

**EFFECTIVENESS OF IMPROVING TECHNOLOGIES FOR THE DEVELOPMENT
OF SOCIAL COMPETENCE OF FUTURE EDUCATORS**

*Khalilova Dilnoza Furkatovna,
Tashkent State Pedagogical University*

Annotatsiya:Maqolada maktabgacha ta'lim tashkiloti bo'lajak tarbiyachilarining ijtimoiy kompetensiyalarini oshirishning asosiy shartlari ko'rib chiqilgan. "Kompetensiya", "ijtimoiy kompetentsiya", "kasbiy kompetentsiya" tushunchalariga ta'rif berilgan. Maktabgacha ta'lim tashkilotlari bo'lajak tarbiyachilarining kompetensiyalarini oshirishga yordam beradigan ijtimoiy kompetensiyani rivojlantirishning pedagogik shartlari va texnologiyalari ko'rib chiqilgan.

Abstract:The article examines the main conditions for improving the social competence of future preschool educators. It defines the concepts of "competence", "social competence", "professional competence". It examines the pedagogical conditions and technologies for developing competence that contribute to improving the social competence of future preschool educators.

Аннотация:В статье рассмотрены основные условия повышения социальной компетентности будущих воспитателей дошкольных образовательных учреждений. Дано определение понятий «компетентность», «социальная компетентность», «профессиональная компетентность». Рассмотрены педагогические условия, технологии развития компетентности, способствующие повышению социальной компетенции будущих воспитателей дошкольных образовательных учреждений. .

The current stage of development of society is characterized by rapid changes in technologies, which leads to the formation of a new educational system, including constant renewal. The success of continuous education depends on the ability of all subjects of the educational system to maintain competitiveness, and its most important conditions are such personal characteristics as activity, initiative, creative thinking and the ability to find non-standard solutions. Therefore, today in the republic one of the promising areas of development of education is advanced training, dissemination of best practices and creation of an innovative educational environment.

The dynamism of the ongoing changes, new strategic guidelines in the development of the economy, politics, and the socio-cultural sphere have objectively put the problem of high-quality training of professional and pedagogical personnel among the priorities. The renewal and change of the goals and objectives of education, the formation of new educational structures, and new educational content require new technologies for training teachers prepared for professional activity, capable of pedagogical self-determination, self-organization, and self-management. An important role in fulfilling this task belongs precisely to the system of professional and pedagogical education, since the teaching staff, first of all, will carry out the mission of transferring the system of professional education to a qualitatively new level.

The analysis of scientific literature has shown that social competence consists of a set of knowledge about society and the specifics of the development of public and social relationships in it, practical skills to apply this knowledge in educational processes, and to develop the abilities

of a socially active personality in preschool children. Consequently, a socially active personality of a future educator is a creative, professionally determined, mobile, open to innovation personality. The problem of developing professional qualities of a student has been studied by many philosophers, educators and psychologists. Many world scientists - I.A. Zimney, M.I. Lukyanova, T.G. Brazhe, E.F. Zeera, N.V. Kuzmina, V.A. Adolf, A.K. Markova, A.M. Novikov, G.S. Trofimova - discussed the issues of formation and development of professional competence.

The development of social competence will enable teachers to choose effective ways to solve professional problems, creatively perform professional duties, improve their qualifications, be competitive, and most importantly, improve the quality of preschool education. Social competence of a future teacher of a preschool educational institution is primarily defined as the ability to skillfully and adequately interact with people, groups of people, develop relationships, build their behavior depending on the situation and in accordance with the norms and standards accepted in society at the moment.

Thus, the organization of the educational process and constant monitoring of the quality of education will contribute to an increase in the level of social competence. The indicator of quality is the level of mastery of social competence by the future educator.

In conclusion, we note that in order to compile a competency base (the number and content of competencies of each type), it is necessary to carefully determine the range of powers, performing which he must demonstrate his competence.

