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Ways To Improve Social Skills In Student

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Abstract. In this article, social competence is studied as a pedagogical problem, and its content, purpose, and the need to improve it in future pedagogues are discussed. The analysis of social competence literature and the research methodology of its research are described, and the principles, methods and means of developing social competence in future pedagogues are defined.

Key words: competence, competence, freedom, competent approach, basic competences, political competences, social competences, knowledge, professional activity, personal virtue, pedagogical opportunity, principles, forms and tools.

INTRODUCTION. Today, it is important to introduce criteria for evaluating social activity skills in international evaluation programs. In the conditions of modernization of education in Uzbekistan, it is important to train professional personnel, develop professional motivation and competence of graduates of higher education institutions in the field of pedagogy. In the world practice, in the scientific research conducted on improving the professional competence of certain specialists, special attention is paid to the effectiveness of educational management, in which the main emphasis is placed on the management of educational quality [1].

LITERATURE ANALYSIS AND METHODOLOGY. Studies on the training of pedagogues of the general secondary education system in our republic and improving their qualifications N.A. Muslimov, Sh.K. Mardonov, M. Kuronov, M. Vahobov, N.M. Egamberdieva, K. I. Ibragimov, Matchonov Safa, J. E. Usarov, K. D. It was carried out by Riskulova, A.Sh.Mukhsieva, U.N.Khujamkulov, O'.Toshmatov, Z.Ismoilova and others.

Future specialists from the Commonwealth of Independent States (CIS) countries V. Anisimov, J. Shaygozova, M. Sultanova, Ye. Medvedeva, I. Levchenko, L. Komissarova, T. Dobrovolskaya, O. Korzhenko, Ye. Zargaryan the organizational conditions of socio-cultural development are researched.

Organizational-methodological foundations of effective control of the quality of education in the continuous education system in the researches of foreign scientists M. Meskon, T. Kellagan, T. Scott Murray, W. John Morgan, Tony Bush,

Lawrence A. Sherr, Deborah, C. Taylor studied in depth theoretically and practically.

In the theoretical coverage of the topic based on its goals and tasks, methods such as the analysis of scientific and methodical literature on the topic, the study and generalization of foreign and local pedagogical experiences, and the systematization of information were used.

RESULTS AND DISCUSSION. Today, a number of tasks are defined in the qualification requirements for future pedagogues' professional activities, in their spiritual and educational activities. In particular, to be able to plan spiritual and educational work, master the methodology of its organization, inculcate the idea of national independence in the minds of students; know the methods and technologies of creating immunity against ideological and informational attacks in students; carrying out explanatory work on the role and impact of information and communication technologies in the processes taking place in the context of globalization; conducting individual conversations on issues of spiritual and moral education in neighborhoods; it is said that when conducting national customs and ceremonies, one should have the ability to reveal high human qualities such as universal values, kindness, tolerance, patriotism, loyalty, and this is the teacher's social competence.

In particular, paying attention to the problem of social competence development in future pedagogues as a pedagogical problem improves the competent approach in the educational process in higher educational institutions. This requires clarifying the essence of social competence through the concepts of "competence" and "competence".

In 1996, the "Core Competencies for Europe" symposium held by the Council of Europe in Bern identified the following 5 important competencies of modern graduates[2]. These are: political and social competences (taking responsibility, participating in decision-making, being able to resolve conflicts without violence); competencies of living in a multi-ethnic society (accepting differences without passion, respecting others, interacting with representatives of other cultures); able to communicate orally and in writing in one or more languages; competencies of living in an information society (knowledge of new technologies, ability to use them, information distributed through mass media, critical attitude to advertisements); the ability of independent self-education in the context of lifelong learning [3].

Modern professional education focuses on the formation of a new value system in future specialists. At its center, according to G. P. Shedrovsky, is "an individual based on free communication, able to change the way of life and forms of communication on the basis of communication, and to have the principle of social responsibility" [4].

In dictionaries, the concept of "competent" comes in several meanings. In particular, those who have a certain competence, i.e. who can perform the functions related to the law, to the problems and situations that arise in the activity of an organization or person: competentia (lat.); means a qualified official who can answer a certain set of questions. In the dictionary "Pedagogicheskiy slovar-spravochnik" published by E.A. Seytkhalilov, B.Kh. Rakhimov, I.U. Madjidov, the term "competent" is defined as "having knowledge, awareness in a certain field", and the word "competence" is defined as "knowing the answers to certain questions well person", or "circle of people who have the right to do something", is interpreted as [5].

