



LOCAL-MODULAR TECHNOLOGY FOR DEVELOPING SOCIAL COMPETENCIES IN STUDENTS

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Annotation

Today, modern technologies are being radically reformed in the education system. It can be said that not only modern digital technologies, but also the work of educators in this systematic work is High. In particular, this article discusses the development of social competencies in students or its local-modular technology.

Keywords: education, pedagogy, social competence, local-module, modern technologies, digitization, professional competence, etc.

Introduction

In modern local pedagogy of higher professional education, many different approaches are used, which are the basis for the training of a professional. Among them are already well-known and well-formed (traditional - knowledge-based, systematic, activity-based, complex, person-centered, person-active) and relatively new ones (based on competence) that have recently entered scientific circulation. , situational, contextual, polyparadigmatic, informational, ergonomic, subject-activity, etc.). The modern higher vocational school is characterized by a shift in focus in education from a knowledge-based approach to a competency-based approach. Theoretical and more in-depth knowledge of a wide range of disciplines, which has long been the main goal of the educational process, will become a means of ensuring the success of one's choice in the new environment. The definition of a competency-based approach includes a set of general principles for learning objectives, selection of learning content, organization of the learning process, and evaluation of learning outcomes, which can be formulated as follows. the following theses:

- The meaning of education - the development of students' ability to solve problems independently in different areas and types of activities based on the use of social experience, an element of which is the personal experience of students;
- Organization of the educational process - the creation of conditions for the formation of students' experience of independent solution of cognitive, communicative, organizational, ethical and other problems that make up the content of education.

Hence, the sought formula for the basic principle of using a competency-based approach in a vocational school is derived from the initial formulation of a





competency-based approach and the analysis of the content of the above principles. This principle of the orientation of subjects of educational activity to the formation of universal competencies can be considered as a type of relationship in the structure of education (including life experience), built with the goal of forming a complex competence direction. in the training of future specialists. This relationship provides a basis for combining general and vocational education in the integrated system of education and upbringing of the graduate, preparing him for active participation in professional activities based on the personal interests and needs of society and the labor market. Universal (basic) competencies are formed on the basis of general methods and techniques of vocational education.

When selecting learning technologies to develop core competencies in students, the science teacher identifies the core competencies identified for that class in the calendar theme plan. After that, the method of teaching is chosen, taking into account the topic to be studied and the competencies to be formed.

Past and current research intends to further the understanding of how and why social competence is important in healthy social development. The study of social competence began in the early 20th century. A noteworthy discovery was that social competence was related to future mental health, thus fueling research on how children interact with their peers and function in social situations. As research developed, different definitions and measurement techniques developed to suit these new findings. In the 1930s, researchers began investigating peer groups and how children's characteristics affected their positions within these peer groups. In the 1950s and 1960s, research established that children's social competence was related to future mental health (such as maladaptive outcomes in adulthood), as well as problems in school settings. Research on social competence expanded greatly from this point on, as increasing amounts of evidence demonstrated the importance of social interactions. Mid-century, researchers began to view social competence in terms of problem-solving skills and strategies in social situations. Social competence was now conceptualized in terms of effective social functioning and information processing. In the 1970s and 1980s, research began focusing on the impact of children's behavior on relationships, which influenced the study of the effectiveness of teaching children social skills that are age, gender, and context specific.

In an effort to determine why some children were not exhibiting social skills in some interactions, many researchers devised social information processing models to explain what happens in a social interaction. These models concentrated on factors in interactions such as behavior, how people process and judge each other, and how they process social cues. They also focus on how people select social goals, decide on the





best response to a situation and enacting the chosen response. Studies such as this often looked at the relationship between social cognition and social competence. A prominent researcher of social competence in the mid-1980s was Frank Gresham. He identified three sub-domains of social competence: adaptive behavior, social skills, and peer acceptance (peer acceptance is often used to assess social competence). Research during this time often focused on children who were not displaying social skills in efforts to identify and help these children who were potentially at risk of long-term negative outcomes due to poor social interactions. Gresham proposed that these children could have one of four deficits: skill deficits, in which children did not have the knowledge or cognitive abilities to carry out a certain behavior, performance deficits, self-control skill deficits, and self-control performance deficits, in which children had excessive anxiety or impulsivity that prohibited proper execution of the behaviors or skills they knew and understood.

Despite all the developments and changes in the conceptualization of social competence throughout the 20th century, there was still a general lack of agreement about the definition and measurement of social competence during the 1980s. The definitions of the 1980s were less ambiguous than previous definitions, but they often did not acknowledge the age, situation, and skill specificity implicit in the complex construct of social competence. Early childhood interventions targeting social skills directly improve the peer relations of children. These interventions focus on at-risk groups such as single, adolescent mothers and families of children with early behavior problems. Interventions targeting both children and families have the highest success rates. When children reach preschool age, social competence interventions focus on the preschool context and teach prosocial skills. Such interventions generally entail teaching problem-solving and conflict management skills, sharing, and improving parenting skills. Interventions improve children's social competence and interactions with peers in the short-term and they also reduce long-term risk, such as substance abuse or delinquent behavior.

