

**ЁШЛАРДА ИЖТИМОЙ КОМПЕТЕНТЛИКНИ ШАКЛЛАНТИРИШ –  
ПЕДАГОГИК ВА ПСИХОЛОГИК МУАММО СИФАТИДА**

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**Аннотация**

Ушбу мақолада компетентлик, ижтимоий масъулият тушунчалари назарий таҳлил қилинди, ўспиринлик даврининг психологик хусусиятлари, уларнинг ижтимоий масъулиятини ривожлантириш шакллари ва усуллари кўриб чиқилди, ўқувчиларининг ижтимоий компетентлигини шакллантиришнинг педагогик-психологик шарт-шароитлари ва ривожлантиришга қаратилган услубий тавсиялар берилган.

**Калит сўзлар:** ижтимоий компетентлик, ўрта мактаб ўқувчилари, ижтимоий компетентликни ўлчаш учун шакл ва усуллар, услубияти, ўрта мактаб ўқувчиларининг модели, ёш ва руҳиятга оид хусусиятлари, ўқув фаолиятини рағбатлантириш, муваффақият ҳолатини яратиш, ўз-ўзини англаш, ўз-ўзини баҳолаш.

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**Аннотация**

В статье дается теоретический анализ понятий компетентности, социальной ответственности, психологических особенностей подросткового возраста, форм и методов развития их социальной ответственности, педагогических и психологических условий формирования социальной компетентности учеников и методические рекомендации по развитию.

**Основные понятия:** социальная компетентность, подростковый возраст, старшеклассники, формы и методы измерения социальной компетентности, методика, модель старшеклассника, возрастные и психические характеристики, стимулирование учебной деятельности, создание состояния успеха, самосознание, самооценка.

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**Abstrakt**

The article provides a theoretical analysis of the concepts of competence, social responsibility, psychological characteristics of adolescence, forms and methods of development of their social responsibility, pedagogical and psychological conditions for the formation of social competence of students and guidelines for development.

**Basic concepts:** social competence, adolescence, high school students, forms and methods of measuring social competence, methodology, model of a high school student, age and mental characteristics, stimulation of educational activity, creating a state of success, self-awareness, self-esteem.

The current state of society is multifaceted and uncertain, demanding high qualifications and skills from individuals, without which one cannot thrive in society. In this context, the issue of creating a trajectory for interpersonal communication and coexistence in the social space is urgent. An

individual's success is directly linked to their awareness of social issues and their ability to recognize and solve problems. Therefore, the key aspect of personal success is the formation and presentation of social competence, which enables the achievement of desired goals and outcomes. According to paragraph 4 of Resolution PQ-4884 of the President of the Republic of Uzbekistan, dated November 6, 2020, "On Additional Measures to Further Improve the Education System," the task of ensuring the continuity of preschool, general secondary, vocational, and higher education curricula and subjects has been established. The implementation of this resolution also includes the introduction of the "Education" subject in schools during the current academic year. In the process of modernizing education in Uzbekistan, the development of social competence in individuals, particularly in their formative environment, is considered one of the leading tasks. This issue is defined by the mission assigned to educational institutions by official bodies and the expectations of society, which highlight the need for citizens to develop social competencies during their educational journey.

Social competence, understood as the improvement of individuals in the social space, is particularly shaped by the educational environment of institutions. This environment models social behavior and provides individuals with the opportunity to gain subjective self-awareness and develop social abilities. The educational environment plays a crucial role in shaping social competencies, and the result of students' socialization, influenced by the interaction between school and the surrounding environment, leads to the emergence of new levels of social competence. Thus, the formation of social competence has become one of the key pedagogical tasks for modern schools.

In general education schools, the adolescent period corresponds to grades 10-11. Many sociologists define youth as ranging from 16 to 29 years old. S.I. Ikonnikova and T.S. Lisovsky emphasize that youth is not just about age but also about shared attitudes, views, and goals. Young people do not lose their social characteristics in the social space they inhabit. Their shared views, interests, values, actions, and desires form the basis of their life position in society. According to V. Chuprov, "the unique social aspect of youth lies in their ability to inherit and adapt to the system of social relations."

Psychologist E. Ghaziev notes that "during early adolescence, students feel the need to consciously, systematically, and consistently develop valuable qualities, skills, and knowledge. They seek rational standards, tasks, and ideals to form their moral and psychological identity." Therefore, any activities conducted with adolescent students during this period are highly effective.

Youth, as defined by current normative documents in Uzbekistan, includes individuals aged 14 to 30 who are active members of society striving to secure their interests. This group is characterized by physical growth, personal development, and engagement in key areas of societal life such as economics, law, politics, and family relations.