To date, the concept of "competence" has become a central concept that combines the results of the modernization of educational content, the intellectual and professional content of education. A competent approach to education does not deny the necessity of a necessary knowledge base, but assumes the integral effectiveness of competence.

At this point, the scientific views of the pedagogic scientists of Uzbekistan on competence education and competence issues are of great interest. M.Vahobov, Doctor of Pedagogical Sciences, believes that "in our opinion, competence means the ability to independently apply knowledge and skills acquired by students in personal, professional and social activities [6]".

When it comes to the ratio of "competence" and "knowledge", scientists N.A. Muslimov, M.H.Usmonboeva, D.M.Sayfurov and A.B.Toraev, who researched the foundations of pedagogical competence and creativity, believe that competence arises as a result of learning (practice), and competence arises in activity. who put forward a harmonious view that it is manifested in the use of theoretical knowledge, high-level professional qualification, skill and talent [7].

In our country, scientific and methodical researches aimed at improving the professional activities and competencies of pedagogues-teachers are being carried out. For example, MB Bekmurodov, a pedagogue of the Republic of Uzbekistan, stated that competence is defined as the ability of a specialist to mobilize the generalized methods of his knowledge, skills and actions. Basic

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competencies ensure the universality of the pedagogue-specialist and therefore cannot be deeply specialized. A specialist demonstrates his competences only in his work, in a specific situation. Undemonstrated competencies, on the other hand, indicate that they exist as a potential opportunity [3].

Researchers I.A.Zimnyaya distinguished between the categories of "competence" and "competence" in terms of content. That is, competence is a set of procedural and valuable substantive knowledge about a certain subject, and competence is a case category that characterizes the "application of knowledge - the implementation of competence", that is, the ability of an individual to operate in a certain professional situation. I.A.Zimnyaya emphasizes that such competencies arise from the characteristics of the social sphere and the interdependence of people as a person, a subject of activity [8].

In the book "General and Professional Pedagogy" by V.D.Simonenko, a special place is allocated to social competences, and it is defined as "harmonization of intercultural and intersectoral knowledge, skills and qualifications of a specialist in production activities in various professional communities"[9].

According to research scientist N. Muslimov, competence is expressed by the student's acquisition of knowledge, skills and abilities necessary for the implementation of personal and socially significant professional activities and their ability to apply them in professional activities. In this place, the essence of the concept of "competence" is fully revealed, it is manifested in the following two forms: competence as a set of personal qualities of students and basic requirements of the professional field.

The analysis of the above definitions shows that, in addition to skills and abilities (activity components), social competence includes cognitive components (understanding, expression, analysis, etc.), as well as personality qualities.

The analysis of the conceptual views of the competence-based approach in the field of education shows that in social pedagogy [10] "in interaction with other people, strengthening the family, family relationships and raising children, it is "conscious" and the realization of their social-pedagogical potential ability" [11].

In this regard, we consider N. Yu. Rajinov's opinion that the main indicator of social competence is assertiveness, i.e. self-confidence (distrust) of a person. In psychological literature, the concept of "competence" is interpreted in connection with the characteristics of behavior, the dominant form of personal activity, and the current level of knowledge about life activities. At the same

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time, the psychological understanding of the nature of competence is mainly focused on the defined personal quality - quality.

S.N. Krasnokutskaya stated that social competence is an integral part of socialization of a person, it is the ability of a person who can cope with the change of social roles to cooperate with others, establish relationships, easy adaptation, readiness to change, change his own destiny. Determining z_i implies the ability to take social responsibility for the consequences of one's actions [3].

CONCLUSION. Social competence is the newly emerging generalized socially interconnected qualities of a person, which are necessary aspects for the successful performance of social roles and effective activity in the conditions of society and this society. Accordingly, social competences of a future pedagogue mean necessary and effective qualities during professional pedagogical activity, social pedagogical and social psychological knowledge, skill, skill, and method of activity. The competence approach shows the need to be introduced as a methodological component in determining the content of pedagogical education programs. The work of future teachers is essentially social, and that is why social competences are at the top during their work. Based on this, it can be said that social competence is created on the basis of professional pedagogical competence and forms a priority component of the student's personal qualities model, which includes individual personal characteristics.

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