

DEVELOPMENT OF SOCIAL COMPETENCE IN STUDENTS ON THE BASIS OF VITAGEN LEARNING TECHNOLOGY

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Annotation:

This article highlights the basic competencies of secondary schools based on international educational standards, the basic competencies of secondary schools, the use of vitagenic education technologies in the development of social competencies among students, the content, significance, pedagogical and psychological conditions of vitagenic education technologies in ensuring the effectiveness of the educational process in our republic.

Keywords: vitagenic education technologies, qualification requirement, social competence, basic competencies, students, social competence, motivation of educational activity, creating a situation of success, self-awareness, self-esteem, life experience.

Аннотация:

В данной статье освещаются базовые компетенции средних общеобразовательных школ на основе международных образовательных стандартов, базовые компетенции средних общеобразовательных школ, использование технологий витагенного обучения в развитии социальных компетенций у учащихся, содержание, значение, педагогико-психологические условия технологий витагенного обучения в обеспечении эффективности учебно-воспитательного процесса в нашей республике.

Ключевые слова: технологии витагенного обучения, квалификационные требования, социальная компетенция, базовые компетенции, ученики, социальная компетентность, мотивация учебной деятельности, создание ситуации успеха, самосознание, самооценка, жизненный опыт.

INTRODUCTION.

The most important and urgent task facing us in the field of education is to educate young people who think independently, who have firmly mastered modern knowledge and professions, develop in them a sense of respect for national and universal values, and form ideological immunity in the hearts and minds of our children.

“When implementing these tasks, we will rely on our national traditions that have been formed over the centuries, the rich spiritual heritage of our ancestors. We will intensify educational work aimed at instilling in the hearts of young people a feeling of love and devotion to the Motherland, educating them in the spirit of a healthy lifestyle. Our policy in this area will continue on the basis of the requirements of the recently adopted law “On State Youth Policy,” the head of our state emphasized.

In connection with the intensification of the processes of globalization, the aggravation of social and legal contradictions, a struggle is flaring up in the world aimed at transforming the consciousness and worldview of more than 2 billion young people. Due to the fact that the level of social activity of young people determines the development of tomorrow, this issue is becoming increasingly global and relevant. The issue of educating young people as social, legal and politically active citizens is recognized by the UN General Assembly as a priority.

ANALYSIS OF THE LITERATURE ON THE SUBJECT

The term “basic competencies” first appeared in the Council of Europe project “Secondary Education in Europe” in 1992, setting off a global trend of modernizing the content of the educational process. As a result, the following 5 important competencies of today's graduates were identified in the symposium "Core competencies for Europe" held by the Council of Europe in Bern in 1996. In the state educational standards of the Member States of the European Union, 8 basic competencies were indicated, which included:

1. The ability to communicate in their native language (Communication in the mother tongue).
2. Ability to communicate in a foreign language (Communication in foreign languages).
3. Mathematical literacy, scientific and technical competencies (Mathematical competence and basic competencies in science and technology).
4. Competence in the use of information technology (Digital competence).
5. The competence of learning or self-education for learning (Learning to learn).
6. Social and civic competences.
7. Competencies of initiative and entrepreneurship (Sense of initiative and entrepreneurship).

8. Competence in understanding different cultures, values and possessions, demonstrating one's own culture (Cultural awareness and expression).

On the basis of international educational standards, 6 basic competencies of secondary schools have been developed in our republic: communicative competence, competence of working with information, competence of self-development as a person, socially active civic competence, general cultural competence, mathematical literacy, competence to keep abreast of and use the achievements of science and technology.

The state educational standard of secondary general education determines the necessary and sufficient level of training of students in general subjects and qualification requirements for graduates of educational institutions, the required amount of teaching load, the procedure and mechanism for assessing the activities of educational institutions and the quality of training, and serves as the basis for the development of curricula and programs, textbooks, manuals.

Vitagenic learning technology ensures the implementation of a system-activity approach, which is the basis of a new educational standard.

Psychological and pedagogical research has identified five main conditions under which cooperation is established in small educational groups: the first condition for involving students in the educational activities of the group is the establishment of positive relations between group members; the second main condition is the need for an individual contribution to the learning outcome; the third main condition is the optimization of the direct interaction of students in order to provide mutual assistance both in the process of solving educational problems, and emotionally and personally; the fourth condition for the success of group work is the presence of sufficiently developed social skills and abilities; the fifth condition is related to the need to reflect the group process, that is, the process of analyzing and evaluating the events that occurred in the group study.

