

## PEDAGOGICAL PECULIARITIES OF DEVELOPING SOCIO- PERCEPTIVE COMPETENCE IN LEARNERS

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### ABSTRACT

The following article deals with explanation of the concept of socio-perceptive competence and shows the pedagogical development of social-perceptive competence in learners.

**Keywords:** Competence, professional competence, personal experience, technology, practical activities, development.

### INTRODUCTION

Our country has all the necessary conditions and opportunities for bringing up and developing youth who are active talented and have high moral and ethical qualities, who are the decisive force of today and tomorrow. Today, the development of science and technology requires a radical change in the requirements for education and its outcomes. Therefore, establishing standards of a new generation sets an important task for educators. The state educational standards established so far are based on a systematic approach, that is, the purpose of educational institutions is to identify knowledge, skills and competencies. Therefore, it is required to establish new state educational standards based on a competence approach to self-development. Because the essence of the educational process in higher education is not become to develop needs and abilities of the students, but to give knowledge by the way of information-verbal form and to create developmental skills.

Such reproductive accepted data do not provide sufficient insights to enhance the practical experience of the listener. As a result, there is a discrepancy between students' wasting too much information, getting ineffective education, and their incompatibility with reality. To be more precise, learner seems to be moving away from the real world, with the goal of learning only the information which was previously collected.

### MAIN PART

In order to solve above-mentioned problems, it is preferable to organize the educational process in a new and different way. Our respectful President Sh. Mirziyoev "We will create all facilities for our youth to have the ability and to do their best for the state and society in order to be able to grow up and be happy all over the world". [1] It is also noteworthy that the ideas of independent Uzbekistan are aimed at forming free thinking. Therefore, one of the main tasks we set as teachers is to organize lessons based on modern requirements.

The only way to get out of this problematic situation is to introduce a new approach "competence" to higher education. A competence approach requires that the learner should not acquire knowledge and skills individually, but in integrity. In connection with this requirement, the system of choice of teaching methods will be changed. The selection and implementation

of teaching methods requires the improvement of competencies and functions that meet the requirements of the learning process.

The competence approach is a new pedagogical reality from the point of view of modernization of higher education. Within this approach, practical experience, consideration of competence as didactic units, as well as the traditional three elements of education (triad) – “knowledge – skills – practice” is required to analyze as six units (sextet) - “knowledge - skills – experience – practical experience - competency - competence”. It is necessary to clarify the essence of the concept of "competence" first. Competence (in Latin means “I will achieve, I am worthy) - the person's willingness to use external and internal resources effectively to set a goal and achieve it, in other words, person's specific activities, ability to deal with an object or to solve problems successfully. It should be noted that most definitions of the concept of "competence" are related to vocational education and professional activities. However, as this concept is related to general secondary education, the concept is innovative and there is a need for clarification.

**Competence** – is the Latin word “competentia”, which means «people knowing well” and "experienced" in the Uzbek dictionary [2].

**Competence is the ability to do any job effectively, the ability to meet the requirements for the job and for performing specific work functions [3].**

**Professional competence** - is the acquisition by the specialist of the knowledge, skills and abilities that are needed to carry out professional activities and to apply them in a high level [4].

L.M. Mitina as a pedagogical competence meant the knowledge of the subject, methods and didactics of teaching, skills of pedagogical communication, as well as self-development, self-improvement, self-realization and harmonious combination of methods and tools [5].

