

# **PEDAGOGICAL-PSYCHOLOGICAL FOUNDATIONS OF THE DEVELOPMENT OF SOCIAL COMPETENCE IN STUDENTS**

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## **Abstract:**

In this article, the pedagogical and psychological foundations of the development of social competence of young people are widely analyzed. The essence of the concept of social competence, the stages of its formation, the components and mechanisms of interaction between teachers and psychologists in this process are highlighted. At the same time, recommendations have been developed on the basis of educational technologies, methods and methods that contribute to the active integration of young people into public life.

**Keywords:** Youth, social competence, education, upbringing, pedagogical approach, psychological development, communicative competence, reflection, empathy.

## **Introduction**

In the process of globalization today, Human Capital, social activity and culture are recognized as one of the most important factors in the development of society. From this point of view, the formation and development of social competence of young people is one of the pressing problems of today. Social competence is the ability of an individual to find the right path in the social environment, freely express his opinion in the process of communication, correctly fulfill social roles and find his place in society.[5]. The development of these qualities in the younger generation ensures not only individual success, but also stable social development of society. The idea of “young people of New Uzbekistan – new thinkers”, promoted by the president of the Republic of Uzbekistan, is aimed at increasing the social activity, civic position and social responsibility of young people in particular [2].

## **Literature Review**

Therefore, it is necessary to pay special attention to the formation of social competence of young people in the educational system. The essence and structural structure of the concept of social competence in the scientific literature, social competence is interpreted differently by many scientists. For Example, A.V.Wise interprets social competence as “an individual's ability to function flexibly and creatively in a social environment”. L.S.Vygotsky associates

this process with the stages of sociogenetic development of the individual. Vygotsky sees social communication and cultural experience in the educational process as a central factor in the formation of personality. The idea of a “close Development Zone” that he put forward justifies the student's acquisition of higher levels of social skills in cooperative activities, through cooperation.

This theory is in the development of social competence:

- interaction with the teacher,
- peer collaboration,
- shows the importance of processes such as interaction in the process of performing social tasks.

Professor N. Muslimov studied the issues of pedagogical competencies, professional training of the teacher, interactive methods. He founded the importance of developing social competence: organization, cooperation pedagogy, seeing the student as an active subject.

Professor R.G. Safarova's scientific views are focused on the importance of socio-psychological processes, communicative competence and communication culture in students. Based on his research social adaptation, formation of social experience processes such as hold an important place in the pedagogical system.

Within the framework of the process of socialization, students form their own attitude to social foundations, to the surrounding reality, to adequacy in the perception and assessment of what is happening. Depending on how successful this process is, it becomes clear how fully young people are able to understand their abilities and talents, become socially mature and useful for society, that is, create favorable conditions for self-realization. The course of success of the socialization process depends not only on the presence of a natural verb in individuals, but also on the fact that acting actions take place in order to form social competence. In students, social competence is improved as a process and is carried out within the framework of the educational process in achieving it. The spiritual and social formation of young people is determined by material and cultural values, norms, rules, carrier of relations macro, meso, micro-social environment, educational and educational activities, information and technical environment, interaction with the social environment and factors that directly affect the formation of the worldview of young people [6]. Under the influence of the above factors, the social competence of young people helps to expand and deepen their social knowledge, acquire and improve social and professional qualities, which affect them to act most successfully in socio-political processes, become a competitive specialist, have the skills of successful cooperation in the modern labor market, cooperate with the bodies of the Employment Service, and changes in.

Social competence consists of the following key components:

- the cognitive component is a system of concepts about knowledge, values;
- social roles about the social environment;
- emotional component-understanding the feelings of others;
- empathy, tolerance, tolerance;
- communicative component-communication culture, active listening, skills of working in a team.

- the motivational component is the desire to be socially active, to feel useful to society.
- The reflexive component is the analysis of one's own behavior, learning from mistakes, striving for self-improvement.

These components form the social competence of the individual in an inextricably linked way. In pedagogical activity, it is important to develop these components in accordance.

**Purpose of the research work:** it consists in scientifically substantiating the pedagogical and psychological foundations of the process of developing social competence in students, identifying the factors, mechanisms, methods and conditions that shape this competence, and developing scientific conclusions on their effective application in the educational process.

