

ORGANIZATION OF WAYS FOR FORMING SOCIAL COMPETENCIES OF STUDENTS IN PRIMARY CLASS LESSONS

Khakimova Nargiza Suphonovna

Bukhara State University

Associate Professor of the Department of Preschool Education, Doctor of
Philology (PhD)

Sidikova Dilnoza Bahodirovna

Student of Bukhara State Universiteti in the direction of “Pre-school education”

Annotation:The article shows activities aimed at developing the social competencies of primary school students, as well as ways to organize lessons and extracurricular activities.

Keywords:social competence, education, morality, culture of behavior, self-awareness.

As part of the school education reform in our country, special attention is paid to improving the performance of primary school students and developing vital competencies in them. Taking into account the dynamics of socio-economic changes in society, the most important aspect of educating the younger generation is the creation of conditions for children to master social skills and roles, and to form a culture of their social behavior. Today's processes of globalization, scientific and technological progress, and the need for an innovative society create many opportunities for young people. They face such vital requirements as quick decision-making, the formation of innovative thinking, increasing intellectual potential, and loyalty to national and universal values. Improving the content and quality of educational materials based on the requirements of the competency-based approach in the state educational standard and the effective implementation of advanced foreign experience in this area have determined that this is an even more important issue in the formation of social competencies. elementary school students.

Social competence is characterized by the presence of knowledge and experience in civic and social activities (playing the role of a citizen, voter, etc.), in the social and labor sphere (consumer, productive), in the family sphere. relationships and responsibility, economics and law, professional self-determination. This competency includes:

- compliance with social and moral norms: development of pride and patriotism for the country, hometown, school;
- acquisition of methods and skills of interpersonal communication with peers: readiness for collective forms of extracurricular activities, respect for adults at school and outside of school.
- the ability to make your own decisions.
- ability to choose consciously
- desire to understand your needs and goals; creating a state of success, an environment that evokes positive emotions.

Primary education includes a change in the social situation of the child's development. There is a transition to learning as a leading activity, which, in turn, introduces younger schoolchildren to social life. Success in educational activities and social interactions with others is ensured by new age-related patterns.

Thus, the social competencies of children of primary school age include:
know the basic moral norms of communication and behavior in society;
know methods of preventing and constructively resolving conflicts.

The second component – motivational and value – includes the following indicators:

- the ability to adequately evaluate oneself, one's abilities and the reasons for success/failure;
- the ability to express an adequate emotional reaction to current events;
- the ability to empathize, feel, understand oneself and another person;
- emotionally positive attitude towards the cooperation process.

The next component of social competence of younger schoolchildren – activity-based – assumes the following:

- ability to listen to other people and communicate;
- the ability of children to cooperate with each other, coordinate their actions and take into account the partner's opinion;
- ability to work in a team and follow the rules adopted in the team;
- ability to negotiate and find a common solution;
- be able to find the right way to resolve the conflict;
- the ability to behave in accordance with moral norms and rules of conduct accepted in society.

Taking into account these indicators, the following levels of development of social competence are distinguished:

- **short**, characterized by a low level of personal education necessary for effective social interaction;
- **average**, some indicators of social competence are sufficiently formed and can create the basis for success in socially significant activities or interactions, while others are at a low level of development and complicate social interaction;
- **high**, characterized by the achievement of sustainable development of personal development at all ages, which ensures success in social activities, that is, the rate of development of all important components of social competencies is high depending on age.

An analysis of psychological and pedagogical literature on the problem under study and an experimental study with the participation of primary school students showed that the poor development of social skills in children is manifested in:

- 1) low interest in learning;
- 2) the presence of anxiety, tension, and emotional limitations in children during school hours;

3) in the conflictual nature of relationships with peers, the inability to rejoice in the success of another;

4) the predominance of non-verbal forms of communication among classmates, which harms verbal communication;

5) inability to use knowledge of norms and rules of behavior in real communication.

Thus, there is a need for specially organized social and pedagogical activities aimed at the formation and development of social skills of younger schoolchildren.

