



Technologies For Developing Social Competence of Future Primary Class Teachers

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ABSTRACT

In this article, the technologies for developing social competence in the training of future primary school teachers are studied.

Keywords:

Social competence, technology, tool, form of education, heuristic education, design technology

The reforms that are being carried out to develop the content of the educational system, to improve the quality and efficiency of innovative teaching technologies, have expanded the possibilities of humanizing education and using person-oriented approaches in teaching biology. On April 29, 2019, Sh.Mirziyoyev, the President of the Republic of Uzbekistan, said at the "Concertation on the Development of the Public Education System of the Republic of Uzbekistan until 2030": "Higher education based on the introduction of international standards for assessing the quality of education and teaching to increase the quality and efficiency of institutions' activities, to stimulate scientific research and innovative activities, to create effective mechanisms for the implementation of scientific and innovative achievements" is defined as an important task.

Taking this into account, we will present the technology of developing the social competence of students by means of educational forms and technologies. For this, we use the following forms of education:

Academic forms of education: lecture, laboratory, qualification practice, pre-graduation practice, graduation work.

Innovative forms of education: circle, excursion, combined lesson, lesson-conference. During lecture sessions:

Problem-based learning technology is based on the creation of problem situations and educational tasks created by them. The essence of problem-based education is the creative assimilation of knowledge, which consists of four stages of the student's scientific creativity: posing a problem, searching for a solution, narrowing down the solution, creative application of knowledge (acquired by the student).

In the lecture sessions, we worked on the methods of creating a problem lesson structure, developing and applying problem tasks, and creating problem situations.

In practice:

In the process of teaching future elementary education teachers, practice was conducted in the form of an excursion lesson. In this case, internships were conducted in secondary schools. Two supervisors are appointed for the practice in the educational institution and in production. In this, practice is mainly carried out in the form of lesson-conference and binary education. In both cases, the technology of differential education is used.

Differential education technology. There are different ways of using classification (differentiation) in teaching in the educational theory and practical activities of school teachers who use this technology. Differentiated educational technology levels are considered modern modified technology of full mastery. Nevertheless, the most effective ways of implementing differentiated educational technology in the process of practice are being sought. In our experiment, we tested two options for rational use of the differentiated approach.

Thus, the practice serves as a basis for the development of social competence of the future elementary school teacher and defense of graduation work.

In circle exercises:

The development of social competence of teachers is carried out using heuristic educational technologies in circle classes.

Technology used in the circle: heuristic learning technology.

Heuristic pedagogical technologies imply the use of tasks aimed at the organization of productive activities, the use of a system of problem-development methods of teaching, the search for new types of activities that require independence in decision-making, creativity. The organizational forms of education are: combination lesson, lesson-conference, creative work, competition work. As teaching methods: methods that develop creative thinking, tasks of searching for information in solving problems, independently searching for ways to achieve goals, tasks of applying knowledge and skills in new, non-traditional situations.

When using heuristic pedagogical technologies, students develop professional and personal skills, for example, balance, stress resistance, self-awareness motivation, creativity, creativity. This teaching method is often used to explain new material.

Heuristic technology is usually used according to an algorithm. Asking questions to students during an explanation or conversation - leading them to a correct understanding of the material - forming independent learning of concepts, concepts, laws, conclusions, etc. However, it is

more productive to conduct "heuristic lessons" as a holistic effective method in learning any subject.

Heuristic model of teaching. "Heuristics" is translated from Greek and means "to find", "to discover". The doctrine of the heuristic system was widely used by Socrates. The scientist helps the interlocutor to independently find a solution to the problem by asking special questions and reasoning. In this case, the truth helps not only the student, but also the teacher to solve the problem.

In a general sense, heuristics is a science of creativity, creative activity of people, its goal is to achieve qualitatively new results. Heuristics are also used in cybernetics, psychology, forensics and other fields.

Heuristic education is education aimed at the student's learning of his own personal content, goals and structure of education, as well as preparation for its organization, diagnosis and understanding process A.V. Khutorsky [147] is considered.

Heuristic learning differs from problem-based learning. The goal of problem-based education is to master the given subject material by the students through the solution of the tasks given by the teacher. The problem-based learning method is based on the teacher directing students to the solution of a certain problem. A heuristic approach to education is based on the empowerment of problem-based learning, as it guides the teacher and student to achieve a previously unknown outcome.

