

A future primary school teacher is a pedagogical specialist who will carry out educational work in general secondary education, academic lyceums and vocational colleges in the future, and will lead the educational process. Professional competence is a person's ability to perform tasks related to professional activity and the ability to effectively use it, which requires the possession of many psychological characteristics characteristic of the individual. A.A. Derkash includes competence in activity, competence in communication, and the competence of a specialist in expressing his or her personality.

Competence is the acquisition by a specialist of the knowledge, skills and qualifications necessary for the implementation of professional activities and their high level of application in practice. Social competence is clearly manifested in the following cases: A specialist with social competence: Qualities of social competence. The following qualities are reflected in the basis of social competence. The essence of the qualities reflected in the basis of social competence is briefly described below.

1. Social competence - the ability to be active in social relations, possess skills, and be able to communicate with subjects in professional activities.

2. Special competence - preparation for organizing professional and pedagogical activities, rationally solving professional and pedagogical tasks, and consistently developing realistic evaluation of the results of their activities, and psychological, methodological, informational, creative, innovative, and communicative competences are highlighted in this competence. They express the following content:

Qualities: Social competence, personal competence, technological competence, special (or professional) competence, qualities reflected in the basis of professional competence, extreme competence Psychological, methodological, informational, creative, innovative, communicative, and other competences.

- in complex processes;

- in performing ambiguous tasks;

- using contradictory information;

- in having a plan of action in an unexpected situation;

- consistently enriches one's knowledge;

- assimilates new information;

- deeply understands the requirements of the era;

- searches for new knowledge;

- processes them and effectively applies them in their practical activities;

1) Psychological competence - the ability to organize positive communication with healthy participants in the pedagogical process, to be able to timely understand and eliminate various negative psychological conflicts;

2) Methodological competence - the ability to methodically rationally organize the pedagogical process, correctly determine the forms of educational or educational activities, to choose methods and tools in accordance with the purpose, to effectively apply methods, to successfully use tools;

3) Informational competence - the ability to search for, collect, sort, process necessary, important, useful information in the information environment and to use them purposefully, appropriately, effectively;

4) Creative competence - a critical, creative approach to pedagogical activities, the ability to demonstrate one's own creative skills;

5) Innovative competence - to put forward new ideas to improve the pedagogical process, improve the quality of education, increase the effectiveness of the educational process, and effectively implement them in practice "Qualitative updating of the content of "Primary Education" in the system of continuous education: problems, solutions and development prospects";

6) communicative competence - to be in sincere communication with all participants in the educational process, including students, to be able to listen to them, to have a positive impact on them. 3. Personal competence - to consistently achieve professional growth, increase the level of qualifications, to demonstrate one's internal capabilities in professional activities.

Technological competence - to master advanced technologies that enrich professional and pedagogical skills, to be able to use modern tools, techniques and technologies. Extreme competence - the ability to make rational decisions and act correctly in emergency situations (natural disasters, technological process failures), when pedagogical conflicts arise. A number of studies have studied the social competence inherent in a teacher and its specific aspects.

References:

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