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RESEARCH ON SOCIAL COMPETENCE OF TEACHERS

Abstract. The modernization of the education system in Uzbekistan puts forward the issues of forming the professional competence of a teacher to one of the leading places. Professional competence is a condition for the effectiveness of the organization of the educational process. The problem of the formation of psychological competence in the system of pedagogical education is one of the most urgent at present. In the article we proceeded from the fact that **an** integral part of psychological competence is communicative competence, the process of formation which is the object of this study.

Keywords: professional, psychological, communicative competence, professional and personal growth of a teacher.

ИССЛЕДОВАНИЕ СОЦИАЛЬНОЙ КОМПЕТЕНТНОСТИ УЧИТЕЛЕЙ

Аннотация. Модернизация системы образования в Узбекистане выдвигает вопросы формирования профессиональной компетентности педагога на одно из ведущих мест. Профессиональная компетентность является условием эффективности организации образовательного процесса. Проблема формирования психологической компетентности в системе педагогического образования является одной из наиболее актуальных в настоящее время. В статье мы исходили из того, что неотъемлемой частью психологической компетентности является коммуникативная компетентность, процесс формирования которой и является объектом данного исследования.

Ключевые слова: профессиональная, психологическая, коммуникативная компетентность, профессионально-личностный рост педагога.

O'QITUVCHILARNING IJTIMOYIY KOMPETENSIYASI BO'YICHA TADQIQOTLAR

Annotatsiya. O'zbekistonda ta'lim tizimini modernizatsiya qilish o'qituvchining kasbiy kompetensiyasini rivojlantirish masalalarini yetakchi o'rinlardan biriga qo'yimoqda. Kasbiy kompetensiya ta'lim jarayonini tashkil etish samaradorligining shartidir. O'qituvchilarning ta'lim tizimida psixologik kompetensiyani rivojlantirish muammosi bugungi kunda eng dolzarb muammolardan biridir. Maqolada biz psixologik kompetensiyaning ajralmas qismi kommunikativ kompetensiya ekanligidan kelib chiqdik, uning shakllanish jarayoni ushbu tadqiqot obyekti hisoblanadi.

Kalit so'zlar: kasbiy, psixologik, kommunikativ kompetensiya, o'qituvchining kasbiy va shaxsiy o'sishi.

Introduction. Currently, the problem of professionalism is in the center of attention of many sciences. A professional in modern literature is defined as a subject of professional activity, having high rates of professionalism of the individual and activity, having a high professional and social status, a dynamically developing system of personal and active regulation, constantly aimed at self-development and self-improvement, personal and professional achievements, having a socially positive meaning.

A significant component of a professional teacher is his competence. Professional competence is a sphere of professional activity, a constantly expanding system of knowledge that allows you to perform professional activities with high productivity. The activity of the teacher belongs to the type of "person - person", and a special role in its effective implementation belongs to psychological competence, which allows you to effectively interact and manage in the professional space.

Main part. A high level of psychological competence ensures the successful mastering of management methods in the "man - man" system. The professionalism of a teacher implies knowledge of the age characteristics of students, the patterns of their behavior, methods of effective interaction, etc. However, the current situation shows a low level of psychological competence of teachers, whose work is not focused on taking into account the psychological states of children, on the originality of children's motives for

learning, work and behavior, makes this work largely formal and generates negative phenomena in the educational environment.

In the structure of the professional (psychological) competence of teachers, two substructures are distinguished: activity (knowledge, skills, skills and methods of pedagogical activity) and communicative (knowledge, skills, skills and methods of pedagogical communication).

Psychological competence is an integral part of the professional training of a teacher, which includes:

- a set of knowledge, skills and abilities in psychology, a clear position regarding the role of psychology in the professional activities of a teacher,
- the ability to see behind the behavior of the child the state of his soul, the level of development of his cognitive processes, emotional, volitional spheres, character traits;
- the ability to navigate, evaluate psychological situations in relations with a child or a group of children and choose rational ways of communication;
- the ability to pedagogically competently influence the child's psyche for a long time for its harmonious development.

Psychological competence - a complex personal education in the system of pedagogical activity, is a set of psychological knowledge and based on them.

