

# Theoretical Basis For The Development Of Social Competence In Students.

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## Annotation.

In this article, students can be viewed as a systematic manifestation of knowledge, skills, abilities, and personal qualities in the development of social competence. Education as a perfect person with intellectual abilities, pedagogical and psychological impact of bringing up students as professionals

In the preparation of the future professional teacher, the methodology of teaching public and specialized subjects has been improved by deepening the integration of pedagogical and technical knowledge and optimizing the educational and methodological supply of competence requirements.

The methodological model for designing innovative cooperation in education in a complementary manner and gradually transitioning from cognitive activities to professional-oriented activities allows students to study their social competence is the National Research University, the Qarshi Institute of Engineering and Economics, and the Polytechnic Institute of Belarus Tashkent Institute of Engineering and Urban Mechanization Engineers" experimented with the following teaching methods at the Qarshi Institute of Engineering and Agrotechnology of the National Research University;

Psychological study of cooperative productive activities, by V. Ya. A team of psychologists led by Lyaudis has been carrying out. Its main objective is to describe the role of teacher and student (student) cooperation in the development of new psychological qualities. Based on this theory, the educational situation can be designed in a way that creates not only a "new comfort zone" in the development of a student, but a "perceptive development zone."

V.Y.Lyaudis shows four variables in the learning situation:

- 1) the content of the organizational learning process;
- 2) mastering the content of education and methods of educational activities;
- 3) interactive and collaborative system of students and teachers;
- 4) improving the interaction of variable factors in education.

An important factor in cooperation and the basis for determining the nature of students' relationships are forms of student cooperation with the teacher.

The author notes that there are 8 forms of cooperation:

- 1) engage in activities;
- 2) independent actions (performed in cooperation with the teacher and the student);
- 3) the teacher initiates actions and attracts the student to him;
- 4) imitation actions (a student who learns from a teacher acts on the basis of this example);
- 5) assistance efforts (the teacher helps the student choose the intermediate goal and methods of achieving it and controls the final result);

6) self-government efforts (the teacher participates in showing a common goal and evaluating the final outcome);

7) self-stimulating actions; 8) self-organizing actions.

The fact that cooperation activities consist of three interrelated phases is indicated by V.Y.Lyaudis, including the first phase as "occupying activity", which includes these forms of cooperation:

1) a system that divides joint actions between teachers and students into categories;

2) a summary of students' actions based on imitating the work of a teacher;

3) a set of actions supported by students; The second phase of cooperation is a system of cooperation between students in coordination with the teaching work;

4) the student's self-government system of action;

5) self-stimulating behavior of students, etc.

The third phase of cooperation is reflected in the promotion, improvement of cooperation activities, as well as in the development of partnership with the teacher and student cooperation, the level of equal rights.

The process of carrying out and restructuring cooperation activities can be demonstrated in the form of a number of legal circumstances and relationships. To administer the operational predictive aspect of academic activity is as follows:

a) Oriental search efforts;

b) oriental search efforts;

(c) Oriental efforts to know manage the function of managing the components of cooperation related to the meaningful, organizational processes of cooperation for a certain period of time. First, the social, organizational, motivational, meaningful, predictive organizational parts of the movement are actively involved and influence cooperation. Second, the teacher's recommended, intended cooperation with students arises in the process of growing from forms of educational activities to self-government under the direction of the teacher.

In improving the effectiveness of teaching and promoting cooperation, it is important to study students' mental capacity, reserves, general savings, level of knowledge, attitude to reading, and self-government. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.

*SWOT analysis is a strategic planning method* that involves identifying factors in the organization's internal and external environment and dividing them into four categories:

S forces (forces),

Weaknesses (weaknesses),

About opportunities (possibilities),

Tahiti (tahdids).

Strong (C) and weak (W) sides are factors of the internal environment of the object being analyzed (i.e. what the object itself may affect); Capacity (O) and threats (T) are environmental factors (i.e. those that can affect an object from the outside and are not controlled by the object). For example, an entity controls its own sales assortment - it is an internal environmental factor, but the sales laws are not controlled by the enterprise - it is an external environmental factor [1].

An object of SWOT analysis may be not only an organization but also other socio-economic objects: socio-economic networks, cities, government institutions, scientific

fields, political parties, non-profit organizations (NPO), individual specialists, individuals, and others [2].

The SWOT acronym can be visually displayed in the form of a table:

Positive Impact Adverse Effects

Internal Environment S Trends (Features of a project or team that gives precedence over others in the industry)

Weaknesses (features that weaken the project)

Environmental Opportunities (Additional to Achieve Your Goal)

external potential factors that provide opportunities)

T threats (external possible factors that can make it difficult to achieve the goal) 4 elements of SWOT analysis in 2x2 matrix

The SWOT acronym was first introduced by Professor Kenneth Andrews at the Harvard Business Policy Conference in 1963.

In 1965, four Harvard University professors - Leraned (English: Leraned), Christensen (English: Christensen), Andrew (English: Andrews) and Gut (English: Guth) - offered technology to use the SWOT model to develop a strategy for the company's behavior. The LCAG scheme (based on the initials of the authors' names) was proposed, which is based on a sequence of steps leading to the selection of strategy [3]. Advantages and disadvantages of the method

The SWOT analysis will be effective in preliminary assessment of the current situation, but it cannot replace the development of a strategy or a qualitative analysis of dynamics.

Strengths of SWOT analysis:

This is a universal method and is used in various sectors of economy and governance. It can be adapted to the object of learning at any level (products, businesses, regions, countries, etc.).

This is a flexible method with a free choice of analyzable elements based on goals (e.g. you can analyze a city only from a tourism perspective or just from a transport point of view, etc.).