**Research objectives:**

- the study of the theoretical foundations of the concept of social competence, the identification of its content, structure and structural components.
- analysis of pedagogical factors affecting the formation of social competence in students

**Research Methodology:**

The research is based on the following scientific approaches:

**Cognitive-psychological approach:** study of the psycho-cognitive characteristics of the development of social competence in young people;

**Psychological techniques:** exercises that develop emotional intelligence, conflict training, multimedia training.

From a psychological point of view, social competence is formed as a result of a person's combination of social experience, emotional balance, personal motivation and communicative skill. The development of this quality in the age period serves as the basis of the perfection, social activity and mental stability of the individual. Therefore, the study of social competence from a psychological point of view and the identification of mechanisms for its development are one of the pressing issues in today's educational process. Psychologically, the formation of social competence of young people is a process by which an individual perceives himself, accepts social roles, behaves correctly in communication and maintains emotional stability[3]. In psychology, social competence includes qualities such as awareness of the individual himself and others, emotion management, collaboration, social problem solving, conflict withdrawal, and empathy display. When an individual's social competence is high, he is able to analyze his feelings, form positive relationships, deeply understand his place and responsibility in the team. In psychological research, it is found that the development of social competence is directly related not only to cognitive processes, but also to the emotional, volitional and communicative characteristics of the individual. Therefore, it is necessary to look at it through a system of psychological approaches, that is, not a favor, but a complex one. This process depends on the following factors:

- family environment-social values, culture of communication, social behavior of young people is formed through personal samples.

- school and higher education system-communicative and social experiential environment. - peer group is the area where young people Test mutual social roles.

- psychological support-the formation of self-confidence in the process of social assimilation. In adolescence, the “i-concept” of an individual is actively formed. Therefore, the development of social competence in a psychological approach is aimed at increasing the level of self-awareness, emotional self-control and readiness for communication.

According to the cognitive approach, social competence is based on an individual's ability to think, perceive, analyze a social situation, understand causes and consequences. A person consciously processes his social experience, plans and controls his behavior in accordance with social norms.

Supporters of this approach, including J. Piaget, A. Bandura, L. Colberg et al explain social competence in relation to the level of Social Thought and moral development of an individual. A. In his “social cognitive theory”, Bandura argues that human behavior is formed not only by internal motives, but also by the influence of the external model and social environment.

The cognitive approach helps young people develop self-behavior awareness, self-analysis (reflection), and sense-of-responsibility skills. This is an important psychological factor in shaping social flexibility and independent thinking.

One of the most important aspects of social competence is the emotional development of the individual. D. According to the theory of “emotional intelligence” put forward by Goleman, the key to social success is that a person is able to understand their emotions, control them, and respond appropriately to them by understanding the emotions of others.

The emotional approach is aimed at developing the ability of young people to control their own emotions, control themselves in stressful situations, build positive relationships with empathy (empathy), etc. Emotional stability of an individual strengthens social competence, since as a person who is able to correctly understand himself and others, he successfully operates in a social environment.

The founder of this approach is A. A Bandura, he argued that social competence is formed through the process of human observation, imitation, and learning. Young people adopt social norms, depending on the behavior of the individuals around them.

### **Analysis and Results**

That is why it is so important to show a positive model in the development of social competence. The behavior of the teacher, parents or leading individuals in the social environment will be an example for young people. If positive values of communication, respect, cooperation and justice are prioritized in the environment, young people form such qualities in themselves.

The humanistic approach connects social competence with the process of self-realization of an individual. K. Rogers and A. As Maslow noted, each person has an internal need for self-development, the manifestation of his potential and the formation of positive social

relationships. An important factor in this approach is the creation of a psychologically safe environment. If a young person feels valued, heard, respected, then social activity, free expression of his own opinion, a tendency to cooperate increases. In such an environment, social competence develops in a natural way.

His approach views social competence as the result of the integration of the cognitive, emotional, volitional, communicative and moral qualities of an individual. The development of social competence is a continuous psychological process that involves the individual's abilities to self-awareness, reflection, motivation, self-control, and mastery of social roles. Such an approach contributes to the comprehensive maturation of young people, the formation in social life as an active, responsible, morally mature person.

**The research results showed that:** The effectiveness of the development of social competence in educational institutions largely depends on the level of cooperation of the teacher and psychologist. The teacher is the main person who forms social values, moral standards and a culture of communication in the educational process. The psychologist, on the other hand, supports the reader or age psychically and emotionally. Cooperation is carried out in the following directions:

- psychological diagnostics of the social readiness of the individual;
- Organization of training on social adaptation;
- giving tips on solving social problems;
- creating a healthy psychological environment between students. As a result, young people feel as an active subject of society, their level of social self-awareness increases.

## **Conclusion**

The analysis of pedagogical-psychological approaches shows that the development of social competence of young people is a multifaceted process, which is realized through the interaction of factors of cognitive, emotional, social and personal development. In the educational process, reliance on these approaches, in particular the formation of emotional intelligence, the display of a positive social model, the creation of a humanistic environment and the support of cognitive development, increase the social activity, culture of communication and responsibility of young people.

The development of social competence of young people is the process of forming an individual as an independent thinker, socially active and spiritually competent person who can meet the requirements of society. The harmony of pedagogical-psychological approaches, active educational methods, innovative technologies and teacher-psychologist cooperation are the main factors in the social growth of young people. Through the use of special programs, trainings, projects and art pedagogy techniques aimed at the development of social competence in the educational system, the social activity, spiritual maturity and civic position of the younger generation are further strengthened.

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