Psychological competence can be characterized through the effectiveness, constructiveness of activity (external and internal) based on psychological knowledge and skills, i.e. means the effective application of knowledge and skills to solve the tasks and problems facing a person. Psychological competence involves the adequate use of one's own past experience, the experience of other people and socio-historical. It involves the connection of abstract psychological knowledge with knowledge about oneself, a specific person, a specific situation. A literate person knows about something abstractly, and a competent person can, on the basis of knowledge, concretely and effectively solve any psychological task or problem. At the same time, competence means a refusal to directly copy someone else's experience, norms, traditions, patterns, freedom from stereotypes, someone's instructions, prescriptions, and attitudes. Psychological competence is associated with other abilities than the assimilation of knowledge and skills, and is determined by intelligence, thinking.

Psychological competence is one of the main components of the personal development of an adult, because it is in the field of professional activity that he develops as a personality and individuality, receives both material and psychological resources for existence.

As a result of the research, a definition of psychological competence was formulated as a system of subject knowledge based on semantic reality, which provides a high level of professionalism, the ability to manage mental states and make effective decisions.

At present, two approaches have developed in psychology in the study of communicative competence: theoretical and practical.

Within the framework of the theoretical approach, researchers consider the concept of communicative competence, the processes, conditions and factors that determine its change, develop theoretical concepts and models of communicative competence, determine its place and role in effective communication and interaction, highlight its structure.

Some authors consider communicative competence as a separate characteristic of a personality (L.A. Petrovskaya, E.V. Sidorenko, L.A. Tsvetkova, O.I. Muravieva, I.V. Makarovskaya), others - as part of a broader concept (V N. Kunitsina, V.A. Spivak), the third - as part of other types of competencies, and as a separate characteristic of the personality at the same time (Yu.M. Zhukov), the fourth - as an individual quality and a certain state of consciousness of a group of people (Yu.N. Emelyanov) (N.B. Burtovaya, 2004, p. 165).

Emelyanov Yu.N. (1995) defines communicative competence as situational adaptability and fluency in verbal and non-verbal means of social behavior, and measure of communicative competence as the degree of success of intended acts of influence and use of means to impress other people.

There are different types of communicative competence: in terms of quality - productive and reproductive (L.A. Petrovskaya), primary and secondary (T.Yu. Osipova); in terms of breadth - general and professional (Yu.N. Emelyanov), in terms of specifics - listening competence and utterance competence (I.V. Makarovskaya). E.F. Zeer, I.G. Klimkovich, A.V. Khutorskoy, N.V. Yakovleva and others reveal the content of the concept of competence through the prism of activity. Perhaps in this regard, the concepts of "competence", "communicative competence", "professional competence" are used in scientific papers as synonymous. (A.V. Karpov, 2003, p. 40).

The purpose of this study was to highlight the factors that contribute to the development and formation of professional and psychological competence.

The following **research hypothesis**: we assumed that purposeful systematic work on the formation of communicative competence, as an integral part of professional and psychological competence, increases the level of professional and personal growth of teachers.

The object of the study was the process of formation to communicative competence as an integral part of psychological competence.

To study the level of development of communicative competence, a research plan was developed, which consisted of three stages.

Communicative competence is the main component of professionally important qualities of different types of professionals.

At the first stage research, a complex was selected and used methods aimed at assessing **the** communicative competence and the degree of expression of the personal characteristics of teachers.

Determination of the communicative potentials of the individual and the generalized indicators of the group. Diagnostics of the potentials of communicative competence in this aspect was carried out using the following methods:

1. Diagnosis of communicative and characterological features of personality. (L.I. Umansky, I.A. Frenkel, A.N. Lutoshkin, A.S. Chernyshov and others) . This technique is intended to determine the basic personality traits (scales: personality orientation, intellectual character traits, strong-willed character traits, emotional character traits, attitude to activities, attitude to other people, attitude to oneself) in the process of interpersonal relations, their diagnosis was carried out in the forms self-assessment, peer review, or a combination thereof. This technique is designed to determine the basic personality traits in the process of interpersonal relationships, their diagnosis can be carried out in the form of self-assessment, expert assessments, or in combinations thereof.

According to the theory of personality traits, a personality is described as consisting of stable, stable, interrelated elements (properties, traits) that determine its essence of behavior. Differences in people's behavior are explained by differences in the severity of personality traits. It is assumed that the order of the subject on the scale of severity of personality traits remains the same.

