

SOCIAL AND COMMUNICATIVE COMPETENCE OF A PERSON AND THE FACTORS THAT FORM IT**Usmonova Dilobat Elmurodovna**

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Annotation: Mediation is a specific type of activity of social importance and is an active relationship formed on the basis of recognition of basic freedoms. This article talks about the formation and development of tolerant attitude in resolving conflicts among students.

Key word: Meditation, xenophobia, society, conflictology, psychology, antic, method.

The modern educational process differs from traditional education in that it pays special attention to improving the socio-communicative competence of the individual. In the formation of socio-communicative competence, special attention is paid to the development of the culture of social communication, creative abilities, social behavior and worldview of the individual.

Collective relations formed in the educational environment on the basis of the moral education of students play a key role in the child's self-awareness and identification with his peer group. In the conditions of primary school, this process is especially important, since at this stage the child lays the foundations of social interaction and develops communicative skills.

Moral education helps to develop empathy and the ability to pay attention to other children in the child, which facilitates the process of adaptation to his peer group. This adaptation is accompanied by the gradual assimilation of social norms and rules, which creates an opportunity for the child to actively participate in collective activities and contributes to his personal development. An important pedagogical task in this context is to create conditions for the development of students' personal experiences aimed at understanding and accepting the position of another child, which contributes to the formation of emotional sensitivity and the foundations of moral consciousness. However, the need to study research works devoted to the socio-cultural adaptation of the child is growing due to the need to socialize the child in the conditions of new requirements for the education system.

The development of such a system involves the elimination of a number of contradictions.

According to L.M. Fridman and I.Y. Kulagina, "the contradiction between the views of the child as a typical representative of a subculture of a certain age and his individual characteristics"[145, 1].

In pedagogical practice, the teacher's attitude to the child is largely formed on the basis of the age characteristics of the students, their interests, preferences, expectations, as well as ideas about the necessary goals and objectives of education. Thus, a unique "ideal image" of the student is formed in the teacher's mind, which becomes a guide for building the educational process. This image affects the nature of the relationship between the teacher and the student, determines both general approaches to teaching and individual strategies of pedagogical influence.

A characteristic feature of the educational process is the manifestation of a complex of personal qualities in students, among which one can distinguish the contradiction between the child's individual inclinations and the need to implement them within the framework of collective activity. At the same time, the most important features are the desire for individual self-realization, the generality of personal manifestations and orientation towards the forms of behavior and activity set by the teacher. This contradiction is one of the main factors determining the need to search for optimal forms and methods of interaction in education.

The contradiction between the child's natural desire to reveal his personal potential within the framework of a children's society and the requirements of pedagogical theory and practice determines the relevance of research aimed at finding effective ways to harmonize these processes. The most important areas of such work are the organization of educational and

extracurricular activities that contribute to the preservation of the child's individuality in the process of his socialization, as well as the development of the socio-cultural potential of the individual. Of particular importance is the formation of collective interaction skills in children, necessary for successful adaptation in society.

Within the framework of the identified problems, the study of pedagogical conditions that help to eliminate the contradictions between the child's individual aspirations and the requirements of collective life is the central issue of scientific research. In this regard, an important place is occupied by the analysis of the manifestation of the socio-cultural qualities of the individual, the study of the mechanisms of the child's adaptation to the conditions of school society and collective educational activities.

Pedagogical conditions that help to satisfy the needs of early schoolchildren for socio-cultural communication with peers allow them to identify and develop positive personal qualities, while at the same time helping to correct negative behavior and character traits. As a result, a more complete integration of the child into the educational and social environment is achieved, which contributes to his harmonious personal development.

Austrian psychologist and philosopher V. Frankl emphasizes that the importance of individuality, the value and content of the human personality always depend on the society in which he lives.

According to American sociologist T. Parkinson, true personal value is expressed in the relationship of a person with the surrounding environment, that is, in his social relations.

Preservation and development of human individuality have always been the subject of philosophical understanding. Personality development occurs in various practical activities that transform nature and man. The main principles of the theory of activity were developed in the works of scientists from the Commonwealth of Independent States L.S. Vygotsky, A.N. Leontyev, S.L. Rubinstein and others. Socialization of the personality is expressed in all types of activity. The personality cannot manifest itself without collective relations. Therefore, the problem of socialization is considered a priority in pedagogy.

Feedback

Sidebars

History

Saved Pedagogical and psychological support for primary school-age students in developing their socio-cultural adaptation in collective relations is expressed in the following:

1. In the process of pedagogical support, the teacher provides equal assistance to all members of the student community. During pedagogical support, the teacher should provide assistance to boys and girls in a specific way, taking into account the gender characteristics of the team members, and determine the nature of support, taking into account the characteristics inherent in each of them. In this process, it is important for teachers to make decisions on a specific issue together with the student community, seek solutions to problems, and be able to objectively assess the situations that arise.

2. In the process of working with a team of primary school-age children, the teacher should organize pedagogical processes based on the general characteristics of the team, rather than organizing the activities of children based on ready-made models. In collective relations, it is important for educators to identify the specific characteristics of a team of primary school students using diagnostic methods in order to provide effective pedagogical support.

3. In the process of working with a team of primary school students, teachers should encourage them to independently acquire knowledge, work on projects, and conduct small joint research. Because the main task of pedagogical support is to direct the children's team to acquire knowledge, study, and build experiences of social interaction.