The situational approach to the learning process, like the systems approach, is more of a way of thinking than a specific set of actions. The method teaches future students to quickly solve problems in a particular situation.

This approach requires making optimal decisions based on the ratio of available factors. If it is appropriate to use a systematic approach in a calm environment and during the planned activities of a teacher, then the situational approach is more often used in non-standard and unexpected situations. This approach supports the concept of the management process applicable to all organizations. But the situational approach recognizes that while the general process is the same, the specific methods a teacher must use to effectively achieve organizational goals can vary considerably. The educational institution must determine which structure or management method is most appropriate for a given situation. In addition, since the situation may change, the teacher must decide how to change the organizational structure in order to maintain the efficiency of the organization.

The situational approach focuses on the differences in the mutual position of educational institutions. He tries to determine what are the important situational variables and how they affect the performance of the organization.

Vitagen education is the experience of emotions, events and actions combined into a whole. From this point of view, the teacher is not just an informer, a person who knows how to lead, but also a partner, an inspirer who has the ability to sympathize with successes and failures. The essence of Vitagen education is the formation of a social image of a person, a unique personality, that is, individuality.

Vitagenic education uses the possibilities and potentials hidden in the mind of the student. Reliance on the subconscious in Vitagen education is, first of all, the creativity and imagination of the student, manifested in various forms, internal experiences, that is, the ability to perceive the world at the level of momentary awareness and make decisions based on "intuition", without the participation of consciousness. Intuition, like imagination, reflects life experience, and its actualization is an excellent tool for organizing the learning process.

The pedagogical potential of "Event-technologies" as a technology of free time for students in teaching the science "Education" in secondary schools is to meet personal needs in the cultural spending of free time, revealing personal qualities and characteristics, developing social competencies of event participants, demonstrating their learning tasks, knowing that reality consists of the legal, political, economic, cultural, psychological and relaxation effects of "Events".

Identification of dangers and ways to eliminate them when organizing the activities of a teacher in teaching students on the basis of "Event-technology" will help prevent difficulties and errors in the practical use of innovations and, above all, foreign experience in the local socio-pedagogical reality.

Humanitarian technology of organization of free time of students on the basis of "Event-technology", structure includes conceptual, content and procedural parts; logically - a systematic change of periods, stages and types of activities: initiative, beginning, preparation, commissioning, impact, subsequent impact, summing up. In the practice of organizing leisure and extracurricular activities of children and youth, the theoretical and methodological basis for the use of "Event-technology" is formed by directions focused on helping to meet personal needs, solving personal problems, helping to socialize the individual to form a culture of free time and self-concept.

Thus, the following educational technologies are an effective means of developing the social competencies of students, perform the function of adaptation to social life and professional self-determination, and are a powerful tool for unifying the relations of school students.

So, what is Vitagenic Learning Technology?

The word consists of two parts: vita and gene.

Vita - Vital, related to the phenomena of life

The second part is gene ie. important, manifested in something.

VITAGENIC - vital, vital.

Vitagenic learning is learning aimed at actualizing and turning into a necessity life experience, the intellectual, psychological and pedagogical potential of the individual in the process of education, which is based on two types of life experience.

Life experience is vital information that has not been lived by a person, connected only with his awareness of certain aspects of life and activity, but not having sufficient value for him.

Life experience is vital information that has become the property of the individual, deposited in the reserves of long-term memory and in a state of constant readiness for actualization in adequate situations. This is what in modern pedagogy is called competencies.

Vitagenic learning is the living of feelings, the living of actions, the living of activities soldered into something indivisible. From these positions, the teacher is not so much an informer as an accomplice, an inspirer who knows how not only to lead, but also has the ability to sympathize, empathize with successes and failures. The meaning of vitagenic education is the formation of a social image of a person, a unique personality, i.e. individuality.

Vitagenic education uses the student's resources hidden in the subconscious. The reliance on the subconscious in vitagenic education is, first of all, the creativity and fantasies of the student in various manifestations, intuition, i.e. the ability to perceive the world and make decisions based on "intuition", without the participation of consciousness, at the level of instantaneous comprehension. Intuition, like fantasies, reflects vital experience, the actualization of which is an excellent tool for organizing the educational process.

The fact is that the vital technology, unlike others, considers life experience as the basis for the formation of a personality, while other technologies that I worked with use life experience only as an illustrative material, which is also, of course, a big plus. . If earlier I solved problems through introspection and self-education, now I see this solution in the fact that children themselves are a unique material that you just need to learn how to work with. Vitagenic education proceeds precisely from the understanding of the uniqueness, unconditional significance, value of the child's vital experience, and considers this experience as the key to cooperation, which is understood as a joint activity of the participants in the educational process aimed at achieving common goals. At the same time, not only an auxiliary, but, above all, an independent educational function of vital experience is recognized.