2. Diagnostics of the effectiveness of pedagogical communications (modified version of the questionnaire by A. A. Leontiev).

The purpose of the methodology is to determine the "classroom atmosphere", activity, the severity of cognitive interest among students, as well as some manifestations of the style of pedagogical activity.

Experts who have experience in communicating with the audience are offered a map of communication activities. Each expert works independently, after which the average score is found. The assessment should be carried out according to the proposed scale, and during the discussion, try to justify what actions of the teacher caused certain assessments.

3. M. Schneider's technique "Diagnostics of communicative control" .

The technique is designed to study the level of communicative control. According to M. Schneider, people with high communicative control constantly monitor themselves, are well aware of where and how to behave. Manage their emotional manifestations. However, they experience significant difficulties in the spontaneity of self-expression, do not like unpredictable situations.

People with low communicative control are direct and open, but may be perceived by others as overly direct and intrusive.

We have developed a training program for the development of communicative competence of teachers , which corresponded to the following principles:

1. The principle of ecology. Everything that happens at the training should not harm or interfere with the free development of group members and facilitators.

2. The principle of expediency. All exercises, games, tasks serve the realization of a single goal.

3. Sequence principle. Each subsequent task is based on the experience and feelings gained during the implementation of the previous ones, new resources are introduced into the learning process.

4. The principle of openness. Be sincere in front of the group, declare the goals and objectives of the training, answer, if possible, honestly to the questions posed, create conditions for revealing the potential of each of the participants.

5. The principle of certainty. The exercises are adapted to the reality in which the participants live and interact.

This training was to be the following tasks: acquaintance of participants with each other, creating an

emotionally warm environment; development of a trusting relationship and awareness of one's role in interaction with others; development of empathy, expansion of the repertoire of ways of mutual understanding and perception; learning to recognize one's own and others' emotions; improving verbal and non-verbal communication skills development of skills of professional communication of teachers.

The training was carried out in the form of socio-psychological training. When developing the program, the main task was to synthesize the available material on the topic and collect the most effective methods and technologies.

The following methods were used during the training: warm-up exercises; modeling situations in role-playing games; exercises in pairs, groups; group discussions.

The study involved 36 students of advanced training courses - teachers of colleges and lyceums in the city of Bukhara and the Bukhara region. General information about teachers: age (average) - 41.4 years; education - 100% - higher; experience: up to 10 years - 20%, up to 20 years - 50%, more than 25 years - 30%.

An integrative approach to conducting training allowed the most profound approach to the issues of interaction in society and the participants gained valuable experience in the study of their own personality, their beliefs, habits, and interpersonal interaction skills. To see oneself through the eyes of colleagues, to live together difficult life situations that were modeled during the training, to respond and express one's feelings, to discuss current problems - all this was possible during the training.

The third stage of the study was a re-diagnosis of the communicative competence of teachers, a comparison of the changes that have occurred in the group over the past time and the results of the changes as a result of the training. In this regard, we will first reflect the indicators of communicative competence for all three methods that were identified during the re-diagnosis, and then an analysis of the changes will be carried out.

In order to obtain more objective data, an analysis of the real behavior of teachers during studies and during trainings and games was also used.

Unlike test diagnostic procedures, training tasks, if properly organized, make it possible to identify certain characteristics of a person directly in an activity that reproduces a real one. Attractive in diagnostics through simulation is the fact that a person is, as it were, included in a system of certain relationships, which makes him not just a test subject, but a person acting in conditions as close as possible to practice.

