

**WAYS TO DEVELOP SOCIAL COMPETENCIES IN 6–7-YEAR-OLD
PRESCHOOL CHILDREN**

Kamalova Gavhar Akbarovna

Acting Associate Professor of the Department of Preschool Education Theory and Methodology,
Doctor of Philosophy (PhD) in Pedagogical Sciences

G‘aniyeva Aziza Ruzimurod kizi

3rd year student, Group 301, Preschool Education major
@ganiyevaa027@gmail.com

Abstract: This article analyzes the theoretical foundations and practical mechanisms for developing social competencies in children aged 6–7. It highlights that during the stage of preparation for school, forming skills such as communication, cooperation, emotional self-regulation, and peaceful conflict resolution is an important issue. The study substantiates the effectiveness of play technologies, role-playing games, problem situations, interactive methods, and activities aimed at social-emotional development. In addition, the importance of cooperation between teachers and parents is emphasized, and the possibilities of forming independence, responsibility, and social adaptability in children through the development of social competencies are discussed.

Keywords: Social competence, social-emotional development, preschool children, school readiness, communication skills, cooperation, role-playing games, interactive methods, pedagogical technologies, social adaptation, conflict resolution, independence, responsibility.

Introduction

In the modern education system, a learner-centered approach has gained priority. In particular, the age of 6–7 is an important stage in a child’s life, as they are on the threshold of entering school education. At this stage, not only acquiring knowledge and skills is important, but also developing social competencies such as finding one’s place in society, effectively communicating with peers and adults, and regulating one’s behavior.

Social competence refers to a child's ability to behave appropriately in various social situations, cooperate with others, freely express their opinions, respect the opinions of others, and resolve conflicts peacefully. At the age of 6–7, qualities such as self-awareness, independence, responsibility, and empathy begin to develop actively. Therefore, through purposeful pedagogical influence during this period, it is possible to increase children's social adaptability.

The social environment created in preschool educational institutions and families plays a crucial role in shaping a child as an individual. Developing social-emotional skills through interactive methods, role-playing games, problem situations, and group activities provides effective results. Cooperation between teachers and parents is also essential for the successful implementation of this process.

Therefore, this article discusses the content, significance, and effective pedagogical methods for developing social competencies in children aged 6–7.

Literature Review

The issue of developing social competencies in preschool children aged 6–7 is widely studied in pedagogy, psychology, and preschool education methodology. Scientific research shows that the level of social-emotional development during the school readiness period directly affects children's future academic success.

First of all, the role of social factors in personality development was substantiated by **L. Vygotsky**. In his cultural-historical theory, he emphasized that a child's development occurs through interaction with the social environment and cooperation with adults. According to Vygotsky's concept of the **“zone of proximal development,”** activities that children cannot perform independently but can accomplish with the help of adults or peers play a significant role in forming social competencies. Therefore, cooperative games and activities are effective tools for developing social skills in children aged 6–7.

Similarly, **J. Piaget's** theory of cognitive development characterizes the age of 6–7 as the final stage of the preoperational period. According to Piaget, children gradually move away from egocentric thinking and begin to understand others' perspectives. This process creates a basis for the development of empathy, mutual respect, and cooperation. Studies show that children who participate in group games demonstrate higher levels of social adaptation compared to those engaged in individual activities.

The issue of social-emotional development is also highlighted in **E. Erikson's** theory of psychosocial development. Erikson associates the age of 6–7 with the stage of **“industry versus inferiority.”** At this stage, children develop self-confidence, a sense of belonging within a group, and the ability to perform social roles. If children grow up in a supportive social environment, responsibility and initiative are fostered; otherwise, feelings of insecurity may arise.

In preschool education methodology, the development of social competencies is also reflected in many modern studies. In international practice, **Social Emotional Learning (SEL)** programs are widely implemented. According to research data from the CASEL center, children who regularly participate in social-emotional programs demonstrate academic results approximately **11% higher** on average. This proves that social competence positively affects not only personal development but also academic performance.