List of literature:

1. Dilnoza Furqatovna Xalilova. (2023). Talabalarda ijtimoiy munosabatlarini rivojlantirishga oid kasbiy kompetentligini takomillashtirishda innovatsion ta'lim muhiti beradigan natijalar. Conferencea, 76–79. Retrieved from.
2. Xalilova Dilnoza Furqatovna. “Maktabgacha ta'lim tashkiloti bo'lajak tarbiyachilarining ijtimoiy kompetensiyasini shakllantirish”. Ta'lim sifati – Yangi O'zbekiston taraqqiyotini yanada yuksaltirishning muhim omili, Qo'qon 21 iyun 2023 yil. 677-679.
3. Намазбаева, Л. З. (2023). Экологическое образование и мировые рейтинги: как защита окружающей среды влияет на уровень познавательных навыков детей. Science and innovation, 2(Special Issue 13), 258-262.
4. Furqatovna, X. D. (2024). МАКТАБГАЧАТА'LIMTASHKILOTIDA O'TA-ONALAR BILAN HAMKORLIKDA TARBIYACHINING ROLI. ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 46(5), 79-83.
5. Xalilova, D. F. (2023). Talabalarda ijtimoiy munosabatlarini rivojlantirishga oid kasbiy kompetentligini takomillashtirishda innovatsion ta'lim muhiti beradigan natijalar. Conferencea, 76-79.
6. Artikbayeva, A. A. (2023). Development of Professional Competencies of Students Based on Social Cooperation. Web of Synergy: International Interdisciplinary Research Journal, 3(2), 354-356
7. Khalilova, D. (2023). Innovative educational environment as a factor for improving professional competence in developing social relationships in students. Science and innovation, 2(B1), 412-414.

8. Abzalkhanovna, S. M. (2024). METHODOLOGY OF FORMING THE COMPETENCE OF FUTURE TEACHERS. *Web of Discoveries: Journal of Analysis and Inventions*, 2(4), 139-141.
9. Khalilova, D. (2023). Possibilities of Developing Social Competence in Future Educators. *Maktabgacha va maktab ta'limi jurnali*, 1(1).
10. Furkatovna, X. D. (2023). BOLA TARBIYASIDA MILLIYLIKNING ŐRNI. Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari, 1(1), 115-120.
11. Sultansaidova, M. (2023). Maktabgacha ta'lim muassasalari tarbiyachilarini kasbga yo 'naltirib o 'qitishda metodik tayyorgarligini takomillashtirish yuzasidan xalqaro tajribalar. *Maktabgacha va maktab ta'limi jurnali*, 1(1).
12. Furkatovna, X. D. (2023). Maktabgacha ta'lim tashkiloti bo'lajak tarbiyachilarining ijtimoiy kompetensiyasini shakllantirish. *QO 'QON UNIVERSITETI XABARNOMASI*, 677-679.
13. Furkatovna, X. D. (2023). Bo 'lajak tarbiyachilarni ijtimoiy kompetentligini rivojlantirish pedagogik muammo sifatida. *Science and innovation*, 2(Special Issue 4), 57-59.
14. Furkatovna, X. D. (2024). THE ROLE OF SOCIAL COMPETENCE IN THE PROFESSIONAL ACTIVITY OF FUTURE EDUCATORS OF PRESCHOOL EDUCATIONAL INSTITUTIONS. *Web of Discoveries: Journal of Analysis and Inventions*, 2(3), 59-61.
15. Халилова, Д. Ф. (2023). Эффективность совершенствования технологий развития социальной компетентности будущих воспитателей. *Лучшие интеллектуальные исследования*, 4(2), 3-4.
16. Abdieva, F. (2022). МАКТАБГАЧА ТАЪЛИМ ТАШКИЛОТИ ДИРЕКТОРЛАРИНИНГ БОШҚАРУВ МАДАНИЯТИНИ ТАКОМИЛЛАШТИРИШ. *Science and innovation*, 1(B8), 2154-2156.
17. Садикова, Д. Х. (2021). ЗНАЧЕНИЕ ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В ФОРМИРОВАНИИ У СТУДЕНТОВ ПРОФЕССИОНАЛЬНЫХ КАЧЕСТВ. *Наука и образование сегодня*, (5 (64)), 72-73.
18. Садикова, Д. Х. (2023). ВЗАИМОСВЯЗЬ МЕЖДУНАРОДНЫХ РЕЙТИНГОВ И МОДЕЛИ STEAM-ОБРАЗОВАНИЯ: ПЕРЕСМОТР ОБРАЗОВАТЕЛЬНЫХ ПОДХОДОВ. *Science and innovation*, 2(Special Issue 13), 301-305.
19. Imamova, N. (2022). IMPORTANCE OF INDEPENDENT ACTIVITY AND CREATIVITY DEVELOPMENT IN TRAINING TEACHERS. *Science and Innovation*, 1(7), 676-679.
20. Намазбаева, Л. З. (2024, March). INTRODUCTION OF NATIONAL VALUES IN THE PROCESS OF UPBRINGING AND EDUCATION OF PRESCHOOL CHILDREN. In *Proceedings of International Conference on Educational Discoveries and Humanities (Vol. 3, No. 4, pp. 129-132)*.