

# Formation of social competences of elementary school students in extracurricular activities

*Nargiza Hakimova*<sup>1\*</sup> and *Nargiza Dilova*<sup>1</sup>

<sup>1</sup>Department of Preschool Education, Bukhara State University, 200100 Bukhara, Uzbekistan

**Abstract.** This article reveals the essence of social competence, its definitions, pedagogical aspects of the formation of social competences of younger students in extracurricular activities. When a student comes to school, he is faced with the task of mastering the school curriculum, as well as personal development. The outcome of personal development is the willingness and ability of students to develop themselves and to determine their personal self; leads to the formation of axiological relations that reflect their motivation for education and targeted cognitive activity, a system of important social and interpersonal relations, personal and civil positions in the activity.

## 1 Introduction

General Secondary Education At the heart of the State Education Standards is a competency-based approach characterized by an individual focus on each student. The student's personality is formed and developed during the educational process, which aims to form social competences in students during the educational process.

When a student comes to school, he has the task of mastering the school curriculum, as well as personal development. The outcome of personal development is the willingness and ability of students to develop themselves and to determine their personal self; leads to the formation of axiological relations that reflect their motivation for education and targeted cognitive activity, a system of important social and interpersonal relations, personal and civil positions in the activity.

Social competence is considered as social skills (obligations) and gives a person the opportunity to fulfill the norms and rules of the society in an adequate (mutually compatible) way.

Social competence consists of knowing the norms and rules of communication and behavior in society, organizing effective interactions with other people, knowing one's own personal characteristics that contribute to success, striving to show oneself in socially approved activities. .

Primary school age is an effective age for the development of social competence, during which students experience changes in motivational, cognitive, emotional and behavioral areas, in their interaction with others, and in the development of their moral, mental and physical aspects.

---

\* Corresponding author: [r.a.quldoshev@buxdu.uz](mailto:r.a.quldoshev@buxdu.uz)

## 2 Literature analysis

The modern educational process is aimed at forming and developing the personality of a student who is able to integrate into society on the basis of the culture of behavior, social norms and values learned at school, forming the worldview of students and determining their own future. The result of the educational process in the modern school is the competence of the graduate.

Let's see how different authors define the concept of "social competence".

G.K. Selevko gave the following definition of competence: "Competence is an integral quality of a person based on knowledge and experience gained in the process of learning and socialization and manifested in the general ability and readiness for activity aimed at independent and successful participation in activities"[1].

A.V. Khutorsky defines competence as a person's possession of appropriate powers, including a personal relationship with him and the subject of activity. He defines competence as "a complex characteristic of a person that reflects the result of subjective acquisition of knowledge, skills, relationships, which is manifested in the readiness and ability to make responsible decisions in an autonomous socially oriented situation" [2].

In general, competence is the quality of a person characterized by the presence of certain knowledge, skills and abilities necessary to perform activities in a certain field.

Social competence is a system of knowledge about social reality and oneself, a system of complex social skills and interaction skills, behavior in various social situations [3].

Social competence is the quality of integrated personal education, which includes knowledge, skills, abilities and abilities that are formed in the social process and allows a person to quickly adapt to society and interact effectively with the social environment.

Social competence is a psychological aspect of strengthening the mental health of a person with specific characteristics at different age stages. Social competence is determined by the level of knowledge and skills, personal characteristics that contribute to a person's adaptation to society and self-awareness [4].

## 3 Results

Despite the fact that there are different definitions of social competence, social competence means, first, that it reflects the interaction of the individual and the social environment; secondly, it refers to the formation of methods of interpersonal interaction of a person, which can be carried out by observing personal social experience, customs, community relations or acquiring knowledge; thirdly, it is an integrative characteristic consisting of several components; fourth, it means that one's goals and needs are related to the goals and needs of another person, a group of people, and society as a whole.