4. Teachers should have mastered the methodology of forming relationships in the team at the level of healthy social and moral norms, teaching the requirements of communicative culture, social culture requirements, and communication styles to primary school students.

According to B.R. Djurayeva, H.M. Tojiboyeva, G.M. Nazirova, "as a result of interpersonal

communication, relationships of partnership and friendship arise and develop, and accordingly, small groups with a spirit of camaraderie and friendship are formed. They are the most important factor in the formation of individual spirituality, since they achieve the foundations of mutual assistance, spiritual support, care, sympathy and similar universal human values” [29.2]. Undoubtedly, the school community plays an important role in the process of forming a child’s personality and cannot be considered a neutral factor in his individual development. On the contrary, the school environment serves as an important space for socialization, in which the child has the opportunity not only to discover his personal interests, but also to engage in joint activities with peers. When the attention of students is focused on the interests of a particular child, and the pedagogical environment helps to involve his peers in the world of values of this student, the community of the children's team becomes constructive, and the development of cognitive and personal interests has a positive effect on it.

At the same time, it should be taken into account that the complete coincidence of the interests of students within one group is a very rare phenomenon. In most cases, the interests of students differ partially, which requires a special approach from the teacher to organize educational activities. The interaction of students in the process of joint activities gives each of them the opportunity to satisfy their needs and realize their personal interests.

It should be noted that such interaction brings the greatest benefit to the team when the personal interests of students are not limited to personal interests, but contribute to the achievement of common goals. Otherwise, if a student seeks to satisfy his interests only within the framework of his own goals, which do not go beyond the scope of personal aspirations, his contribution to collective interaction will be minimal, which will limit the possibilities for collective enrichment and joint development. Thus, the effective participation of students in joint activities requires the formation of pedagogical conditions aimed at coordinating individual and collective interests, which ultimately contributes to the comprehensive personal development of schoolchildren.

Commentary According to T.V. Ermolova, S.Y. Mesheryakova and N.I. Ganoshenko, “if a child blindly submits to the interests of the team, without learning to distinguish his own interests, the coincidence of collective and personal interests is abstract. The interests and needs of a single student are not only shared by the team, but also cause a negative attitude towards himself. In this case, he does not try to include his comrades in the world of his interests, and the team becomes a negative factor in the development of his individuality”[154.3].

In the modern educational process, the perception of the child’s behavior by peers is often characterized by the predominance of negative assessments over positive ones, and the limited ability to objective analysis. Consequently, the teacher has the most important function of forming the child’s status as a socially active participant in the educational process, which, in turn, contributes to his harmonious personal development. Consequently, it is adults who have the opportunity to record children's aspirations for creative activity and abilities, which, in turn, is an important condition for the successful social development of the individual. Based on this, it can be argued that the level of creative activity of a child is largely determined by the social environment in which he finds himself. Thus, the creation of a favorable, favorable environment for the manifestation of children's creative potential, their integration into society is a key factor. “The creative individuality of a student in a team develops in various life impressions, in the complexity and attractiveness of the tasks performed by the team, in various situations requiring non-standard actions. The latter is especially important, since creative orientation is manifested mainly in situations requiring strength, mental and emotional actions”[27.4].

One of the main factors influencing the formation of a student's personality is the desire for self-affirmation and self-expression through participation in certain social functions. If these functions are associated with activities that contribute to the development of the child, they can contribute to the development of his abilities and capabilities. The process of choosing a child's behavior is largely determined by a two-way influence: on the one hand, this is the assessment of his abilities by people who are authoritative for him, and on the other hand, the attitude of

members of society towards him. community. Interaction with peers has a significant impact on the process of self-knowledge of the child, since the attitude of others to his actions becomes the basis for adjusting his self-esteem.

If an atmosphere of mutual respect and friendliness is created for each student, significant interdependence between members of the educational team can lead to positive changes in their personal development. In this case, the personal characteristics of each student become elements of the moral value system of the team. However, if a student does not feel his importance for the group and does not know his role in the team, then the process of his self-affirmation and self-realization can be significantly hampered. In this regard, the importance and responsibility of the teacher in organizing meaningful and friendly communication in the class group increases. Educational practice clearly shows that effective solution of the tasks set for teachers is possible only if the interests, abilities and needs of students are taken into account. Ignoring this principle when forming a team leads to a decrease in the level of educational work and negatively affects the cohesion of the student team.

It should be noted that an innovative approach to the educational process involves the active involvement of students in joint activities aimed at the implementation of creative ideas in the social and moral sphere. In the absence of such activities, the risk of selfishness, cruelty and indifference to the problems of others increases in students. As a result, such important qualities as compassion, empathy, and willingness to help are not formed in the team, which negatively affects the socio-psychological climate of the educational environment.

As a member of society and the team, a person is obliged to accept the rules and norms of relations inherent in the team in which he lives. He cannot ignore them, since he wants to be accepted in the team, occupy a position that satisfies him, participate in joint work, and enrich it. Thus, the team opens up great opportunities for the individual to accumulate various social experience of team relations in obedience, organization, and leadership. As a result, such valuable qualities as initiative, self-confidence, social justice, and the desire to protect the weak and defenseless are developed. Only in the team can the most important.

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