THE NEED FOR THE FORMATION AND DEVELOPMENT OF STUDENTS' SOCIAL AND SPECIAL COMPETENCES

Asilbekov Nurjon Bakhtiyorovich -
Associate Professor of the Tashkent Institute of
Textile and Light Industry

Abstract. This article examines the content of the formation of socially specific competence and the didactic features of its development. If the concept of competence is general in relation to the individual, then competence has an individual character. The main criterion of competence is determined by the result of productive activity, competitive training of personnel.

Keywords: competence, knowledge, skills, qualification and professional competence, individuality

Introduction.

The main goal of the education system in the modern period is the preparation of mature, socially active, professionally competitive specialists with modern knowledge and skills. To do this, it is necessary not only to equip students with theoretical knowledge, but also to form and develop their socially specific competence. This type of competence is an important factor in ensuring the effectiveness of professional activity in a social context.

1. Contents of socially specific competence. Socially specific competence is a student's ability to understand social processes in their professional field, effectively interact with them, manage social relations in a professional environment, and work in a team.

This competence consists of the following components:

• Social knowledge (fundamentals of sociology, psychology, cultural studies);

• Moral and normative views (ethics, professional culture);

• Communicative competence (professional speech, teamwork);

• Problem solving skills (understanding socio-economic problems and finding solutions).

2. Basic principles of developing socially specific competence. When developing socially specific competence, it is important to adhere to the following didactic principles:

• The principle of integrity: ensuring the connection of general education subjects with professional ones;

• The principle of activity: encouraging independent thinking and problem analysis by students;

• Dialogue learning: establishing a free exchange of ideas between students;

• The principle of reflection: analysis of the results of educational activities, development of self-assessment skills.

3. Didactic features and educational technologies. The following didactic features and innovative technologies play an important role in developing students' social and specialized competence:

Didactic features:

• Practical focus: theoretical knowledge is supported by practical assignments;

• Contextual learning: the content of education is based on real professional situations;

• Personally-oriented approach: an individual approach to each student;

• Interactive methods: the use of such methods as "Brainstorming", "Role play", "Discussion", "Case study", "Debate".

Educational technologies:

• Competency-oriented learning;

• Modular educational technology;

• Problem-based learning;

• Use of information and communication technologies (ICT).

4. Development paths. The development of social and specialized competence should be carried out in the following areas:

• Adaptation of curricula and programs to modern social needs;

• Strengthening interdisciplinary integration;

Organization of professional and practical classes, seminars and trainings;

• Organization of education based on interaction with the industrial and social environment;

• Involvement of students in social projects and volunteer activities.

Socially specific competence is the ability of a student to function effectively in society, perform professional tasks in harmony with the social environment, acquire communicative, ethical, cultural and professional skills.

Mechanisms for developing students' socially specific competence:

1. Formation through the content of education. Updating curricula: integrated disciplines covering social and professional competencies (e.g. «Professional Ethics», «Social Psychology»).

• Modular training: teaching analytical thinking based on professional situations.

• Development of critical thinking, ethical decision-making skills.

2. Teaching practice and project activities. Working in a real social environment through professional practices (practices).

• Projects and startups: student participation in their own social initiatives.

• «Learning through service»: student participation in collective social projects.

3. Coaching and mentoring system. Guidance on personal and professional development with the help of mentor teachers.

• Working in partnership with youth leaders, student associations and community activists.

4. Organization of the social environment and student life

• Activities of social and psychological services.

• Student clubs and circles (debates, theater, leadership training).

• Participation in volunteer and community work.

5. Implementation of information and communication technologies.

• Digital competencies: Internet culture, responsible participation in social networks.

• Creation of personal educational trajectories through distance and blended learning platforms.

Expected results:

• Students develop a sense of social responsibility.

• Their readiness for professional roles and tasks increases.

• Skills of free and reasoned expression of their opinions and teamwork are developed.

• They grow up as individuals who are not indifferent to social problems and have a civic consciousness.