Thus, social competence includes:

- understanding the need to accept certain social norms;
- realizing the need to expand special knowledge and skills to achieve a high level of adaptation;
- to understand and adequately assess one's own opportunities in this situation to achieve the expected result;
- the ability to actualize personal experience in relation to a specific situation;
- to determine the possible and most effective methods of activity, behavioral options;

- willingness to accept personal responsibility for choosing one's own behavior in the context of social interactions.
- Socio-professional competence is the formed motives, value orientations, personal characteristics, functional knowledge, conscious skills that ensure successful solving of problems of social interaction, adaptation and self-awareness in professional activity. and an integral system of abilities.
- Social-psychological competence is an understanding of the variety of social roles and methods of interaction, the ability to solve interpersonal problems and the ability to control oneself in conflict situations.
- Social competence consists of the following components:
  - motivational-emotional, including relation to another person as the highest value, manifestation of affection, attention, care, help, compassion;
  - cognitive, the ability to know another person, to understand his characteristics, interests, needs, to notice changes in mood, emotional state;
  - behavior, choosing appropriate situations, communication methods, examples of morally valuable behavior

**Table 1.** Structure of social competence

<b>Criteria Components Indicators</b>	<b>Criteria Components Indicators</b>	<b>Criteria Components Indicators</b>
<b>Motivation</b>	Relationships expressed through motives and values	The desire to express oneself in socially approved activities; the superiority of motives for success; the value of creativity; valuing the attitude towards oneself and another person.
<b>Awareness of effective social interaction techniques</b>	knowledge	Knowledge of norms and rules of communication and behavior in society; to know effective methods of interaction in activities; to know their personal characteristics that contribute to success.
<b>Formation of orientation skills in socio-cultural space</b>	social behavior skills and competencies	Formation of socially significant activity skills and methods; communication and interaction skills in academic and extracurricular activities; emotional self-regulation skills; owning the means of organizing one's behavior; behavioral skills in problem solving.

In the studies of a number of authors, there is a commonality about social competence, which makes it possible to distinguish the following components of the social competence of a young student:

- cognitive (knowledge) - a person has a set of knowledge about the specific characteristics of interaction and a set of skills that ensure effective interaction with people;
- motivational-a person has the need to interact and communicate with other people, to show himself in socially acceptable activities, to be ready to have a positive attitude towards the interlocutor;
- operational-behavioral (activity) - a person has a set of communicative abilities, the desire and ability to understand others and be understood by others, the possession of different communication styles and the ability to use them in accordance with the situation[5].

In the formation of social competence in children of primary school age:

- motivation for success develops in primary school students;

- in the process of intensive development and qualitative change of the cognitive sphere, the child learns to regulate his behavior arbitrarily;
- the child develops the ability of adequate self-assessment, which is an important component of social competence;
- children of primary school age form a new type of relationship with other people, children learn social norms, get closer to their peer group and develop the skills of constructive interaction with others.

Thus, social competence is knowledge of the rules of interaction in society, the ability to act in accordance with these rules, and the desire to communicate with other people. We understand the social competence of a junior high school student as the knowledge, skills and abilities that allow the student to successfully communicate with peers and adults. Social competence consists of the following components: knowledge (knowing the norms and rules of communication and behavior in society; knowing effective methods of interaction in activities; knowing personal characteristics that help to achieve success), motivational (self in socially approved activities the desire to manifest; the dominance of success motives; the value of creativity; a valuable attitude to oneself and another person) and activity (formation of socially significant activity skills and methods; communication skills and academic and extracurricular interaction in activities; emotional self-regulation skills; having the means to organize one's own behavior; behavioral skills in problem solving) [6].

Activities for the development of social competence in extracurricular activities to develop motivation, self-discipline, positive attitude towards oneself, high self-esteem and the ability to act constructively in difficult situations in young students. must be implemented.

## 4 Discussion

The importance of organizing the process of developing the social competence of a young student in extracurricular activities is that it is a process of freely choosing the types of activities expressed in satisfying the child's interests, desires, inclinations and contributing to his socialization and self-management. . The content of educational programs in additional educational institutions for children is aimed at providing psychological and pedagogical support in the individual development of children; creation of necessary conditions for children's personal development and adaptation to society; development of social and communicative competences[7].