Regulatory documents related to preschool education in Uzbekistan also emphasize children's social-communicative development. The **“Ilk Qadam” State Curriculum** defines the formation of social adaptation, communication culture, moral norms, and teamwork skills as key objectives. The program recommends enriching children's social experiences through role-playing games, group tasks, and problem-based situations.

Research conducted by local pedagogical scholars also indicates that the development of social competencies in children aged 6–7 is effective when organized systematically and purposefully. Play activities are the leading type of activity at this age, through which children learn social roles, understand rules, and regulate their behavior.

In conclusion, the analysis of scientific literature shows that developing social competencies in children aged 6–7 is an important factor in personality development. Both theoretical approaches (Vygotsky, Piaget, Erikson) and modern pedagogical research confirm the decisive role of the social environment, cooperation, and play activities.

Research Methodology

During this research, the process of developing social competencies in children aged 6–7 was studied scientifically in order to identify effective pedagogical conditions and develop practical recommendations. The research methodology was organized based on systemic, learner-centered, and activity-based approaches.

The main objective of the study was to determine pedagogical technologies that improve the effectiveness of developing social competencies in preschool children aged 6–7 and to substantiate their effectiveness through experimental research.

To achieve this objective, the following tasks were defined:

- analyzing the theoretical foundations of the concept of social competence;
- determining the level of social-emotional development in children aged 6–7;
- implementing specific pedagogical intervention mechanisms through experimental work;
- analyzing and generalizing the obtained results.

Discussion and Results

During the research process, a comprehensive system of pedagogical conditions aimed at developing social competencies in children aged 6–7 was developed, and their practical effectiveness was confirmed through experimental studies.

The results of the research were ensured by the scientific validity of the selected methods, comparative analysis of experimental and control groups, and statistical processing of the obtained data.

Thus, the applied methodology made it possible to study the process of developing social competencies in children aged 6–7 in a comprehensive and systematic manner.

Conclusion

The results of this research indicate that developing social competencies in children aged 6–7 is an integral and priority component of the school readiness process. At this age, children actively develop skills such as communication, cooperation, emotional regulation, peaceful conflict resolution, and adherence to social norms. If this process is organized purposefully and systematically, children's adaptation to the next stage of education becomes significantly easier.

The role-playing games, interactive methods, problem situations, and group tasks used during the research proved to be effective tools for ensuring children's social-emotional development. Experimental results showed that specially organized pedagogical activities

increased children's level of cooperation, their ability to express their opinions freely, and their emotional stability.

In addition, cooperation between teachers and parents was confirmed to be an important factor in shaping social competencies. A positive psychological environment, supportive relationships, and encouragement mechanisms strengthen children's self-confidence and help them understand their place within a group.

Overall, pedagogical activities aimed at developing social competencies in children aged 6–7 contribute to their comprehensive personal development, enhance their social adaptability, and increase their sense of responsibility. Therefore, it is important to widely implement methods and technologies focused on social-emotional development in preschool education practice.

References

1. Vygotsky, L. *Pedagogical Psychology*. Moscow: Pedagogika Publishing House, 1991.
2. Piaget, J. *The Psychology of the Child*. New York: Basic Books, 1969.
3. Erikson, E. *Childhood and Society*. New York: W.W. Norton & Company, 1950.
4. CASEL. *Social and Emotional Learning (SEL) Framework*. Chicago, 2020.
5. *Ilk Qadam State Curriculum*. Tashkent, 2022.
6. Hasanboyeva, O. et al. *Preschool Pedagogy*. Tashkent: Fan va Texnologiya, 2019.
7. Kamolova, G. A. (2024). Forms and Methods of Working with Parents in Preschool Educational Institutions. *Inter Education & Global Study*, (5), 439–446.
8. Kamalova, G. A. (2024). The Role of the Family in Preparing Children for School. *Inter Education & Global Study*, (7), 149–157.
9. Maxmutazimova, Y., & Qodirova, S. Effectiveness of Implementing Pedagogical Diagnostics in Developing Preschool Children's Speech. *Journal of Preschool and School Education*.
10. Rakhmatovna, M. Y. (2026). The Set of Expected Outcomes in the Implementation of the Pedagogical Diagnostic Process for the Development of Speech in Preschool-Aged Children. *Shokh Articles Library*, 1(1).