U can be applied both for operational evaluation and for long-term strategic planning. The use of the method, as a rule, does not require the availability of specialized knowledge and narrow-profile education.

Cons:

SWOT analysis shows only generic factors. Specific measures must be developed separately to achieve goals. Often, the SWOT analysis lists only the factors without identifying the underlying and secondary factors, and without a detailed analysis of the relationships between them. The analysis gives a static picture more than seeing development in dynamics.

The results of the SWOT analysis are usually presented in the form of a quality description, the quantitative parameters are often required to assess the situation. The SWOT analysis is subjective and highly dependent on the position and knowledge of the person conducting it.

To conduct high quality SWOT analysis, it is necessary to attract large volumes of data from different industries, which requires considerable effort and cost.

The task of the SWOT analysis is to provide a structured description of the situation in which the decision should be made. The conclusions drawn on its basis are descriptive without recommendations or priorities [3].

For a more complete return of the method, it is also used to build action options based on the intersection of the fields. For this, various combinations of environmental factors and company internal features are taken into account on a regular basis. All possible mating combinations will be reviewed and those that need to be considered when developing the strategy will be isolated [4].

The SIV field shows what strengths should be used to take advantage of opportunities in the environment.

The SLS field shows what the organization is capable of overestimating existing weaknesses due to what the environment has.

The SIS field indicates what forces should be used to eliminate threats.

The SLN field shows what weaknesses need to be eliminated in order to try to prevent a threat.

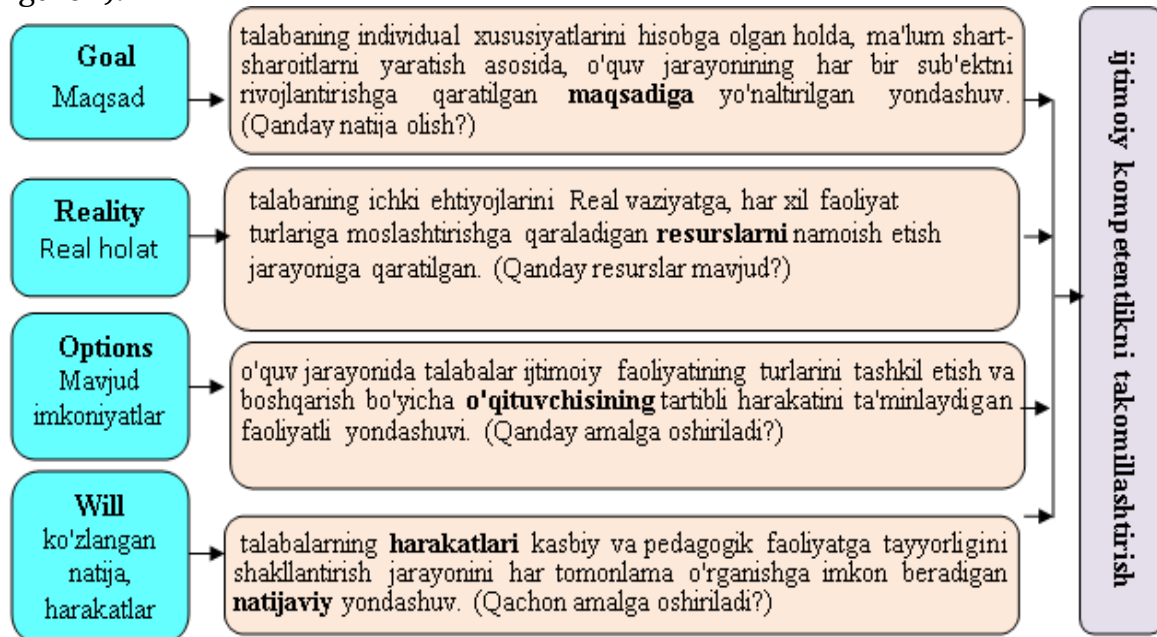
Opportunities Threats

Strengths SIV SIOUX

Weaknesses SLV SLN

SWOT analysis does not typically include economic categories, so it can be used in any organization, individuals and countries to create strategies in different areas of activity. Thus, the research problem is the need to seek organizational and pedagogical conditions to improve students' social competence on the basis of innovative cooperation and to provide scientific and methodological support for this process.

In this methodology proposed by the GROW methodology on the basis of a SWOT tahlil, exit methodology for teaching public and specialized disciplines ("Management of the educational process" and "Agriculture and Meliorative"), which is developed by us, there are 4 main objectives, real situations, opportunities, intended outcomes and what actions they can take; Goal, Reality, Options, Will serve as the basis for the implementation and development of an analysis of the results of a partnership (see figure 1).



**Figure 1. Social competence structure based on GROW methodology.**

In this case, social competence includes cognitive, emotional, and practical – functional components, the content of which includes; retrospective pathways within



the higher education community where prescriptive and combination-based educational activities are organized, describing social, valued and esistential direction [6].

What is the difference in GROW methodology based on esistensential direction First, any social reality effect should take into account the progress of events—that is, social competence occurs in a number of impact processes. Second, the unilateral relationship between students and teachers causes positive or negative feelings, and third, any movement of the teacher, if it is not a reality for the student - it will not yield any results for the student's activity, our knowledge and harmonization of thoughts - is the solution to the pedagogical problem [7].

Studies have shown that social competence tasks are reflected in the interaction of innovative cooperation, in various forms of organizing the learning process. Modern education and requirements for it; The implementation of a socially competent approach to educational practice prohibits in-depth and comprehensive scientific study of all aspects of this phenomenon [8].

Social competence directly ensures the personal and professional development of students: mastering management, pedagogical, project, social knowledge, skills, norms and values, as well as implementing management, project-technological activities, and developing social relationships.

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