The content of the process of social competence development should reflect the chains of interactions between the junior student and peers, adults, using forms that contribute to the development of the components of social competence.

The form is a stable structure, a method of organizing the educational process. The main types of forms of extracurricular activities in general education schools:

- circles;
- clubs;
- games;
- concerts;
- exits;
- excursions;
- hiking;
- Saturdays [6].

In order to successfully implement forms of social competence development of young students in extracurricular activities, the following requirements must be met:

- clear formulation of the purpose of activity;

- creating a comfortable social and psychological environment;
- actively involve the teachers of the educational organization in discussing work plans and problems in school life;
- introduction of forms suitable for the age characteristics of students into the educational process.

The conditions for the formation of social competence of young students can be divided into pedagogical and organizational aspects.

Pedagogical conditions include: differentiation and individualization of the process of formation of social competences, cooperation, organization of subject-subject relations, creation of a situation of success, creation of communicative situations.

Organizational conditions include: taking into account the conceptual principles of social competence formation; cooperation in the field of education; development environment; combining education and extracurricular activities; integration of subjects taking into account the development of social competence; ensuring the role of the teacher as an assistant, not the main source of knowledge.

It is important to create conditions for the development of social competence of young schoolchildren, to form needs and values, to direct students to positive relationships with their peers and adults [8].

Social competence of a young student is an integral personal characteristic that reflects the recognition of one's own and other's value, cooperation with children and adults; knowing the rules of behavior and interaction, treating people of different ages and cultures with respect, ways to get out of conflict situations manifested in responsibility for the results of one's actions and activities.

Work on the development of social competence cannot be limited to one-time events, it must be systematic. A young student should be introduced to traditions, rules of behavior, norms of interaction with peers and adults in various life situations. It is also necessary to work on unifying the children's team, to involve children in the development of rules of interaction, to discuss different situations of interaction with children and strategies for behavior in them.

Knowledge does not provide a person with competence in society. A child who knows the rules does not always adapt to school life. Must have the ability to apply existing knowledge. This is ensured by the availability of skills and the formation of skills. Social skills and abilities are formed in the experience of the child, in specially organized activities. The experience of active social interaction is important for the development of social competence. It is important to teach the young student how to communicate, organize work together, divide tasks, resolve conflicts, listen to others, ask for help, etc[9].

## 5 Conclusion

Thus, extracurricular activities are a part of the educational process that solves the problems of organizing students' free time, educating them and socializing them. To develop social competence in extracurricular activities: class meetings, discussions, workshops, clubs, studios, clubs, games, quizzes, concerts, competitions, excursions, project activities, etc.

## References

1. G.K. Selevko, Public education **4**, (2004)
2. A.V. Khutorsky, Public education **5**, 55-61 (2003)
3. A.A. Bodaleva, Psychology of communication. Encyclopedic dictionary. (Moscow, Kogito Center, 2011)

4. N.V. Kalinina, Psychology of innovative management of social groups and organizations. Moscow, Kostroma, 146-148 (2001)
5. H.N. Supkhanovna, merican Journal of Social and Humanitarian Research **3(10)**, 247-249 (2022)
6. O.R. Avezmurodovich, European Journal of Research and Reflection in Educational Science **45(8)(8)**, (2020)
7. A.R. Qo'ldoshev, Psychology and Education Journal **58(1)**, 4981-4988 (2021)
8. R.A. Qo'ldoshev, Boshlang'ich cinf chapaqay o'quvchilarini yozuvga o'rgatishning metodik acoclari (pedagogika fanlari bo'yicha falcafa doktori (PhD) diss.). (Buxoro, 2021)
9. R. Kuldoshev, M. Nigmatova, I. Rajabova, & G. Raxmonova, E3S Web of Conferences **371**, 05069 (2023)