It is also necessary to note the features of working with students in each year of primary school. Thus, when working with first-graders, the teacher should pay attention to the child's involvement in school activities and the formation of a trusting relationship between the student and the teacher. Therefore, it is important to pay more attention to small group communication and individual conversations. The student himself should know the result of the first course.

Classes with second-graders are aimed at suppressing selfishness in children and developing positive character traits. The result of the second course should be the formation of stable friendships in the class team. Joint games, conversations and role-playing games help children understand that they are a friendly group.

The third year is the most important. Children must make their own decisions, analyze their own activities and actions. Here is "Me and others. I am in the eyes of others", "A kind person lives a good life", "How we resolve conflicts" and so on. The result of all educational work on working with third-graders and developing their social competencies is that children acquire a system of knowledge about the methods and rules of behavior in society, the ability and experience of establishing friendly relations between people.

Lessons "Learning to live without conflicts" help children learn some rules of conflict-free communication and conflict resolution, and also help children gain positive experiences of social interaction. It is important for children to learn that a

person feels better in a group where people know how to communicate with each other.

Typically, the structure of each lesson consists of three parts:

1. Introductory part: a greeting ritual, the purpose of which is to establish a positive emotional connection with children and form their attention to their peers. The warm-up also includes exercises that help prepare for work, increase children's activity level and build their cohesion in the group.

2. The main part includes games, conversations, discussion of problem situations.

3. Final part: conclusion (reflection), farewell ceremony.

This program is designed for one academic year, is offered to students in the 3rd grade of a secondary school and is implemented during the educational process. The following people take part in the implementation of the program: students, class teacher, social teacher, psychologist.

The content of work on developing social competencies among students is presented in the following table:

Direction	Learning Objectives	Events
"We and our class"	<p>creating a comfortable atmosphere in the classroom, establishing communication between children;</p> <p>develop children's desire to cooperate in joint activities, help children actively participate in classroom and school life;</p> <p>develop skills of partnership, care and mutual support.</p>	<p>Introductory lesson "Let's get to know each other."</p> <p>Lesson "How good it is to be friends with you!" In the form of a small circle</p> <p>Lesson "When my friends are with me."</p>

"If you're kind"	fostering mutual respect, treatment, the ability to feel and understand oneself and another person; developing students' ability to act in accordance with moral norms and rules of behavior; develop self-esteem, which is aimed at analyzing one's own behavior and the actions of others.	Lesson "Be kind." Team competition "Tournament of experts on etiquette and standards of behavior." Lesson "Respect yourself - respect others" Promotion "Day of Good Surprises".
"Learning to live without conflicts"	teach children to treat each other with respect, learn some rules of conflict-free communication and ways to resolve conflicts; develop constructive conflict resolution skills to help children have positive experiences of social interaction; achieving harmony within the group, understanding the individual "I" as part of the common "We".	Lesson in the form of a series of ideas "How we resolve conflicts." The final lesson is "We and our class."

This program creates a collaborative atmosphere in the classroom that helps children feel valued and fosters friendships and respect for other children. This is achieved by organizing activities such as special real and imaginary situations, including peer mediation, dramatizations, discussion of problem situations, and games. In classrooms, the teacher models behaviors that promote positive self-esteem, constructive conflict resolution, and cooperation. It should also be noted that in communication between a teacher and children the following standards should be observed:

- listen to the child's opinion to the end;
- do not make decisions for him, but encourage him to do it himself;
- be open and accessible to students;
- The relationship between teacher and student should be built on the basis of mutual respect, trust, fairness and exactingness.

To summarize, socio-pedagogical activities for the formation of social competencies involve the organization of an educational process aimed at the comprehensive development and education of a socially competent individual, ready for constructive cooperation and socially significant activities. It is very important for a teacher to understand the need to work to develop students' social competence from the initial stage of education. The development of social competencies allows students to have experience of successful social interaction both in educational activities and in public life. His development as a citizen depends on how effectively the student can demonstrate the connection between personal interests and the needs of society, form his own value system, and cooperate with people and the world around him. Thus, further study of the social competencies of primary school students is very relevant and requires the search for new forms and methods of their formation in the educational practice of secondary schools.

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