



Development Of Social Competences Of Students On The Basis Of Innovative Technologies

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ABSTRACT

This article discusses the use of innovative technologies in the development of social competencies of students, the use of pedagogical technologies used in the activities of teachers in the organization of the educational process.

KEYWORDS

Innovative educational technologies, high spirituality, social responsibility, spiritual education, concept, global trend, training, stimulating learning activities, creating a state of talent success, self-awareness, self-assessment.

INTRODUCTION

The reforms being carried out in Uzbekistan to modernize the education of young people on a modern basis are aimed at modernizing it with modern ethics, moral qualities, high spirituality, as well as knowledge, intelligence, mental and physical health, broad outlook and

thinking. requires the cultivation of patriotic youth who are masters of the profession.

The country has entered a new stage of development on the basis of the principle "From national revival to national progress."

The intensity of the new era puts its own clear, firm demands on the education system as well. A new, systematic approach to education requires the full realization of the socio-pedagogical potential of the family, preschool, general education, secondary special vocational and higher education institutions, mahallas and raising the scientific and methodological coherence between them to a new level in the guaranteed formation of basic qualities in the child.

In the field of education, the material and spiritual conditions of teachers are being radically improved, the introduction of modern technologies to improve the quality of education, the creation of electronic textbooks and manuals that provide scientific and methodological support to teachers. In this regard, the further development of the system of spiritual education plays a special role in the implementation of the Concept of "Continuous spiritual education".

In his Address to the Oliy Majlis of December 29, 2020, President Shavkat Miromonovich Mirziyoyev said, "... the teaching profession should be the most prestigious and prestigious profession in society. The state must create all the conditions for our teachers to think about nothing but to provide quality education to students and work on themselves," he said.

Education gives creative activity to the spirituality of the country's youth. All the best opportunities of the rising generation, which will be manifested in it, the professional skills will be constantly improved, the wise experience of the older generations will be realized and passed on to the younger generation. It is concluded that young people begin to understand education and spirituality

because of their talent and thirst for knowledge.

MATERIALS AND METHODS

Introduction of the subject "Education" in the 10th paragraph of Chapter III of the Concept of Continuing Spiritual Education for grades I-XI of general secondary education, combining the disciplines "Ethics", "Sense of Homeland", "The idea of national independence and the foundations of spirituality", "History of Religions" It is planned to implement a set of organizational, financial, scientific and methodological work.

In order to effectively implement the strategy of developing the social competencies of secondary school students, it is necessary to teach the subject of education. The widespread use of pedagogical innovations in the educational process is a global trend of global development. At the same time, the creation of an interactive learning environment, the improvement of innovative methods and technologies for the development of students' thinking and worldview is becoming increasingly important.

Group technologies. It is group work and the interaction of students in it that is an effective way to develop the student's social skills, his ability to lead or follow, to achieve their goals in the group. Collaborative activity develops in students the necessary skills of social interaction, the ability to submit to collective discipline and, at the same time, to protect their rights, to link their personal interests with the public interest.

Group work refers to the interaction of students in small groups, in which they independently or with the help of a teacher establish norms of communication and

interaction, choose the direction of their work and the means of solving a common problem. Behind this lies the ability to see the position of another, to evaluate it, to accept or reject it, to agree or argue, and most importantly, to have one's point of view, to distinguish it from another, and to defend it.

Pedagogical and psychological research has allowed to identify five main conditions for cooperation in small educational groups: the involvement of students in group learning activities:

- The first condition is to establish a positive relationship between team members;
- the second basic condition is the need to make an individual contribution to the learning outcome;
- The third main condition is to optimize the direct interaction of students, aimed at providing intellectual and emotional-personal assistance in solving educational problems;
- The fourth condition for the success of group work is the presence of sufficiently developed social skills and abilities;
- The fifth condition is related to the need to reflect the group process, ie the process of analysis and evaluation of events in group learning.

Design technologies. Today, students' project activities are one of the developmental (person-centered) teaching methods aimed at developing the child's independent research skills (problem solving, data collection and processing, experiments, analysis of results), which helps to develop creative abilities and logical thinking, education integrates the knowledge gained during the process and introduces them to specific life problems.

The purpose of project-based learning is to create an environment for students to: independently and willingly acquire the knowledge they lack from a variety of sources; learn to use the acquired knowledge in solving cognitive and practical problems; acquire communication skills by working in different groups; develop their research skills (ability to identify problems, collect information, observe, experiment, analyze, make hypotheses, generalize); develop system thinking.

