

SOCIAL COMPETENCIES - AS PROFESSIONAL-PEDAGOGICAL TRAINING OF PRIMARY SCHOOL TEACHERS

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ABSTRACT

This article talks about the social competences of the modern teacher. Introduction of a competent approach to the education system. An example of other countries, their approach to the training of future primary school teachers is also offered. Teaching methods, tasks, functions of teachers.

Keywords: Education, education system, basic competencies, the European Union, primary school, professional knowledge, the UNESCO Concept of International Education.

INTRODUCTION

Any country that considers the education of the younger generation as a priority will undoubtedly achieve a solid foundation for the future.

From the first years of independence in Uzbekistan, constant attention has been paid to the modernization of the education system; great work is being done to raise the sense of self-sacrifice. In a rapidly changing world, fierce competition in the global market and the growing demand for highly qualified personnel, it is necessary to reform the training of personnel in higher education on the basis of a competent approach.

The term 'basic competencies' first appeared in the Council of Europe's Secondary Education in Europe project in 1992, ushering in a global trend to update the components of the learning process. In 1996, the Symposium "Basic Competences for Europe" held by the Council of Europe in Bern identified important competencies of modern graduates. Improving the content of science in the context of globalization, improving the quality of education, encouraging creative thinking and the integration of knowledge with social competencies are defined in the UNESCO Concept of International Education, these are:

1. Political and social competencies (taking responsibility, participating in decision-making, resolving conflicts without violence);
2. Competences for living in a multi-ethnic society (accepting differences without passion, respecting others, entering into a mutually respectful relationship with members of other cultures);
3. Ability to communicate orally and in writing in one or more languages;
4. Competences for living in an informed society (knowledge of new technologies, their application, information disseminated through the media, critical attitude to advertising);
5. Lifelong learning is defined as the ability to learn independently in the context of professional training.

A comparative analysis shows that 3 of the 8 competencies recommended by the European Union (social and civic competencies, initiative and entrepreneurship, culture and social activism) are social in nature. These features have been introduced in 15 areas in the

competencies of Turkish teachers. This comparative analysis also shows how relevant the development of social competencies is in future primary school teachers.

Materials and methods

Pedagogical scientist Z.Arsal recommends scientists from around the world dealing with the problems of continuing education to compare the competence of teachers in their countries with the competencies defined by the European Commission.

Basic competencies are the basic knowledge, universal knowledge, skills and competencies that every boy and girl need to know and learn to apply in their lives tomorrow while in school. There is a traditional approach, which is that "the competencies taught in school will be manifested in the future." Without denying this view, we suggest relying on the Today-Tomorrow –The Next Day vector in teaching students social competencies. Because according to the theory of social roles, an elementary school student performs his or her brother or sister, boy or girl, friend, student, consumer, passenger, customer, and other social roles. This means that he applies his social role competencies "today-tomorrow – the next day" and not "in the future".

Social role is the behavior of each person arising from the status they hold in society and at the same time the subjective driver of the realization of social competencies. The social role will be secured by moral, ethical norms, rights and responsibilities. A social role is defined by society and by values and customs that are expected based on a person's age, gender, status, and situation. There are various theories devoted to the role behavior of the individual. In this case, the role is taken as a function, a model of behavior. In the current situation, the model is expected objectively, but acquires a subjective character due to its dependence on the competencies of the individual. Without contradiction, the model and subjective competencies need to be compatible.

Today, the qualification requirements for the professional activities of primary school teachers, their spiritual and educational activities include the following:

- to be able to plan spiritual and educational work, to master the methods of its organization, to inculcate the national idea in the minds of students;

- knowledge of methods and technologies for the development of immunity in students against ideological and information attacks;

- carrying out explanatory work on the role and influence of information and communication technologies in the processes taking place in the context of globalization;

- conducting individual conversations on issues of spiritual and moral education in neighborhood;

In the conduct of national customs and ceremonies, must have social competencies such as the disclosure of high human qualities such as universal values, kindness, tolerance, patriotism, devotion. Thus, the development of social competencies in future primary school teachers has become a social order of the state to higher pedagogical educational institutions. It is important to develop the personal development, intellectual potential, emotional will and personal qualities of the learner, a sense of responsibility for a specific purpose, humanity, tolerance, dedication and more. The social competencies of each prospective primary school teacher serve to develop students' social competencies throughout their careers.