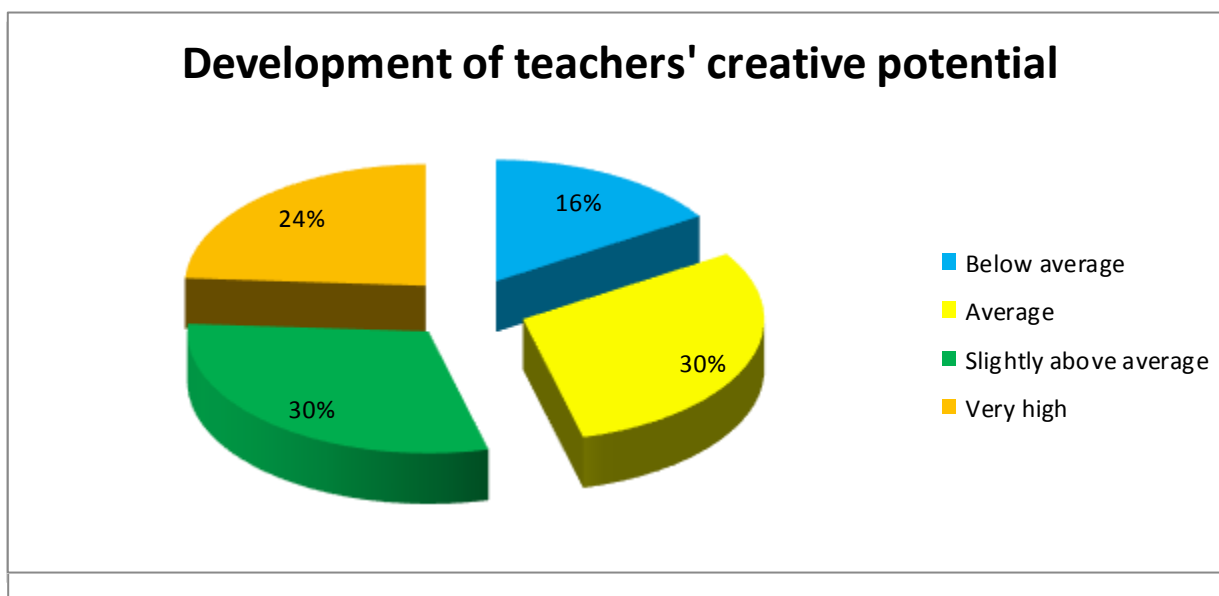
The experimental program for the development of professional psychological competence of teachers of colleges and lyceums is based on the theoretical positions of humanistic psychology, which sees the relationship between the level of psychological competence of the subject of activity and his possibilities of self-actualization, includes a system of diagnostic, training, reflective and projective procedures.

The subject of the developmental impact of this system is professional psychological knowledge and skills, self-awareness of a specialist, actualization of self-development motives, a number of professionally significant characteristics.

During the implementation of the program, we have identified a number of effects of the development of professional psychological competence: the expansion of the content content of teachers' ideas about the nature of psychological competence and its role in practical activities; deepening the psychological aspect of reflexive characteristics I am a professional; expansion of the thesaurus of modeled behavioral responses in the context of classes using psychological tasks; cognitive and research activity initiated by teachers, aimed at searching for professionally significant psychological information; optimization of relationships in the study group.

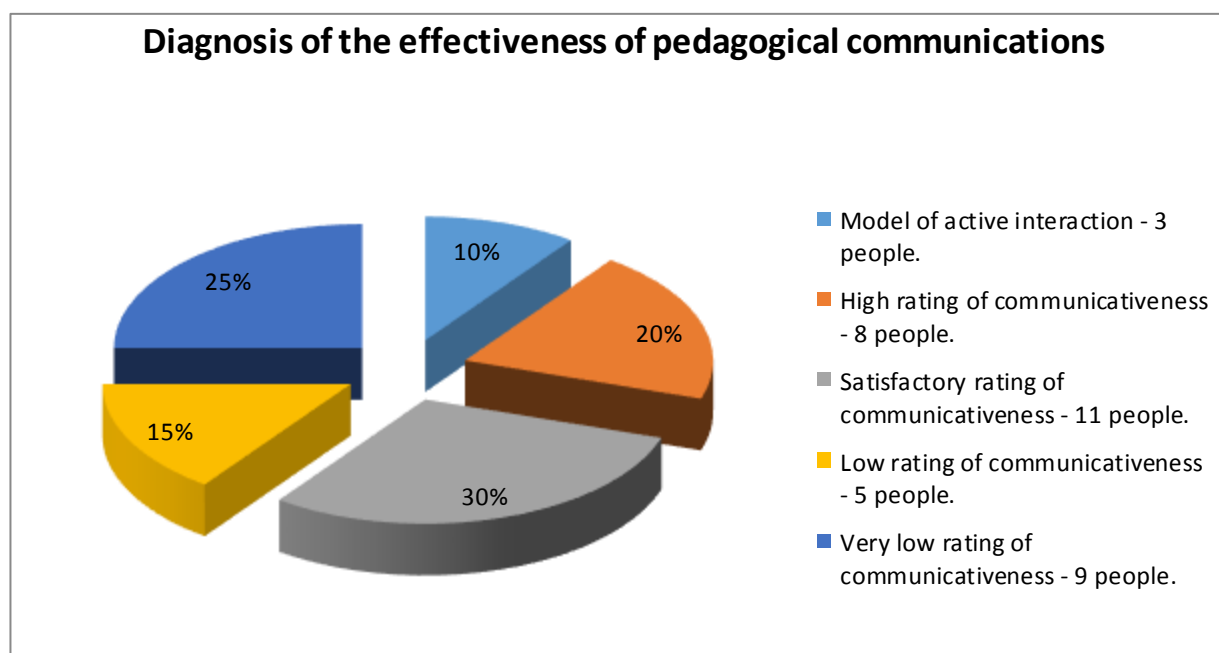
The results of diagnostics of communicative competence are presented below.