Social and specialized competence is a set of social and specialized knowledge, skills and qualifications necessary for a student to effectively carry out professional activities. This is a set of necessary knowledge, skills, qualifications and behavior patterns that ensure the successful functioning of a person in society and in his professional activities [1]. This type of competence is manifested in two main areas: firstly, a person's behavior in a social environment, relationships with other people, the ability to work in a team; secondly, the skills and moral

qualities necessary for his specific activities in a professional direction. Competence is knowledge in a particular area. «Competence» (Latin competense - I can, I am worthy, worthy): the scope of powers, rights and responsibilities of a certain state organization (local government body) or official, determined by law, regulation or other document, a set of knowledge and experience in a particular area [2]. The social content of this concept is very broad, it is used in almost all areas of production. Competence is equal to a set of modern requirements for the activities of specialists in various fields, and its history of origin is associated with management theory, management practice, directing the work of senior and junior employees in the production process to the set goals and efficiency. It is necessary to note the name of David McClelland as the founder of the competence-based approach to personnel management. The scientist studied the psychological aspects of the characteristics of the production process and is recognized as the founder of the theory of integral integration of specialist motivation with the production process and goals [3]. Historically, the following stages are distinguished in relation to the introduction of the concept of «competence» into the education system and the acceptance of its significance: At the first stage (1960-1970s) - the concepts of «competence» and «competence» entered scientific circulation, the rules for their application and features of application were determined. The term «competence» was first used in 1965 by N. Chomsky, a lecturer at the University of Massachusetts.

The semantic scope of this word today is very broad, and in fact this word means «coherence», «compatibility», «adaptability to something», «adaptation».

Today this word most often means «a set of universal, that is, general characteristics and requirements for conducting activities suitable for everyone».

An analysis of pedagogical and psychological literature and scientific research made it possible to identify various meanings of the concept of «competence» [4]. These are:

- the ability to solve production problems;

- the ability to apply knowledge and skills in specific situations;

- a set of requirements imposed by an organization on an employee in order to form high-quality activities of the subject; - compliance of the employee's behavioral norms with the requirements of society;

- a set of knowledge, skills and competencies (KSCC), abilities, motives, personality, communication skills and other concepts;

- the employee's readiness and ability to perform quality work;

- responsibility and authority for job responsibilities;

- knowledge, skills and competencies, professionally important qualities, in combination with the organizational context;

- a deep understanding of professional experience;

- a set of personal characteristics, individuality;

- criteria for effective production activities;

- creativity, etc. [4]. Scientific research on this topic is also described in the study by G.K.Masharipova [5,6,7].

In modern society, socio-economic and cultural changes, global integration processes, increased competition in the labor market require from students not only professional knowledge and skills, but also social and special competencies, such as social responsibility, communication skills, flexibility.

1. Meeting the requirements of the new generation. Today's young generation may be proficient in information technology, but this is not enough. They must:

• be able to work in a team;

• be able to conduct intercultural dialogue;

• be able to make ethical choices.

This requires the harmonious development of social and special competencies.

2. Competitiveness in the labor market. When choosing a specialist, modern employers pay great attention to:

• initiative and leadership;

• the ability to solve problem situations;

• the ability to combine professionalism with social values.

Thus, not only theoretical knowledge but also personal and social competencies play an important role.

3. Social responsibility in professional activity. Most professions require direct work with people. In this context:

• ethics and culture of communication;

• empathy and communication skills;

• respect for cultural and national values;

• play an important role in the development of a student as a qualified specialist.

4. Formation of a civic position against the background of global problems. Young people who are not indifferent to such global problems as climate change, migration, social inequality,

and who have an active civic consciousness are the key to a stable society. This requires the formation of:

• critical thinking;

• social awareness;

• initiative skills in the educational process.

Conclusion. The development of students' social and special competence is not only an important area of professional training, but also the basis for preparing a person for public life. Efficiency can be achieved with a harmonious combination of didactic approaches and educational technologies in this regard. Therefore, it is necessary to pay special attention to the development of social and special competence in the preparation of a social, spiritual and professionally competent specialist.

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