This in turn

- Pedagogical and methodological analysis of the problems of development of social competencies in future primary school teachers, the content of the subject of methods of educational work;
- Improving the content, didactic components and methods of developing social competencies in future primary school teachers;
- development of a model for the development of social competencies in future primary school teachers;
- requires the improvement of methods of formation of social competencies in primary school students.

The social competence of a primary school teacher is, first of all, a unit of his social knowledge and skills, a set of actions that lead to the successful solution of the problem, tasks and functions in primary education, social relations. An elementary school teacher is not only the owner of his profession, but also a person, a citizen, a social subject. So the followings:

- ability to work with the community, parents, be aware of the ongoing reforms in Uzbekistan, understand their civic duties in this regard;
- social activism and implementation of socially oriented projects;
- social adaptation to society, to be an example of observance of laws, norms, laws of social life;
- the ability to work with people, take responsibility, take an active part in the development of public institutions.

The social competencies of a primary school teacher include the sum of professional knowledge, skills, experience of self-knowledge, knowledge of the behavior, attitudes and emotional state of primary school students. In order to adequately understand primary school students, it is important to form these knowledge, skills and experiences, to make the right decisions and to develop areas of spiritual and moral education in communication with children in terms of their development. We therefore understand the social competence of the primary school teacher as a harmonious combination of social maturity, social orientation, social resilience, social activity, social activism, social success and social creativity.

RESULT AND DISCUSSION

The levels of development of the social competence of an elementary school teacher can also be seen as stages of vertical rise in a teacher's own professional career. In this case, the cognitive part depends on the completeness of the primary school teacher's knowledge of the students and their characteristics. The cognitive part implies the need to develop in the primary school teacher a set of knowledge, skills necessary for social intelligence, spirituality and enlightenment and interaction.

The spiritual enlightenment component is related to the analysis of the behavior of the future primary school teacher. This is a special ability that is formed in the process of a teacher's professional activity. By analyzing students' actions, their ability to see their reasons, to put themselves in the reader's place, to understand it, and to see events through the reader's eyes increases. These are doubly important in the primary school teacher's understanding of the pedagogical reality, in the perception of students and colleagues.

The emotional component has a significant impact on the teacher's relationship with pedagogical reality. Each teacher has a "portrait of the feelings" of their student, which helps to draw certain thoughts and conclusions about it. Because pedagogical communication consists of two parts - the internal plan (emotional perception) and the external (action, pedagogical influence).

The operational-activity component is based on a system of relevant knowledge (forms and mechanisms of interpersonal cognition and reflection, age characteristics of children, the basic laws of the learning process and teaching), as well as a system of specific skills. The set of skills allows the educator to perform actions related to the knowledge of the individual characteristics of students.

The motivational-value component is a specific "ladder" that forms the social competence of the primary school teacher, which determines the purpose of his actions. Values come into action and form a system of relationships. Beliefs, attitudes and values are integrated into a system and manifested in pedagogical behavior. In this sense, we can say that teachers are pedagogical drivers of social relations.

Research has shown that it is advisable to rely on a number of specific principles in the development of social competencies of primary school teachers. Activity of all subjects of the educational process, the principle of dialogue, the principle of linking education with professional and personal experience of future teachers, the principle of vitagen skills, the principle of complementarity and mutual development, the principle of strengthening and expanding the scope of activities and communication; the principle of personal approach is one of them.

CONCLUSION

It can be said that the activity of a primary school teacher is essentially social and therefore social competencies remain at the top during his / her activity. Therefore, it can be said that social competence is formed on the basis of professional pedagogical competence and forms a priority component of the model of personal qualities, consisting of a combination of individual personal spiritual and moral qualities.

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