I believe that the systematic application of knowledge to expand life experience gives an active and purposeful nature to the activities of students, creates in them the habit of peering into life, accumulating knowledge "in reserve". The result of my work within the framework of this technology will be my own style, to which I have been going for so long. The author of this technology is August Solomonovich Belkin. A.S. Belkin distinguishes the following methods of the vitagenic method in teaching: (I want to dwell on certain methods of the vitagenic technology that I have already tested)

1. Reception of a retrospective analysis of life experience with the disclosure of its connections in the educational process.

It is used in cases where it is necessary to use the analytical abilities and skills of students, to correlate valuable educational information with a supply of vital information and to draw conclusions necessary for educational purposes.

The task of the teacher is to be able to diagnose the degree of discrepancy that occurs between scientific and everyday ideas of a person, discrepancies, contradictions, rejection between vital and educational knowledge and, based on a system of scientific evidence, reveal the educational value of students' life experience. Students are invited to refer to the biography in those cases when they find confirmation or denial of the educational significance of the information received in the presentation of the teacher in the facts of their own or someone else's biography.

This method was successfully tested in the 8th grade in the education lesson "Overcoming Difficulties", where, together with the students, various ways of overcoming difficulties will be considered. Then there is a discussion about which of the methods is the most correct, and in what cases this or that method cannot be used.

Today, the lesson should be based on a system-activity approach. It takes time. This is also demanded by the students themselves, asking the invariable question: "Why do we need to know this and how will it be useful to us in life?". Motivation as one of the aspects of the system-activity approach comes to the fore.

Studying new educational and information technologies, applying their elements and principles in the classroom, I came to the conclusion that the systematic application of knowledge to expand life experience is the most effective in the implementation of new standards, this gives an active and purposeful nature to the activities of students, creates in them the habit of closely peer into life, accumulate knowledge "in reserve".

The importance of educational technologies in the development of social competencies among students of secondary schools, as well as the processes influencing this process, contributes to the correct scientific and

pedagogical organization, and also makes it possible to clearly determine the directions for the development of social competencies.

It is important to take into account, in the scientific and theoretical terms, the pedagogical possibilities for the development of social competencies in students based on educational technologies. Expands the range of opportunities for social activity of students of secondary schools in the formation of their social competence. Because in this process new needs and opportunities arise, an active movement arises to satisfy the need. There are three types of social activity: labor activity in the sphere of socio-political processes and culture, work and life is manifested in the sphere of labor relations and arises in conjunction with the performance of a professional social task by the subject. The upbringing of socially active youth in educational institutions is acquiring a democratic and national character. In this regard, pedagogy of a democratic nature is increasingly being formed, aimed at creative activity, scientific character and cooperation, social activity and friendly relations. The goal of developing social competencies is to educate an "active citizen", which is the main task of every state. A technological system or technology of education in the development of students' competencies is a system of choosing pedagogical methods, techniques and means that allow achieving the planned and expected results that have a specific impact on the individual and the team. It represents the possession of skills and abilities to properly organize and manage the practical activities of students. An important issue is also the study of the model for the development of social competence of adolescents in secondary schools. The technology of developing students' competencies requires scientific analysis and research. Personal education is a kind of complex process, the implementation of which requires several important factors. It should be based on a correct and creative approach to the system of education, the constancy of education, the equal responsibility of members of society for education, education by personal example. The use of educational training in the formation of national qualities has both scientific and theoretical and practical significance.

Firstly, student youth inherits the achievements achieved at the stage of development of the state and society, and today they are considered the heir to the progress of society due to the formation of social competencies, increasing responsibility for their future.

CONCLUSION

Secondly, their lack of life experience and unformed ideas about values, moral and spiritual orientations when comprehending, like other social groups, the goals and interests of society, will negatively affect their ability to make the right decisions for themselves in life. On the other hand, while young people enter into social and labor relations, they are both the object and subject of the technologization of the process of learning, education, socialization and adaptation.

Fourthly, on the one hand, the student is the main participant in social mobilization and economic initiatives, and on the other hand, participation, albeit incomplete, in the socio-economic and political relations existing in society is a characteristic feature of youth.

Fifthly, young people are, on the one hand, the main social stratum of society, performing the function of a source in the socio-economic and spiritual development of Uzbekistan, and on the other, a source of crime, drug addiction and social instability.

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