Self-assessment of personal qualities made it possible to characterize the level of development of the creative potential of teachers.



Based on the self-assessment of knowledge, skills and personal qualities of the teacher, the level of methodological culture was determined.

Evaluation of teachers' communicative control is shown on a circular histogram.

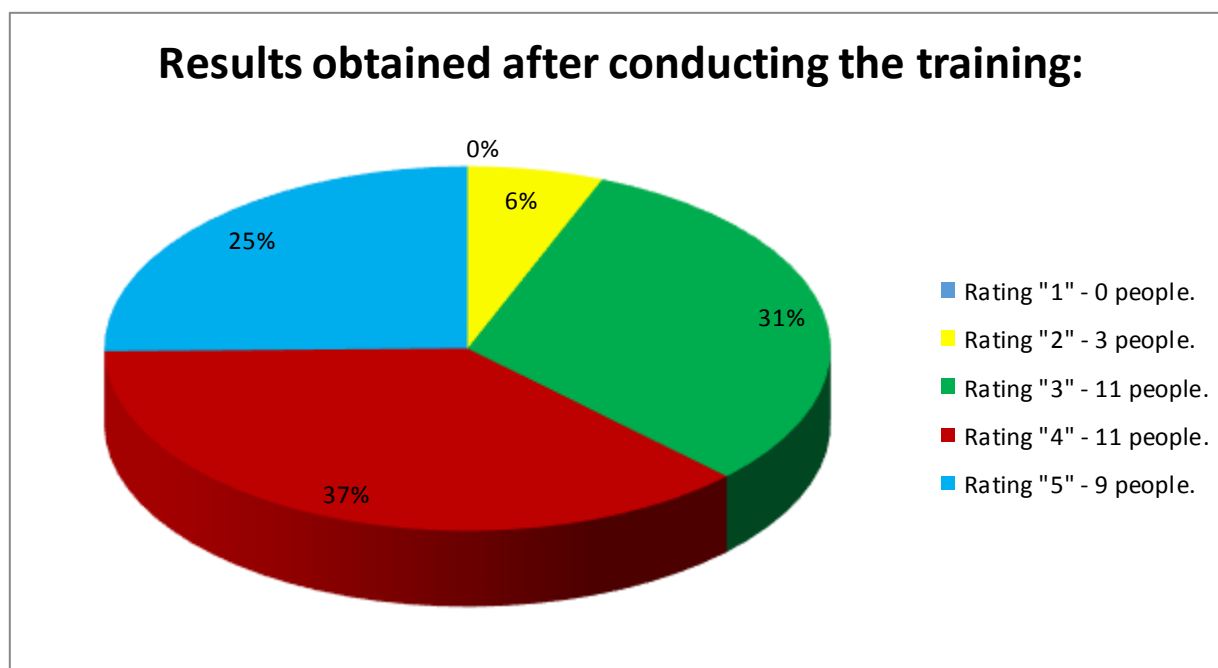


12 % of teachers (4 people) have communicative control: behavior is stable, regardless of the situation, straightforward; 39% of teachers (14 people) have an average communicative control, they are sincere, but restrained in their emotional manifestations. 49 % of teachers (18 people) are responsible people, they take their work seriously and responsibly.