Local (modular) technology refers to the application of technology to specific sections of the educational process. This technology focuses on solving specific didactic and educational tasks. In pedagogy, along with teaching technologies, educational technologies are also included. While educational technology refers to the content-information aspect, teaching technology is considered process-related, meaning that no clear differences have yet been identified between them. Pedagogical technology should be adapted to the level of preparation of students, their access to information and practical training. In the system of vocational education, teaching technologies reflect the acquisition of fundamental and practical knowledge, the reflexivity of





actions and shape their professional activity. Pedagogical technology is determined by the activities of teachers and students. The structure of pedagogical technology is determined by these types of activities.

Social competence becomes more complicated as children grow older, and most intervention efforts for this age group target individual skills, the family, and the classroom setting. These programs focus on training skills in problem solving, emotional understanding, cooperation, and self-control. Understanding one's emotions, and the ability to communicate these emotions, is strongly emphasized. The most effective programs give children the opportunity to practice the new skills that they learn. Results of social competence interventions include decreased aggression, improved self-control, and increased conflict resolution skills. Parents are the primary source of social and emotional development in infancy, early, and middle/late childhood. The socialization practices of parents influence whether their child will develop social competence. Parenting style captures two important elements of parenting: parental warmth/responsiveness and parental control/demandingness. Parental responsiveness (warmth or supportiveness) refers to "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands." Parental demandingness (behavioral control) refers to "the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys." Categorizing parents according to whether they are high or low on parental demandingness and responsiveness creates a typology of four parenting styles: indulgent/permissive, authoritarian, authoritative, and indifferent/uninvolved. Each of these parenting styles reflects patterns of parental values, practices, and behaviors and a distinct balance of responsiveness and demandingness.

Parenting style contributes to child well-being in the domains of social competence, academic performance, psychosocial development, and problem behavior. Research based on parent interviews, child reports, and parent observations consistently find that:

- Children and adolescents whose parents are authoritative rate themselves and are rated by objective measures as more socially and instrumentally competent than those whose parents are nonauthoritative;
- Children and adolescents whose parents are uninvolved perform most poorly in all domains;
- Other factors that contribute to social competence include teacher relationships, peer groups, neighborhood, and community;





Social competence develops over time, and the mastery of social skills and interpersonal social interactions emerge at various time points on the developmental continuum and build on previously learned skills and knowledge. Key facets and markers of social competence that are remarkably consistent across the developmental periods include prosocial skills and self-control or regulatory skills. However, as developmental changes occur in the structure and quality of interactions, as well as in cognitive and language abilities, these changes affect the complexity of skills and behaviors contributing to socially competent responding. The essential core elements of competence are theorized to consist of four superordinate sets of skills, abilities, and capacities: (1) cognitive skills and abilities, (2) behavioral skills, (3) emotional competencies, and (4) motivational and expectancy sets.

1. Cognitive skills and abilities – cultural and social knowledge necessary for effective functioning in society (i.e., academic and occupational skills and abilities, decision-making ability, and the processing of information)
2. Behavioral skills – knowledge of behavioral responses and the ability to enact them (i.e., negotiation, role- or perspective-taking, assertiveness, conversational skills, and prosocial skills)
3. Emotional skills – affect regulation and affective capacities for facilitating socially competent responding and forming relationships
4. Motivational and expectancy sets – an individual's value structure, moral development, and sense of efficacy and control.

It should be noted that it mainly enhances the practice-oriented learning, emphasizing the operational side of the outcome. The effectiveness of implementing the principles of using a competency-based approach in designing professional training at the university requires competency-based training that actively shapes a person directly based on competence. The emergence of a competency-based approach is a need for a modern education system, which is related to both the prevalence of information technology and the social situation. The concept of modernization of Russian education states: "The general education school should form a holistic system of universal knowledge, skills, as well as experience of independent work and personal responsibility of students and key defining competencies".

It is this that allows the teacher to abandon one-sided activities in the classroom and shift the focus of the learning process to independence, activism, and students' responsibility for the results of their activities. Changing the teaching methodology does not solve the problem of unloading students by mechanically reducing the content, but by individualizing (defining individual trajectories), focusing on learning





how to work with data, grouping loads and changing motivation. allows you to solve. As we can see, the acquisition of intellectual general education skills is a priority. However, this does not diminish, but rather exacerbates the question of the need to be able to distinguish solid historical knowledge, facts, concepts, opinions. One of the important directions of modern education is the development and introduction of new pedagogical technologies that allow to implement a competency-based approach, thereby fulfilling the social order for the formation of such qualities in modern school graduates. those who know how to move freely in life situations, to be an active member of society with their own principles and views, and to protect them. Landscheer quotes Spade in his article "The Concept of Minimum Competence": knowledge, skills, and insights are important components of success in all life roles, but they do not provide it. Success also depends on relationships, values, emotions, hopes, motivation, independence, cooperation, hard work and people's intuition. Li Iacocca, the top manager, said that only 15% of financial success comes from knowing your profession and 85% from communicating with colleagues, convincing people of their point of view, the ability to promote themselves and their ideas, and more.

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