The group of young people we focus on in our research (general education school students) is a unique and significant social group. Currently, upper-grade students in general education schools are aged 16-17. Experts refer to this social group as adolescents. According to the Encyclopedia of Education, adolescence is the period of human development from approximately 15 to 18 years old, also referred to as the "high school age" in pedagogy. By the end of adolescence, young people typically reach physical and mental maturity.

The issue of developing social competence during adolescence is highly relevant, as confirmed by numerous studies conducted in Uzbekistan and abroad. The complexity and practical importance of this issue have prompted the writing of many works addressing the formation of social competence. However, current methods of enhancing social competence (lectures, training

sessions, printed materials, educational programs, etc.) often fail to adequately consider adolescents' interests and inclinations, particularly their age. Moreover, these methods do not always reflect the complexity of modern societal conditions. They are often fragmented, focusing on specific aspects of social competence, and are not always accessible or require significant time and resources to implement.

Micro-factors influencing students include family, peers, micro-communities, and various educational institutions. Schools, as educational institutions, play an active role in the socialization of students by interacting with these micro-factors and shaping their personalities. Schools aim to develop individuals who meet societal demands, educating and training young people while considering the social conditions in which they live and work.

One of the goals of educational institutions today is to create the necessary conditions for developing high levels of social competence by selecting appropriate pedagogical and social psychology methods. These conditions should focus not only on children but also on their environment, leveraging the opportunities of the educational institution's environment.

In this context, schools need to reorganize their structure, content, and technology to meet the demands placed on graduates. The primary task of education is to nurture students who can integrate into society based on the cultural elements, social norms, and values learned in school.

Based on these goals and tasks, we can discuss the final outcome of education in modern schools: the competence of graduates. The Council of Europe has identified five key competencies that secondary school graduates should possess, according to UNESCO. The first group includes social responsibilities, which enable graduates to take responsibility, participate in decision-making, resolve conflicts positively, and engage effectively in democratic institutions.

Since the 1990s, social competence has become a requirement for individuals in all social spheres, viewed as an interdisciplinary subject and analyzed as a complex, multi-component phenomenon. This trend continues in the research of contemporary scholars.

V.N. Kunitsyna identifies the following types of social competence: verbal competence, communicative competence, social-professional competence, social-psychological competence, and self-identification (ego-competence).

I.A. Zimnyaya includes competencies related to social interaction in the sphere of social relations (society, community, family, friends, partners, conflicts and their resolution, cooperation, tolerance, social activity) and communication (oral, written, dialogue, monologue; knowledge and adherence to customs and ethical norms; intercultural and foreign language communication; teamwork agreements; communication tasks).

Foreign authors also pay significant attention to the study of social competencies. For instance, German psychologists U. Pflingsten and R. Hintsch define social competence as the mastery of knowledge, emotional, and behavioral patterns that lead to positive long-term outcomes in specific situations. H. Schröder and M. Vorwerg believe that social competence includes four personal traits: communication skills, decisiveness, influence, and self-esteem.

Thus, analyzing existing approaches to defining "social competence" provides a basis for understanding it as an integrative quality of an individual, resulting from socialization and enabling adequate adaptation and effective interaction in society. Social competence allows individuals to effectively address social issues.

Our analysis reveals different approaches to understanding the essence of social competence: it is presented either as an integral quality of an individual or as a form of social interaction; it is described as the result of some activity or as an indicator of an individual's achievement in a specific type of activity. The content component of social competence development depends on

the individual's age. The process of forming and developing social competence at different ages has both general and specific characteristics, including various and similar components.

Based on theoretical research, the following concept of social competence can be formed: a set of knowledge about social reality, social skills, and a system of social-personal traits. The degree of their formation in each individual allows them to shape their behavior considering the specific features of social situations and roles.

In our view, social competence is not just a set of knowledge but the ability to solve life problems and tasks, find solutions in everyday situations, and navigate challenges using education, life experience, social values, and personal motivations.

Developing social competence requires a thorough understanding of the age characteristics of its bearers. From the perspective of personal development, adolescence is the most challenging and crucial period. The overall growth of an adolescent's personality, the expansion of their interests, the development of self-awareness, and new experiences in peer communication lead to the rapid growth of social motives, values, and experiences such as empathy and altruism.

The development of social competence in adolescents is successful under the following conditions: if the key characteristics of social competence as an integral personal quality are revealed; if the concept is presented, its components and content elements are identified; if the pedagogical tasks of developing students' social competence are outlined based on age-specific developmental features and leading socially significant activities; if educational activities are conducted using exemplary group methods, dialogic learning, debates, discussions, and communicative educational technologies; if practical problem-solving skills are developed through project activities and problem-solving tasks; if moral and ethical values are instilled through extracurricular activities, projects, and other forms of extracurricular work; if the ability to reflect on social situations is developed as an essential component of social competence in a complex and unstable social environment.

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