

ASSESSMENT INDICATORS OF THE DEVELOPMENT OF SOCIAL COMPETENCES IN STUDENTS

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Abstract: The article talks about the indicators of the development of social competences in students.

Key words: Student, social, competence, development, assessment, indicator.

O'QUVCHILARDA IJTIMOYIY KOMPETENSIYALARNING RIVOJLANGANLIGINI BAHOLASH KO'RSATKICHLARI

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Annotatsiya: maqolada o'quvchilarda ijtimoiy kompetensiyalarning rivojlanganligini baholash ko'rsatkichlari haqida gap borgan.

Kalit so'zlar: o'quvchi, ijtimoiy, kompetensiya, rivoj, baho, ko'rsatkich.

General secondary education schools require students to analyze the different educational concepts created in the reforms in the social sphere from the point of view of pedagogical integration, to effectively use the achievements and technology of educational concepts that have passed the test of history and acquire a universal essence. Many pedagogical scientific studies carried out abroad and in our country confirm that the problem of developing social competence in students is extremely urgent. The importance of the development of social competences for practice is directly related to the management of the state and society. There is a need to scientifically justify the fact that the development of social competences is becoming one of the important pedagogical tasks for a modern school today. The school ensures the realization of the society's order - the formation of a person who meets the requirements of a certain society, the era, the ability to teach and educate the young generation taking into account the social conditions for their living and work, and the ability to apply their existing knowledge in social life.

Today's globalization processes, scientific and technical progress, the need for an innovative society create many opportunities for young people. They are faced with vital requirements



such as making quick decisions, forming innovative thinking, increasing intellectual potential, and being loyal to national and universal values.

Therefore, in the Republic of Uzbekistan, the science of "Education" is continuously directed to solving the current problems in the implementation of the state policy in the field of education. Science determines the priority tasks, main goals and directions aimed at bringing the work in the education of the young generation to a new level.

Also, in order to educate the youth of the country mentally and physically, to realize their talent and potential, to involve them in the development of the state and society, to support their initiatives, legal bases, economic opportunities and serves to further expand organizational mechanisms.

The goal of the State Education Standard created in the subject of "Education" is to educate a spiritually mature and intellectually developed person. The tasks of the state educational standard are as follows:

- Introduction of effective forms and methods of educating students on the basis of universal and national values into the teaching process of "Education" science;
- Introduction of modern and pedagogical information and communication technologies to the educational process in the field of "Education", setting requirements for the qualifications of students of general secondary educational institutions;
- To provide effective integration of education, science and production for purposeful and high-quality training of personnel through the science of "Education";
- Determining the procedure for systematic assessment of the subject "Education" and its final results, the level of students' achievement of qualification requirements.

The main principles of the state education standard:

- priority of the personality of the student, his aspirations, abilities and interests;
- compliance of the state education standard with the requirements of the state and society in the field of education, individual needs;
- Continuity of the subject "Education" with other types and stages of general secondary education and coherence of educational content;
- Ensuring the development of 21st century competencies, basic and general competences related to the subject in order to continue learning and education in "Education" subjects.

The qualification requirements of general secondary education consist of requirements for the mandatory minimum and final goals of the content of education in general education subjects, the volume of training loads and the quality of education, and it consists of the following:

- to remember and re-explain the learned information;
- ability to apply learned skills in familiar situations;
- ability to apply learned knowledge and skills in unfamiliar situations and create new knowledge;
- competence is the ability to apply existing knowledge, skills and abilities in daily activities.

The evaluation system consists of a set of criteria that determine the level of students' mastery of general secondary education qualification requirements according to the state educational standard and the efficiency of the general secondary education institution.

Today, graduates of general education schools are faced with vital requirements such as making quick decisions, forming innovative thinking, increasing intellectual potential, as well as being loyal to national and universal values.



Therefore, in the Republic of Uzbekistan, the science of "Education" is continuously directed to solving the current problems in the implementation of the state's policy in the field of education. Science determines the priority tasks, main goals and directions aimed at bringing the work in the education of the young generation to a new level. The directions defined in the science of education are to educate the youth of the country mentally and physically, to realize their talent and potential, to involve them in the development of the state and society, to adequately support their initiatives, legal bases, economic opportunities and organizational. In order to further expand the mechanisms, science programs were developed for the continuous education system.