The main results of education are not transmitted to them from the outside, they are shown from the inside according to the individual abilities of the students.

The purpose of heuristic education is special, it is the activity of the participants of education - the development of the individual capabilities of students, and the activities of the teachers - the creation of an educational product.

The main difference is that in heuristic education, the object of study of educational activities is not only problems and issues, but students themselves, their individual personal potential, creative, cognitive, reflexive and other types of practical and activities. Heuristic education leads to the development of

professional training not only of students, but also of teachers who organize the educational process in the situation of "not knowing" science (truth).

Heuristic education also differs from developmental education (V.V. Davidov, L.V. Zankov) because it defines and solves a qualitatively new task, i.e.: not only the student's, but also his developmental goals, which are part of the educational movement trajectory, develops technologies and educational content.

The result is creativity, individual abilities, independent activity.

Effective use of heuristic pedagogical technology in the educational process serves to develop students' social competence.

When preparing a thesis:

When writing a graduation thesis, students are taught to work with literature, effectively use Internet technologies, and work with software tools to create charts and diagrams. In this, the research method is mainly used.

The research method develops the use of acquired knowledge together or in individual activities, independent critical thinking, scientific analysis of the problem, and creative research. Encourages a scientific approach to problem solving in a culture of interaction, creativity and collaborative creative activities.

Using the research method, students' social competence is gradually developed in the process of writing a graduation thesis:

In the manual "Methodology and technology of teaching zoology" (grade 7) by O. Mavlyanova, S. Najjimov, M. Nishanboyeva, it is noted that educational technologies consist of processes that stimulate the rapid formation and identification of students' personal qualities in certain conditions. that is, educational technologies are a systematic network of educational methods, tools and forms that increase the effectiveness of the educational process and form the activity of students.

In the study conducted by L.A. Koreshkova, the directions of implementation of important directions in editorial by using a set of editorial technologies are highlighted:

- assessment of students' knowledge, skills, qualifications, educational competences, development of their educational activities;
- the student's ability to use influence tools that encourage independent acquisition of knowledge, skills and competencies, educational competencies;
- considering the complex of educational technologies as a system implementing the new educational paradigm [120].

A complex approach to the use of educational technologies allows to systematize the organization of a comprehensive educational process in order to realize the goals of general secondary education and increase its quality. The Complex approach is consistent with the person-centered paradigm of modern humanities, which is in stark contrast to traditional education. At the same time, it raises the learning process to a higher level, because the complexity helps to create favorable conditions for the self-realization of the individual by increasing his potential and realizing the existing abilities. We agree with R. N. Garonyuk's opinion that "the complex of educational technologies helps to ensure the levels of creativity and creative thinking of every student" [114].

Development of social competence of future elementary education students is carried out using design technology. All forms of education, such as lecture, practical, laboratory, circle, are conducted using the same design technology.

Among the various directions of modern methods and technologies, the method that achieves the most optimal goals is the design method. The design method is an educational system that equips students with knowledge, skills and abilities in the process of developing, planning and implementing increasingly complex practical problems.

Students implement projects on a wide range of problematic professional issues: creative, informational, communication. The value of this technology is the use of their independent design activities as the main means of student development.

The effectiveness of the design technology is based on the following reasons:

- design technology is person-oriented, in which the aspect of educational development leads to professional education;
- education in the process of project implementation is motivated by the person himself, which, in turn, increases interest in him and commitment to work in the process of execution of the work;
- the hierarchy (levels, sequence) of "teacher-student" relations in design technology is fundamentally different from traditional educational methods.

A high level of motivation of students in the implementation of the project is one of the main conditions, which determines the high efficiency of this method. When using the design method, students develop communication skills, teamwork, hard work, responsibility, self-confidence, learning, adaptive thinking, process development management, analytical skills, understanding, diagnosis, motivation and self-esteem. self-education basis competence is formed.

The essence of the design activity technology is to increase students' interest in certain problems, to develop students' learning abilities, to increase the possibility of independently designing and directing their knowledge to the information space. Such projects have a collective character and reflect several types.