The main professional knowledge and skills that should be present in the work of a teacher were checked according to a modified version of the questionnaire by A.A. Leontiev "Diagnostics of the effectiveness of pedagogical communications".

The communicative activity map was filled in by the listeners of the group (experts) for colleagues of their choice. When processing the evaluation sheets, the average expert evaluation was calculated. The range

of these scores ranged from 49 to 7 points. Based on the average assessment of experts, a conclusion is made about the degree of communicative effectiveness.



According to experts, the average score of 3 teachers of the group ranges from 46-47 points. This result suggests that the communicative activity of these teachers is very intense and close to the model of active interaction. They have reached the heights of their skill, they are fluent in the audience. As a conductor perfectly distributes their attention, all means of communication are organically woven into interaction with students. To the uninitiated, it may seem that a company of people who have known each other for a long time has gathered to discuss recent events. However, at the same time, everyone is busy with a common cause, the lesson achieves its goal.

According to the experts at 8 teachers of group 38 - 42 points - high score. Friendly, relaxed atmosphere reigns in the audience. All participants in the lesson are interested in watching the teacher or discussing the question posed. Opinions are actively expressed, options for solving the problem are proposed. The spontaneity is absent. The teacher correctly directs the course of the lesson, not forgetting to pay tribute to the humor and wit of the audience. Any successful proposal is immediately picked up and encouraged by moderate praise. The session is held productively, in the active interaction of the parties.

According to experts, 11 teachers of the group have from 23 to 30 points. These teachers have quite satisfactorily mastered the methods of communication. Their communicative activity is quite free in form. They easily come into contact with the trainees, but not everyone is in the field of their attention. In impromptu discussions, they rely on the most active part of the audience, while the rest act mainly as observers. The lesson is lively, but the goal is not always achieved. The content of the lesson can be involuntarily sacrificed to the form of communication. Here, manifestations of elements of models of differentiated attention and inflexible response are possible.

A low assessment of communicative activity, according to experts, is observed in 5 teachers (11-17 points). There is a one-sided orientation of the educational impact on the part of the teacher. Invisible barriers of communication impede live contacts of the parties. The audience is passive, the initiative is manifested by the dominant position of the teacher. His style is likened to authoritarian or non-contact models of communication.

9 teachers received very low marks (7-9 points). In the educational process, there is no interaction with students. Communication develops according to the models of the announcer's style. It is impersonal, anonymous in its psychological content and practically does not differ in any way from a mass public lecture or radio broadcast. Pedagogical functions are limited only to the information side. Effective student interaction can be hindered by a variety of factors known as communication barriers. These are such objective factors as distance, lack of visibility and hearing.

At the second stage of the study, we prepared the program and content of the socio-psychological training for the development of communicative competence for the teachers of the group.

During the six training sessions, the group went through all the main stages of development. It began with the stage of dependent and exploratory behavior. From the state of suspicion and closeness, through exploratory interest, trust arose, a desire to establish relationships with other participants. At the stage of formation, rivalry and the desire for dominance appeared, the participants fought for leadership. Finally, at the stage of group maturity, the need for attachment came to the fore: the participants established a close emotional connection with each other.