Textbooks were created based on science programs for general secondary schools. The main goal of the textbook is to make a person happy and make others happy, to set a good goal and live with a bright future, and to achieve the goal, of course, study, study hard and purposefully. It consists of formation of knowledge, skills, skills and social competences to act, listen to the useful advice of mentors, good people, instructive stories, wisdoms that invite the student to observe, and develop pure and noble human qualities.

Among the requirements for modern textbooks, this goal is to gradually develop one or another behavior model and qualities in students by means of interactive, behavioral and vitagen technologies. This approach creates conditions for students to imagine themselves in the center of social relations and freely demonstrate their formed social competences.

The conceptual feature of the textbook is that it should be interesting and relevant for every student; to create an opportunity for an individual approach to each student; ensuring the manifestation of positive qualities in everyday life; is to develop age-appropriate social competences in students of each class and to form habits of voluntary behavior.

The textbook serves to explain and teach students the essence of national qualities, along with modern universal social skills. For this reason, the textbook explains, shows and teaches national spiritual and moral values, behavior and etiquette norms based on historical and modern examples.

On the basis of education of 8th-9th grade students of general secondary schools, the indicators of evaluation based on the following social competence development components were developed:

Socio-legal components:

- knowledge and understanding of social and legal norms (social justice, honesty, conscientiousness, law, legal development, legal protection, social growth, social will, social environment, social partnership, etc.);
- observes social and legal norms (observes social norms of communication with young people and adults, understands social norms of interactions with peers, social and legal norms for teaching partnership relations, etc.);
- able to engage in social and legal relations (knows the right to education, the right to health care, the right to a family, participates in the cultural and creative life of society, the right to freedom of thought and conscience, the right to social security, labor law, public organizations and children the right to voluntarily enter associations, participate in the adoption of decisions related to the interests of children, etc.).

Socio-political components:



- knowledge of socio-political concepts (politics, political consciousness, political activity, social policy, political process, socio-political sphere, analyzes political processes in society and state life);
- socio-political understanding and analysis (political consciousness,
- follows his responsibilities and obligations, realizes himself as a person, has independent thinking, applies his social development, social protection, social growth, political knowledge in practice, independently interprets political processes);
- able to apply it to socio-political life (can react to political processes, knows how to act in emergency situations, understands and evaluates socio-political activism, religious extremism and ideological threats).

Socio-economic components:

- knowledge of the content and essence of socio-economic concepts (such as economy, saving, cooperation, business, entrepreneurship, initiative, integrity, personal and state interests);
- can understand and participate in socio-economic norms (can explain the meaning and essence of economic concepts in necessary situations, perform economic actions, understand personal interests, promote business and entrepreneurship ideas);
- is able to engage in socio-economic relations (has a thrifty and reasonable attitude to social benefits, knows and follows consumer rights, duties and obligations, is able to engage in economic relations within the framework of current legislation).

Components of social culture:

- to know and understand the essence of the concepts of socio-cultural relations (good and bad qualities, can enter into the spirituality, ethics, culture, national cultural relations of comrades, observes the norms of etiquette, strives for spiritual, mental and intellectual perfection, will have common sense);
- understands and observes socio-cultural relations and their essence (understands himself as a person, analyzes and evaluates his activities, chooses a motive, compares personal motives and social importance, forms an information culture, has spiritual and moral values ladi);
- understands and adheres to social and cultural relations and their essence (experience of social and cultural competence (-repetition of one's actions, success in a situation similar to a new one, experience of social and cultural activities, adheres to and promotes a healthy lifestyle, leads to a successful social life shows readiness.)

Therefore, the introduction of modern and pedagogical information and communication technologies into the educational process according to the mandatory minimum and final goals of the educational content set for the qualification requirements of the "Pedagogy" subject of general secondary education, general secondary is of particular importance in the formation of social competences of students of educational institutions.

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