Thus, the main task of the project method is not to master the scope of knowledge and pass educational programs, but to put into practice, develop and enrich students' own experiences and their ideas about the world. In other words, every child should not only be able to show their uniqueness, but also have the opportunity for a real activity that can enrich it.

The project method is always focused on the student's independent activities - individual, pair, group, which students perform for a certain period of time. The teacher can suggest sources of information or direct students' thoughts in the right direction to search independently. As a result, students need to solve the problem independently and in a joint effort, using the necessary knowledge, sometimes in different areas, to achieve a real and clear result. All work to solve the problem serves the purpose of the project activity.

If we talk about pedagogical technology as a project method, then this technology, by its very nature, implies a combination of inquisitiveness, research, problem-solving methods.

The project method is the basis for building a completely new trajectory of education related to the real social situation in modern society,

thus ensuring that learning outcomes are close to the outcomes necessary for successful coexistence in society.

Fostering discipline in project activities also shapes the ability to work in a team, a sense of responsibility for the decisions made, and a positive attitude towards social activities. Responsibility is the basis for the development of social competence. The development of the will, which is obligatory in projection activity, and the arbitrariness of behavior, the setting of conscious goals, are closely connected with the formation of responsibility. Next, we will look at game technologies that are similar in nature and structure to design technologies and have their own special status.

RESULT AND DISCUSSION

Game technology. In a generalized form, the meaning of the phenomenon of business game is noted in psychological dictionaries: Business game is a form of recreation of the subject of professional activity and social essence, modeling the relationship systems specific to this type of practice. In addition, the business game serves as both a “search for new ways to implement it” and an effective teaching method as a means of modeling the different conditions of professional activity, human activities and social spheres of influence, as it removes contradictions between the abstract nature of the subject of education and it can be

added that it is the true nature of professional activity. The educational function of the business game is very important, because the business game allows to determine the subject and social conditions of future professional activity in teaching, and thus simulates the conditions for the formation of competencies that are more adequate than traditional training. Training participants in a business game occurs during joint activities. However, each solves its own problem according to its function and function. Communication in a business game is not only communication in the process of sharing knowledge, but also communication that mimics, repeats communication between people in the process of a truly learned activity. Entrepreneurship play is not only an effective form of joint education and social competence development, but also a condition that helps students to effectively assess the level of development of these skills. There is a variety and classification of business games in the literature today.

Thus, the business game is an effective tool for the development of social and core competencies, it also serves the function of professional self-determination and is a powerful tool that unites the relationships of school students.

The advantages of the above technologies are listed in the table below.

Pedagogical technologies used in teaching activities to develop students' social competencies

Pedagogical technologies	Basic features of technology
Results of group technologies:	Standards of communication and interaction are established independently or with the help of the teacher in small groups, directions of work and means of the general solution of a problem are chosen: <ul style="list-style-type: none"> • develops the ability to see someone's position, evaluate it, accept or reject it, agree or argue, have his own point of view, distinguish it from others, defend it; • Feel free, ability to work at individual speed; • Responsibility not only for one's own achievements, but also for the results of teamwork; • Adequate assessment of the person, his capabilities and abilities.
Results of project technologies:	Motivation of educational activity: <ul style="list-style-type: none"> • create a state of success, • creating an environment that evokes positive emotions, • organization of positive emotions in the communication "teacher - student - teacher", • organization of independent analysis of their activities.
Results of game technology:	Establish a positive relationship between team members: <ul style="list-style-type: none"> • formation of certain skills required for practical activities; • the need to make an individual contribution to the results of the exercise; • direct interaction of students who provide intellectual, emotional and personal support; • Availability of sufficiently developed communication and skills.

In general, social competence is an individual's knowledge of society and himself, his skills, behavioral skills in society, as well as the relationships reflected in the personal qualities of students, his motives, values that integrate

into the internal system and integrate external resources for social achievement education.

CONCLUSION

Effectiveness can be achieved by motivating learning, creating the conditions for success, creating an environment that evokes positive emotions, creating positive emotions in the "teacher-student-teacher" dialogue, which in turn introduces innovative technologies in the educational process. Social competence - the use of innovative technologies in the educational process is important in the development of students' social activism, aspiration to live in society, active socio-political, socio-legal, socio-cultural competencies.

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