Design technology is a purposeful, independent activity of students under the guidance of the teacher, based on the interaction between the teacher and the students. In the process of working on the educational project, he awakens a positive emotional mood of all students and establishes a partnership dialogue based on equal rights and trust. The essence of this technology is to stimulate the interest of children in certain problems, who intend to acquire a certain amount of knowledge and apply the knowledge gained through design activities. this project is intended for students to work individually, in pairs, in groups for a certain period of time.

If a student wants to receive information and process it, he is required to indicate a possible source or be a source of information himself. If the learner has the knowledge and skills to use

in their practice in the future, the learner coordinates this process, encourages learning, and provides constant feedback. The student tries to acquire communication skills, and the teacher invites the students to debate without expressing their personal opinion.

In this, the role of the student changes - he becomes a real organizer who works together with students, helping to move to real cooperation in the process of acquiring knowledge, not just a carrier of knowledge [125].

The project organized within the framework of the designed model is the organization of communicative interactions of future elementary school teachers with different categories of parents, access to their business world and situational emotional state, qualified psychological and educational support. demonstration, ensures the development of the ability to draw on the most effective methods, which is part of their future professional activities.

In the course of the project, the future elementary school teachers will acquire the skills to work with various information, learn to be critical, and have adequate knowledge necessary to solve a specific professional problem. selects data.

It should be emphasized that project technologies, as well as contextual technologies, help to eliminate the stereotypical idea of education and interaction between parents, to eliminate the "above" resolution, to read this resolution. helps to change and allows to reorient future teachers from work in the system of "Parents-school assistant" to the work position in the system of "Cooperation between school and family based on trust and mutual support". In addition, the participation of students in project activities expands students' understanding of the peculiarities of establishing relationships with their families, increases their worldview, and deepens their knowledge of the current problems of families and parents of various categories.

It should be noted that the participation of future elementary school teachers in this type of project activities, the teachers' adherence to

the principles of cooperation, impartial leadership and the high level of their professional skills, the effectiveness of the formation of integration skills and competencies provides.

In addition, it is necessary to pay attention to the practice of students in organizing the process of forming the competence of future elementary school teachers to establish cooperative relations with students' families. Such practice should be organized not only within the educational process, but also within the voluntary activities of students.

Development of social projects in the modern conditions of the implementation of the state's social policy involves taking into account blind factors, which requires their participants to have blind branch knowledge, to involve blind specialists in the development of projects: social workers, employees of guardianship and guardianship bodies, riskologists, representatives of law enforcement agencies,

rehabilitologists, defectologists. In case of their absence, the functions of various social specialists will have to be performed by the direct participants of the project being created. Thus, the outlook of future elementary school teachers will expand and their ideas about related professions, interaction with various specialists and attitude to work will expand.

Editorial technology involves four main steps, which correspond to four years of study at the Higher Education Institution.

Within the framework of the established model, the editorial technology of its introduction in HEIs was developed. This technology is the step-by-step implementation of variable programs corresponding to the main tasks that arise at each step of their professional training (Table 1).

Pedagogical technology of forming the competence of future primary school teachers to establish cooperative relations with students' families

Table 1

Referral stage 1st course	The stage of directing students to future professional activities Inclusion of tasks aimed at eliminating stereotypical practices of working with students' families in educational courses in general professional subjects Motivational training for the professional activity of teachers, training on tolerance and empathetic, analytical and creative skills
Adapted level of formation	
Reproductive stage 2nd course	Formation of the imitative-reproductive level of communication competence; creating conditions for the development of communication skills; teaching the influence technique of mutual communication
Imitative-reproductive and constructive-developing levels	
Quasi-professional stage 3rd course	organizing and conducting trainings on communicative competence, developing a conscious desire to help people the stage of studying specialized subjects using active teaching methods; organization of interdisciplinary relations reflecting the role of the teacher in the formation of cooperation between the school and the family; protection of individual projects, social projects,
Constructive-developing and initiative-forming levels	
Professional effective stage 4th course	Protecting practice reports, Teaching reflexivity of professional activity The stage of practical training of graduates on the use of personal resources in establishing cooperative relations with students' families; research projects.

As part of the practical implementation of the developed editorial technology, we held trainings in the scientific circles of students in the process of formative recreation. In the lesson, students performed scientific research, the topics of which are related to the topics of the central course, aimed at forming cooperation in establishing cooperative relations with students' families.

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