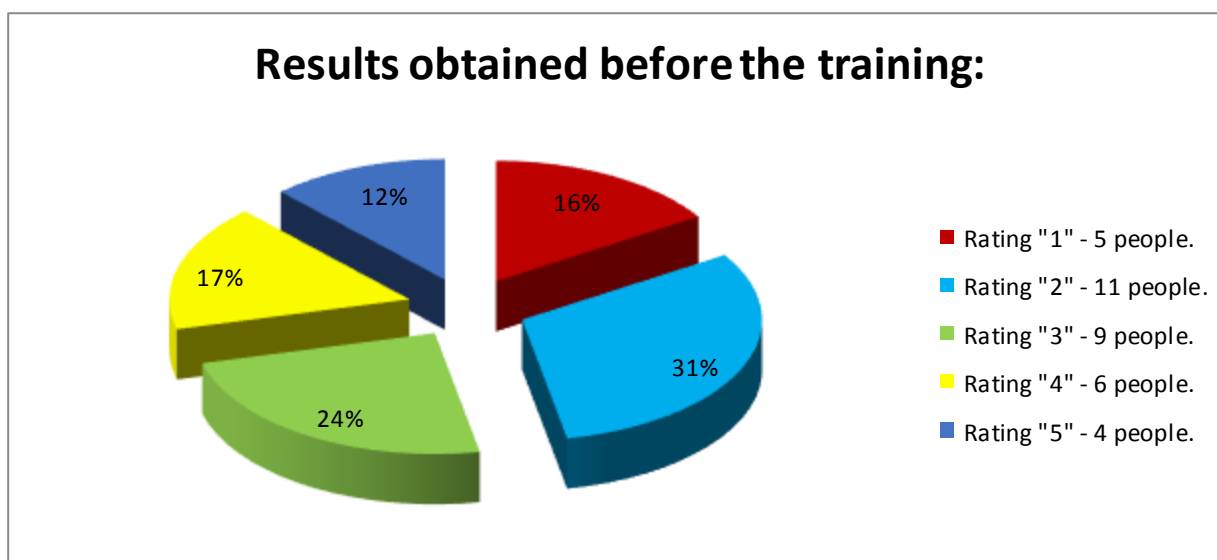
The dynamics within the group also changed. The process rested on the resistance of the participants, expressed in violation of discipline, laughter. The facilitators had to track their feelings and work with states in order to further effectively reach constructive work. Patience, openness, trust, sincerity and the principles that we initially decided to follow in our work helped.

In general, the goal of the program can be considered achieved. The general emotional state at the end of the training is upbeat, the attitude of gratitude on the part of the participants. According to the participants, all the tasks for the trainings were useful and helped to get to know themselves and their colleagues better, the experience gained helped to realize their fears, increase self-confidence, and realize stereotypes of behavior. All this, according to the participants, will help to improve relations not only with colleagues, but also with students.

During the training, the following features of the manifestation of communicative competence in the group of teachers were noted. From the state of suspicion and closeness, through research interest, trust gradually arose, the desire to establish relationships with other participants. At the first stage of work, rivalry and a desire for power were sometimes manifested, sometimes the participants fought for leadership. On the final day, the need for affection came to the fore, with participants establishing a close emotional bond with each other. According to the teachers, all the tasks at the training were useful and helped to get to know themselves and their comrades better, the experience gained helped to overcome some barriers in communication, increased the readiness of participants for business and professional psychological communication.

At the third stage research, we conducted a re -diagnosis of the communicative competence of teachers, compared the data obtained before and after the training. In this regard, we will first reflect the indicators of communicative competence for all three methods that were identified during the re-diagnosis, and then an analysis of the changes will be carried out.

Before the training, teachers with all the variety of assessments of communicative and organizational skills were identified in the group: score 1 - 16 %, score 2 - 31%, score 3 - 24%, score 4 - 17%, score 5 - 12%.



After the training of teachers with a grade of 2, 6% (3 people) remained, and with a grade of 1, there were none at all. After the training, grade 3 was found in 31% of teachers, grade 4 - 37%, and grade 5 - 25%.

Thus, a comparison of the results of diagnostics for all three methods before and after the training allows us to say that the communicative competence of teachers after the training turned out to be at a higher level compared to what it was before the training.

It is interesting to note the following relationships: the more pronounced the initiative in social contacts and emotional balance, the less pronounced the achievement motivation.

Conclusion. It can be concluded that for teachers who are focused on professional growth and demonstrate high activity in social contacts and emotional balance, achievement motivation is not a value: they have no desire for achievements in the external sphere, they are more focused on internal personal growth, self-realization. These results are consistent with data from Russian and American studies.

Thus, we conclude that the features of motivation can be considered as a factor in the formation of psychological competence and professional growth. The process of activity itself is of value, and the orientation towards the result becomes significant.

Summarizing the results of all methods and conducting a correlation analysis, we found that each group of professionals had a different level of communicative competence and the degree of expression of personal qualities.

Thus, it can be determined that all groups of professionals are characterized by individual personality traits that affect the level of communicative competence.

Therefore, communicative competence is a prerequisite for professional activity, and on the other hand, it itself improves, polishes itself in the course of activity, being its new formation; man in the course of labor changes himself.

The main criterion for the formation of the psychological and pedagogical competence of a teacher is the ability to independently resolve pedagogical situations, contributing to the personal development of the student.

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