L.M. Mitina distinguished three constituents in the structure of pedagogical competence: active, communicative and personal. Based on the structuring of the pedagogical competence proposed by Mitina, we believe that the following set of competencies is sufficient and necessary for future professionals:

- active or special competence (individual methods of implementation of knowledge, skills, qualification and pedagogical activity);
- personal or professional competence (knowledge, skills and abilities for professional development and self-realization);
- communicative competence (knowledge, skills and experience in creative realization of pedagogical activity)

**Methodical structure of ways of development of pedagogical competence**

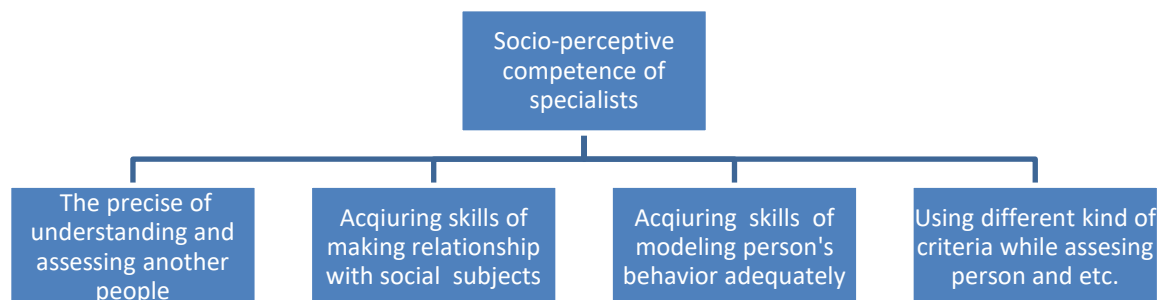
Professional competence may include competence of professional activities, competence of professional communication, and competence of an expert to represent his or her profession.

Competence of professional communication was differentiated by Derkach as followings:

- Communicative competence (ability to communicate with colleagues),
- Socio-perceptive competence (ability to perceive and evaluate other people),
- Differential and psychological competence (ability to differentiate individual psychological differences between people),
- Diagnostic competence (ability to learn the characteristics of other people),
- Moral competence (adherence of ethical standards required by the profession),
- Empathetic competence (empathy for team members, their understanding, and other components).

**Socio-perceptive competence** is the ability of subjects or people to perceive each other in communication, evaluate and understand emotionally and intellectually (**Vegerchuk I.E.**).

## The Structure of socio- perceptive competence of specialists



Future professionals should focus on the development of observational skills and perceptive, cognitive, reflexive, empirical, motivational and predictive aspects in order to build socio-perceptive competence. In order to gain social-perceptive competence in pedagogical activity and communication, the specialist has to own humanistic, socio-reflexive knowledge and skills, positive professional “I” image, personal characteristics like (intellect, will, training for empathy, observation, kindness, emotional tolerance, etc.).

Involving of socio-psychological training seminars, games, workshops and various practical activities, enhancing the role of professional practice, creating favorable conditions for each student to demonstrate his or her abilities and skills in pedagogical activities helps to form a socio – perceptive competence. This requires not only the acquisition of knowledge and skills in this area, but also the skills to communicate with people, the development of motivation, psychological training for professional activities.

### Criteria for Competence Assessment

Components of competence	Criteria for assessing competence
1. Preparation	Specific features, information retrieval and processing features, learning ability, typological features, etc.
2. Knowledge	Existence of stereotypes, knowledge, competence-based learning.
3. Experience	Problems and tasks that are close to competence
4. Relationship	Formation of relationships with oneself and others in relation to competence or activity competence
5. Consistency	The ability to control motivations for competence-related actions, persistence, determination, patience, and willingness to cope with the achievement of goals related to competence implementation.

The level of willingness to demonstrate competence can be measured by the following criteria: self-development and self-expression, career choices, marriage, and decision-making skills, willingness to respond to one's own life, self-determination, career skills and more.

## CONCLUSION

It is important not only to orient the learner's education but also the psychological readiness of the teacher to pedagogical activity. In such cases, it is important to pay special attention to the competence of the teacher. It requires making changes in education system and accepting competence approach as a conceptual basis, including the purpose, content, and form of teaching, teaching methods, pedagogical and informational technologies, controlling methods and so on. Also, it requires serious changes in the role of educator and learner. In order to build the professional competence of the teacher, it is necessary to make radical changes in pedagogical higher education. Even though it is difficult to abandon State Educational Standards in Higher education while specific efforts are being made to improve public education, curricula and textbooks, it may still be necessary to clarify the content of education.

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